

**UNIVERSITY OF TURKISH AERONAUTICAL ASSOCIATION  
INSTITUTE OF SOCIAL SCIENCES**

**THE SEQUENTIAL IMPACT OF CHARISMATIC LEADERSHIP AND  
ORGANIZATIONAL CONFIDENCE IN KNOWLEDGE WORK**



**Master's Thesis**

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**Department of Management**

**Master of Management Program**

**ARALIK, 2016**

**UNIVERSITY OF TURKISH AERONAUTICAL ASSOCIATION  
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**Thesis Supervisor: Assist. Prof. Valeria GIANNOTTA**

Türk Hava Kurumu Üniversitesi, Sosyal Bilimler Enstitüsü'nün 1403840003 numaralı Yüksek Lisans öğrencisi, "Yahya YAHYA", ilgili yönetmeliklerin belirlediği gerekli tüm şartları yerine getirdikten sonra hazırladığı "Bilgi Çalışmasında Karizmetik Liderliğin Ardışık Etkisi ve Örgütsel Güven" başlıklı tezini, aşağıda imzaları olan jüri önünde savunmuş ve oybirliği ile başarılı olarak kabul edilmiştir.

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09.12.2016

Yahya YAHYA



## DEDICATION

I dedicate this work to the souls of the innocent people whom they lost their life in the last two months, during the coup in Turkey and due to the massive explosion in Iraq/ Baghdad.

I dedicate this work to the one who gave me life I dedicate this work to the mighty creator.

I would like to sincerely thank Valeria GIANNOTTA my thesis advisor who was always attentive and available throughout the completion of this thesis. Thank you for your interest in my research, the support, and the time you devoted to me and the necessary assistance to enable me carry out this research.

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Aralık 2016

Yahya YAHYA

## TABLE OF CONTENTS

DEDICATION .....	iv
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	viii
LIST OF FIGURES.....	ix
ABBREVIATIONS.....	x
ABSTRACT.....	xi
ÖZET.....	xiii
INTRODUCTION.....	1
<b>CHAPTER ONE.....</b>	<b>4</b>
<b>1. THE CHARISMATIC LEADERSHIP, ORGANIZATIONAL CONFIDENCE AND KNOWLEDGE WORK .....</b>	<b>4</b>
1.1 Charismatic Leadership .....	4
1.1.1 Concept of Leadership and Its Importance .....	4
1.1.2 Definitions of Leadership.....	5
1.1.3 Distinguishing Between Leadership and Management.....	5
1.1.4 Importance of Leadership .....	7
1.1.4.1 The development of leadership theories .....	9
1.1.5 Traits approach.....	9
1.1.5.1 Behavioral approach .....	10
1.1.5.2 Situational “contingency” approach .....	10
1.1.5.4 LMX: leader-member exchange theory.....	13
1.1.5.4 The most modern theories .....	14
1.1.5.4.1 Transformational and transactional leadership theory.....	14
1.1.5.4.2 Visionary leadership theory.....	15
1.1.5 The Concept and Types of Charismatic Leadership .....	15
1.1.5.1 The origins and meaning of the term charisma .....	15
1.1.5.2 Definition of charismatic leadership.....	16
1.1.5.3 Charismatic leadership and transformational leadership.....	17
1.1.5.4 Types of charismatic leadership .....	17
1.1.6 Theories of Charismatic Leadership .....	18
1.1.7 Proprieties of Charismatic Leadership.....	20
1.1.8 The Importance of Charismatic Leadership and The Need For It .....	21
1.2 Organizational Confidence .....	24
1.2.1 The Concept of Organizational Confidence and the Importance of It.....	24
1.2.1.1 Definitions of organizational confidence and its dimensions and proprieties .....	24
1.2.1.2 Importance of organizational confidence .....	27
1.2.2 Organizational Confidence Types.....	27

1.2.3	Models of Organizational Confidence .....	28
1.2.3.1	The model of confidence dimensions .....	28
1.2.3.2	Model of organizational trust equation.....	29
1.2.4	Building Organizational Confidence and Preserve It .....	30
1.2.4.1	Preserve confidence .....	31
1.2.5	Leadership and Organizational Confidence.....	31
1.2.5.1	The role of leadership in building organizational confidence and preserving it.....	32
1.2.5.2	The role of organizational confidence in the effectiveness of leadership.....	33
1.3	Knowledge Work.....	34
1.3.1	Basic Concepts.....	34
1.3.2	Concept and Characteristics of Knowledge Work.....	39
1.3.3	Dimensions of Knowledge Work.....	40
1.3.4	The Knowledge Work Models.....	42
1.3.4.1	Tomas and Lorange model.....	42
1.3.4.2	Model of Minnesota University.....	43
1.3.4.3	Kelloway and Barling model.....	44
1.3.5	Determinants and Requirements for Successful Knowledge Work .....	44
<b>CHAPTER TWO .....</b>		<b>46</b>
<b>2. METHODOLOGY AND SOME PREVIOUS STUDIES.....</b>		<b>46</b>
2.1	Research Problem and its Importance and its Goals .....	46
2.1.1	Research Problem .....	46
2.1.2	Importance of the Research.....	47
2.1.3	Research Goals.....	48
2.1.4	Research Model and Premises .....	48
2.1.5	Study Design.....	49
2.1.6	Definitions and Measurement Procedure of the Study Variables .....	50
2.1.7	Data Collection Tools .....	50
2.1.8	Statistical Analysis Tools.....	51
2.1.9	Previous Studies.....	51
2.1.10	Description of Research Sample .....	53
2.1.11	Description of Sample Individuals.....	54
<b>CHAPTER THREE .....</b>		<b>56</b>
<b>3. RESULTS ANALYSIS AND DISCUSSION.....</b>		<b>56</b>
3.1	Description and Analysis of the Research Variables.....	56
3.1.1	Description and Analysis of Characteristics of Charismatic Leadership in Discussed Universities .....	56
3.1.2	Description and Analysis of Organizational Confidence in Discussed Universities .....	62
3.1.3	Description and Analysis of Knowledge Work in Discussed Universities .....	67
3.2	Description and Analysis of the Relationship between Research Variables.....	70
3.2.1	Description and Analysis of the Relationships between the Charismatic Leadership and Organizational Confidence.....	71
3.2.2	Description and Analysis of the Relationships between the Organizational Confidence and Knowledge Work.....	73

3.2.3 Description and Analysis of the Relationships Between the Charismatic Leadership and Knowledge Work .....	76
<b>CHAPTER FOUR</b> .....	79
<b>4. CONCLUSIONS AND RECOMMENDATIONS</b> .....	79
4.1 Conclusions.....	79
4.2 Recommendations.....	81
<b>REFERENCES</b> .....	84
<b>ATTACHMENTS</b> .....	93
ATTACH-A: Questionnaire form .....	94





## LIST OF TABLES

<b>Table 1.1</b>	: Distinguishing between leadership and management.....	5
<b>Table 2.1</b>	: General information about the universities. ....	53
<b>Table 2.2</b>	: Description of sample individuals. ....	54
<b>Table 3.1</b>	: The charismatic characteristics of leadership administrative in universities discussed. ....	57
<b>Table 3.2</b>	: Leadership strategic vision levels in discussed universities. ....	58
<b>Table 3.3</b>	: Leadership personal risk levels in discussed universities.....	59
<b>Table 3.4</b>	: Leadership environmental sense levels in discussed universities.....	60
<b>Table 3.5</b>	: Leadership sense of follower’s needs levels in discussed universities.....	61
<b>Table 3.6</b>	: Leadership unreserved behaviors levels in discussed universities.....	62
<b>Table 3.7</b>	: Arithmetic averages and standard deviations for respondents. ....	62
<b>Table 3.8</b>	: Levels of confidence in leadership. ....	64
<b>Table 3.9</b>	: Levels of confidence in colleagues.....	66
<b>Table 3.10</b>	: Levels of confidence policies and procedures.....	67
<b>Table 3.11</b>	: Averages and standard deviations for respondents' opinions on levels of knowledge work.....	68
<b>Table 3.12</b>	: Levels of knowledge sharing in discussed universities. ....	69
<b>Table 3.13</b>	: Levels of knowledge applying in discussed universities.....	70
<b>Table 3.14</b>	: Relationships between the charismatic leadership and organizational confidence.....	72
<b>Table 3.15</b>	: Relationship between organizational confidence and knowledge work. ....	75
<b>Table 3.16</b>	: Relationship between charismatic leadership and knowledge work.....	78

## LIST OF FIGURES

<b>Figure 1.1</b> : Data, Information .....	36
<b>Figure 2.1</b> : Research model. ....	48



## ABBREVIATIONS

<b>LMX:</b>	Leader Member Exchange
<b>VDL:</b>	Vertical Dyad Linkage
<b>PHD:</b>	Doctor of Philosophy
<b>USA:</b>	United States Dollars
<b>SWOT:</b>	Strengths, Weaknesses, Opportunities and Threats



## **ABSTRACT**

### **THE SEQUENTIAL IMPACT OF CHARISMATIC LEADERSHIP AND ORGANIZATIONAL CONFIDENCE IN KNOWLEDGE WORK**

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The study deals with three important concepts in order to make successful modern organizations and they are; charismatic leadership, organizational confidence and knowledge work. It aims at characterizing the levels of these three concepts inside the educating environment of the University and the nature of the relationships and their effects. The college of Al Qalam in Kirkuk/ Iraq, University of Turkish Aeronautical Association-Ankara, Salahaddin University-Erbil/ Iraq were chosen as field study by gathering data from head departments, deans and their assistant using questionnaire.

The questionnaire were the main method to collect the data of the practical side and it includes four parts in where the ones who answer it (head of departments, deans and their assistants) they were asked to give their opinion regarding the charismatic characteristics of the rector, the levels of the organizational confidence and the knowledge work in the colleges in where they work and the identical information about them. By using several statistical methods the test of the research model had been done with its hypothesis which is related totally to the existence of significant relationships between the three main research variables (charismatic leadership, organizational confidence, knowledge work).

The most important results of the research represented in the high levels of the organizational confidence in the Universities where the study had been done which

are confidence in leadership, confidence in colleagues and confidence in systems and policies also high levels of the knowledge work, represented by applying and sharing the knowledge, and frequent levels of the charismatic characteristics which are strategic vision, personal risk, sense to the environment, sense to the followers needs and unreserved behavior. Results also show that there are significant positive relationships between most of the main and secondary research variables.

The study concludes that it is necessary for the conduct leadership in the pointed Universities to have the characteristics which may support organizational confidence and encourage the knowledge work and it is necessary to take all the required procedures for this purpose. The study frame includes four chapters; the first one deal with theoretical tool of the main concepts of the research, while the methodology and the previous studies are previewed in chapter two, the third chapter is specified for presenting the research results and discussion and in the last chapter the conclusions and recommendations are stated.

**Keywords:** charisma, confidence, leadership style, knowledge

## ÖZET

### BİLGİ ÇALIŞMASINDA KARİZMETİK LİDERLİĞİN ARDIŞIK ETKİSİ VE ÖRGÜTSEL GÜVEN

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Bu çalışma başarılı, modern organizasyonlar yapma amacı ile bu alandaki üç önemli kavram üzerinde ilgilenmektedir, onlar: karizmatik liderlik, örgütsel güven ve bilgi çalışması. Bu üç kavramın düzeyleri ve ilişkilerinin doğasını ve bunların etkilerini üniversitenin eğitim ortamı içinde karakterize etmeyi amaçlamaktadır. Bölüm başkanları, dekanlar ve onların yardımcılarından anket verileri toplamak amacıyla Kirkuk'te (Irak) Al Qalam Üniversitesi, Türk Hava Kurumu (Ankara), Salahaddin Üniversitesi (Erbil/Iraq) saha çalışması olarak seçilmiştir.

Anket çalışması, Tezin ampirik veri toplama tarafının ana yöntemi olmuştur ve dört bölüme ayrılmıştır; anketi cevaplayanlardan (bölüm başkanları, dekanlar ve yardımcıları) rektörün karizmatik özellikleri ile ilgili, örgütsel güven düzeyleri ve çalıştıkları ortamdaki bilgi çalışması hakkında görüşlerinin verilmesi istendi. Bir kaç tane istatistiksel yöntemler kullanılarak araştırma modelinin testi üç ana araştırma değişkenler arasındaki anlamlı ilişkileri (karizmatik liderlik, örgütsel güven, bilgi çalışması) içeren hipotez ile yapılmıştır.

Çalışmanın en önemli verileri araştırmanın sürdürüldüğü üniversitelerde örgütsel güvenin yüksek seviyede olduğu ile temsil edilmektedir, onlar; liderlikte güven, meslektaşlarında, sistemde ve politikalarda güven. Bununla birlikte bilgi çalışmalarında da yüksek düzeylere ulaşılmıştır; bunlar ise bilginin uygulanması ve paylaşımı, ve stratejik vizyon, kişisel risk, çevre duygusu, takipçilerine olan duygu

ihtiyacı ve koşulsuz davranış ile anlatılan karizmatik özellikler ile temsil edilmiştir. Sonuçların da sunduğu gibi, ana ve ikincil araştırma değişkenlerinin arasında önemli pozitif ilişkilerin olduğu tespit edilmiştir.

Çalışma, bahsı geçen üniversitelerde liderliğin, örgütsel güveni desteklemek ve bilgi çalışmasını teşvik etmek için rehberlik edilmesini gerek görmüştür ve gereken amaçlara ulaşmak için gerekli tüm prosedürlerin yapılması önemlidir. Çalışma çerçevesi dört bölümden oluşmaktadır; birinci bölümde önizleme ve araştırmanın temel teorik araçları; ikinci bölümde çalışmanın metodolojisi ve önceki çalışmalar anlatılırken; üçüncü bölüm araştırma sonuçlarını ve tartışma bölümünü; ve son dördüncü bölüm ise sonuç ve önerileri içermektedir.

**Anahtar kelimeler:** karizma, güven, liderlik tarzı, bilgi

## INTRODUCTION

Since the beginning of the last two decades of the previous century knowledge has become the focus of all organizations as a result of the rapid changes that the world has witnessed, the emergence of globalization, competition and the complexity in business environment necessitated the organizations to take many forms of actions to ensure that they keep up with these changes, they had to improve their performance to success on their attempts on adapting, and from these changes: re-engineering, applying total quality management systems, and downsizing. They sought to find ways to share knowledge among personnel and applying them in accomplishing the tasks required of them, which is called today (knowledge work), on the other hand the leadership plays main role in the success and failures of organizations, it defines the administrative and business continuity process, it also establish procedures and instructions for the execution of the work and take the necessary decisions to solve problems and improve performance, so lots of individual and collective behavior in organizations, including knowledge work can be affected by a lot of aspects including leadership prevailing pattern in these organizations, the new organizations community impose on leadership to build leaders styles able to face the challenges imposed by changes in the world, show the need for administrative leaders support knowledge sharing among individuals working to build structures and systems that facilitate the application of knowledge, the knowledge work that includes sharing knowledge and its application is voluntary behavior of the epistemic workers as individuals are free to dispose of their knowledge, thus the knowledge work can be influenced by many elements of the Organization's internal environment, one of it is organizational confidence which is represented by the level of confidence that the epistemic workers have for the administrative leaders, workers with them, procedures and instructions in which the organization work in.



Based on the above and due to the importance of leadership and organizational confidence and knowledge work in successful organizations, the researcher chooses these three variables to be the main variables for the research topic, especially that based on the researcher's knowledge. These variables had never been studied together. By this the research aims to uncover the influence of charismatic leadership and organizational confidence in knowledge work, and the educational environment were chosen to prove this effect in Kirkuk/ Iraq Al Qalam college, University of Turkish Aeronautical Association Ankara/Turkey, Salahaddin University-Erbil/Iraq. The aim of the research that it will contribute effectively in the development of University education, by discussing the charismatic characteristics recognition for leaders and confidence level relevance to knowledge work, making appropriate proposals to facilitate the application of knowledge and share it among staff in Universities, develop appropriate remedies for the negative aspects that can limit their application and participation.

In order to complete the research requirements the researcher prepared a theoretical framework to clarify the main and subsidiary research variables depending on what was stated in the literature of the subject. The researcher also prepared a questionnaire for collecting data for field research side based on previous studies, Al Qalam College in Kirkuk/ Iraq, University of Turkish Aeronautical Association -Ankara/Turkey and Salahaddin University-Erbil/Iraq were chosen as the field for the study. The questionnaire were distributed on the head departments, deans, of the Universities and their assistants, using several statistical tools research main hypotheses were tested, which provides a whole relationships and moral influence which link between research variables.

The most important result is the high level of organizational confidence and knowledge work at the discussed Universities, also the good levels of charismatic leadership in the Universities, as well as a moral influence which link between charismatic leadership, organizational confidence and knowledge work. The study concluded the need that leaders must adopt charismatic characteristics in Universities that can enhance organizational confidence and encourages knowledge work, and the need to take all necessary measures to do so.

Structure of the study includes four chapters. The first addresses the theory review of the research main concepts (charismatic leadership, organizational

confidence and knowledge work). Methodology and previous studies are shown in the second chapter, while the third chapter to provide research results and discussion, the last chapter offers conclusions and recommendations.



## **CHAPTER ONE**

### **THE CHARISMATIC LEADERSHIP, ORGANIZATIONAL CONFIDENCE AND KNOWLEDGE WORK**

This chapter aims to provide a conceptual framework for the research main and secondary variables based on what is stated in the formal studies and resources through these parts:

- First part : Charismatic Leadership.
- Second part : Organizational Trust.
- Third part : Knowledge Work.

#### **1.1 Charismatic Leadership**

This part presents a vision theory for charismatic leadership through several axes, the first dealing with the concept of leadership and its importance, and the second specialized to provide a brief overview of the evolution of leadership theories, the third deals with the concept of charismatic leadership and types while the fourth shows the charismatic leadership theories, the fifth provides charismatic leadership characteristics, the sixth is focusing on the importance of charismatic leadership and the need for it.

##### **1.1.1 Concept of Leadership and Its Importance**

This section seeks to identify and distinguish leadership from management through focusing on these points:

### 1.1.2 Definitions of Leadership

Leadership is the most mentioned concepts in the literature on organizational behavior and theory of organization, psychology and sociology, which have big different variety of definitions.

The use of the effect is the force to achieve the objectives of the organization and push the community behavior towards the achievement of organizational goals (Griffini, 1990: 475). "Personal phenomenon centered on how the interaction between leaders and followers" (Bass, 1997: 17). "Making things work through others" (Certo, 1997: 351). Guiding the behavior of others towards achieving some of the goals, and guidance here means making individuals working in a specific manner and follow a specific behavior in consistent with the policies and procedures and the process of pre-established job description (Certo, 1997: 351). Leadership is "to influence subordinates by owning something authority and strength and know how to use it successfully to persuade subordinates under his command or working to act or think in a certain way" (Guirdham, 1990: 362).

The researcher defines leadership as the interaction between the leader and the subordinate which is going to result either to insubordination or disobedience.

### 1.1.3 Distinguishing Between Leadership and Management

The term of leadership and management is used in many cases in tandem, but that does not mean both means one thing and one cannot replace the other, both are essential to the organization, and there are many points which can distinguish between the two by focusing on managers and leaders, including:

**Table 1.1:** Distinguishing between leadership and management.

<b>Managers</b>	<b>Leaders</b>
The manager focuses on systems and structure	The leader focuses on people
The manager relies on control	The leader inspires trust
The manager has a short-range view	The leader has a long-range perspective
The manager asks how and when	The leader asks what and why

**Table 1.1 (Devam):** Distinguishing between leadership and management.

<b>Managers</b>	<b>Leaders</b>
The manager has his or her eye always on the bottom line	The leader's eye is on the horizon.
The manager imitates	The leader originates
The manager accepts the status quo	The leader challenges it
The manager is the classic good soldier	The leader is his or her own person
The manager does things right	The leader does the right thing
The manager administers	The leader innovates

Also by these points:

1. Leader's uses a non-coercive means to influence the officers while manager uses coercive means such as threats of punishment and money strength.
2. The manager properties, consulting, analysis, structural, power, stability, strength position, while leader's characteristics are vision, creativity, innovation, flexibility, encouragement, building the common image with personnel, experience, tendency to radical changes (Codowski, 1994: 12).
3. Leadership is not dedicated to an individual in a particular job site, while the administration linked to administrative positions, career, location, so any member of the organization can be a leader and most leaders in some cases can be unaffiliated, while no single individual can become Director unless he held a managerial position in the organizational structure (Daft 2001: 380).
4. The source of power: the power source for administration is due to the legitimacy of official power to be given by the organizational structure, while the source of leading force due to personal individual specific sources, values, vision, creativity possessed by the leaders.
5. The main function of the leader is to create a vision and to develop the organization's mission, policies and goals to reach that vision, while the job of director is to implement that vision through the implementation of the necessary means for their implementation, thus the effective leadership make individuals convinced by the vision they create while managers are putting necessary plans to implement the vision and supervising on it (Greenberg & Baron, 2000: 446).

6. Leader focuses on the behavioral aspects of the organization and how to influence on the behavior of individuals, while the director focuses on the behavioral aspects and non-behavioral which are used to achieve the organization's goals (Certo, 1997: 351).
7. Leaders tend to work in high-risk situations, especially when there are opportunities, while managers tend to work with consistency and stability (Robbins, 1998: 346).
8. Good management can help the organization to meet its current obligations and to make the organization achieve a degree of consistency, stability and efficiency, to achieve the goals and results in the short term and to achieve the wishes of the shareholders, while the good leadership can achieve the success of the organization in the long term.

It is clear from the foregoing that the leader and the manager do not mean the same thing, and the distinction between leadership and management is very important for the following reasons:

A) The distinction between leaders and managers shows that leadership is not competent to a particular individual or a particular role. There are many informal leaders who contributed to the achievement of organizational effectiveness (Kreitner& Angelo, 2001: 552).

B) It can be useful to distinguish between leaders and managers in increasing the effectiveness of groups, the effectiveness of a group can be increased by creating a mix of leaders and managers (Kreitner& Angelo, 2001: 552).

C) The distinction between the leader and the manager is necessary when assigning individuals in the organization because, as it turns out from the previous points that both leaders and managers perform different functions, it is necessary to select and appoint individuals who have the capacity and expertise and functional knowledge that will enable them to fill the jobs required from them (Fiedler, 1990: 241-250).

#### **1.1.4 Importance of Leadership**

Few things are more important to human activity than leadership. Effective leadership helps our nation through times of peril. It makes a business organization successful. It enables a not-for-profit organization to fulfill its mission. The effective

leadership of parents enables children to grow strong and healthy and become productive adults. The absence of leadership is equally dramatic in its effects. Without leadership, organizations move too slowly, stagnate, and lose their way. Much of the literature about organizations stresses decision-making and implies that if decision-making is timely, complete, and correct, then things will go well. Yet a decision by itself changes nothing. After a decision is made, an organization faces the problem of implementation how to get things done in a timely and effective way. Problems of implementation are really issues about how leaders influence behavior, change the course of events, and overcome resistance. Leadership is crucial in implementing decisions successfully. Each of us recognizes the importance of leadership when we vote for our political leaders. We realize that it matters who is in office, so we participate in a contest, an election, to choose the best candidate. Investors recognize the importance of business leadership when they say that a good leader can make a success of a weak business plan, but that a poor leader can ruin even the best plan.

Leadership is very essential for the success of the organization due to the need for coordination and oversight, the organizations founded in order to achieve a set of goals, and these goals are either impossible or that there are external influences that cannot be accomplished by a single individual and the organization itself needs to have harmonization of rules, policies, authorities, roles, leadership is doing the coordination between these organizational aspects (Robbins, 1998: 387).

Leadership gains the importance of direct and indirect impact, which caused many of the regulatory aspects, as there is an agreement among writers that leadership includes influencing the process, and this effect is directly personnel but indirectly transmitted to many other organizational aspects within the organization, such as organizational trust, job satisfaction, organizational loyalty, attitudes, commitment (Robbins, 1998: 347).

Leadership gains its importance for being one of the four main administrative functions, and thus the importance of leadership stems from the importance of the administrative functions of the organization to be the functions necessary to achieve the objectives of the organization and thus achieve success to it, and that any defect in one of these jobs, including leading will result in an imbalance in the administrative whole process.

Therefore, the success of the organization, as the four administrative functions overlaps and complements each other so they cannot be separated.

Good leadership means challenging the current status, it's necessary to meet the new challenges, as the effective leadership can lead to significant changes such as new products or services.

#### **1.1.4.1 The development of leadership theories**

Due to the importance of the leadership process, it has attracted a lot of attention from the presence of researchers in a variety of science fields, such as political, behavioral, and administrative science, and its ideas continued in development since the beginning of the twentieth century to the present day, and featured many of the leadership of the entrances to the very middle of the last decade of this century, and perhaps the most important traits, behavioral, situational, LMX Leader member exchange theory, the most modern theories that will be addressed briefly

#### **1.1.5 Traits approach**

The basic premise that this approach stands on is that leaders are born rather than made, and the basis of this assumption is the most common, which leads to social changes achieved by individuals with talent and high abilities or special abilities, therefore, the ability of identifying the distinctive features for successful managers serve to overcome the problem of leadership, because even if we fail in creating new leaders, we will at least be able to choose good leaders.

Applied studies have proven traits approach failed to interpret the leadership, and the writers justified this failure due to several reasons, including:

- a) The failure to formulate a consolidated list of the qualities of the leader, in included a survey of 20 different studies in the field of special features for the leader appeared that these studies provided nearly 80 features, but only 5 of those features were common within more than four surveyed studies (Robbins, 1998: 348).
- b) Unsteadiness in some features that were set by this approach and expose them to change from period to period like cleverness.



- c) Many successful leaders appeared in spite of not having the traits contained in this approach.
- d) The neglect of the role of subordinates and their characteristics and needs as an important factor in the success of the leadership process.
- e) Non-discrimination between male and female leaders in determining the characteristics of the leader. Same characteristics had been given to the leaders regardless of sex, although many of the physical and emotional characteristics not to be shared between males and females (Doyle & Mark, 2001: 3).

#### **1.1.5.1 Behavioral approach**

Given the criticism directed to the approach of traits, it has counted this approach not sufficient to predict the behavior of successful leadership, in the late forties of the last century most of the researchers began to turn away from the approach of traits and look at leadership as a process or a significant activity, and the goal of the so-called approach of behavior was to identify behaviors compatible with effective leadership. The researchers assumed that the behavior of effective leaders differs from the behavior of the least effective leaders, and the behavior of effective leaders is the same across all situations. On this basis, behavior scientists analyzed, the behavior of the leader depending on two dimensions the attention of the leader achieving a specific job, or to meet specific objectives, and the attention of the leader for the feelings of the employee's members of the group led by him (orientation to task against the trend to relations). Among the most important studies in the field to determine the behavior of the leadership, is the study of Ohio University (Shardil University, 1955) and the study of Michigan University (Rensis Likert, 1961) this approach is considered one of the important approaches in the leadership, and it was a manifestation of administration in the fifties and sixties.

#### **1.1.5.2 Situational “contingency” approach**

The situational leadership approaches has a focus on the phenomenon of leadership in a unique situation. The premise of this approach is the difference in the situations with requiring different leadership styles. The contingency or situational

approach to leadership suggests that different situations require different approaches to leadership. From this perspective situational approach, an effective leader must be able to adjust in order to force them to the demands of changing circumstances.

Situational theories propose that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision-making. One of the relatively lesser known leadership theories is the situational leadership theory. The researchers found that leaders emerged as a result of different situations. Therefore, the researchers assumed that leadership qualities were developed depending on the situation. However, there are people who believe that there are different styles of leadership which changes the situation.

Situational approach is the key of approach that most widely known. This approach itself was developed by Paul Hersey and Kenneth H. Blanchard (1969) by the theory of Three Dimensional Management Style by William J. Reddin (1967). With assuming the motivation and skills of different workers at all times, the situational leadership must suggest the leaders to change a higher or lower degree when directing or supporting the workers in the needs of subordinates that is also changing. In the viewing of situational leadership, effective leaders are those who are able to recognize what a workers needs, and with leader creatively adjust their style to meet the needs of the workers.

There are three basic things in a situational leadership; the foremost thing is that the relationship between the followers and the leader must be healthy. The followers must like the leader and support him/her in his goals. The second thing is that the task which is to be accomplished must be known, and the leader should set the goals as per the task to be done along with the tasks to be accomplished, the methods and standards to accomplish the task must also be specified in details, as this will make an impact on the followers. The third thing that is important is that the organization must confer the responsibilities of the task upon the leader, as this will strengthen the position of the leader. Situational leadership provides four styles choices of leadership. Fourth style involves various combinations between task behavior and relationship behavior. Task behavior includes the use of one-way communication, dictation tasks, and notification to workers about what things they should do, when, and how to do it. The effective leaders use a high level of

workplace behavior in a number of situations and only modest in other situations. Relationship behavior includes the use of two-way communication, such as; listening, motivating, involving followers in decision-making processes, as well as providing an emotional for support them. Behavior relationship is also applied for differently in various situations. By combining with certain degree of work behavior and a certain degree of relationships behavior, effective leaders can choose four leadership styles that are available, there are: Directing, this leader style who has always gave clear instructions, detailed directives, as well as overseeing the work at close range. Notified a style helps to ensure that new workers to produce maximum performance, and will provide a solid foundation for their satisfaction and success in the future.

Coaching leader style providing guidance, providing two-way communication, and help build motivation and confidence of the workers. This force arises when the readiness of followers and the job increases to do, so leaders need to continue provide the guiding attitude due to workers not yet ready to take full responsibility for the work. Therefore, leaders need to begin to show behavioral support in order to provoke the confidence of workers while continuing to maintain their enthusiasm. Supporting leader style in this encourages the employees to share the ideas and also facilitate the work of their subordinates with the shown spirit. And also the leader wants to help the subordinates. This force arises when followers feel confident in doing their jobs so that the leader is no longer so act as a referrer. A leader maintains open communication, leaders who tend to be a good listener and is ready to help his followers.

Delegating leadership style is tending to shift responsibility for decision-making and implementation process. This force arises when the workers there at the highest level of preparedness in connection with his work. This style is effective because the follower are considered to have competent and motivated to take full responsibility of their work.

Situational leadership approach emphasizes that the leadership must consist and know that on this approach has the direction dimensions and support dimension. Each of these dimensions must be applied to appropriately by taking into the evolving situation. In order to determine what is the required of particular situation, leaders must evaluate and assess how their workers are competent and committed to

works on their job.

#### **1.1.5.4 LMX: leader-member exchange theory**

In the past, some experts or researcher assumed that a leader will treat their subordinate same as a group. The leader will treat all subordinate or employees same and no exception. But then researcher found that this situation will be not same anymore, the leader will be treating the subordinate depending on their abilities. Leaders will give more tasks and more money (benefit) to their subordinate, if they do more than others. So that is where the superior-subordinate relationship theory or LMX-Leader Member Exchange Theories is found. LMX theory was originally referred to as Vertical Dyad Linkage (VDL) theory. The VDL or LMX theory occupies a unique position among leadership theories because of its focus on the dyadic relationship between leader and follower. LMX theory is most often used to analyze teamwork development in organizations. This theory is useful due to its explanation of how workplace behavior functions, with a subgroup of the same unit working in harmony with the leader and the other group outcast as the out-group. The quality of the relationship between the employees and the supervisor is the predictor of outcomes of not only the individual, but also of the subunit and organization. According to VDL approach, leaders and followers develop dyadic relationships and leaders treat individual followers differently, resulting in two groups of followers an in-group and an out-group. The in-group consists of a small number of trusted followers with whom the leader usually establishes a special higher quality exchange relationship. The out-group includes the remaining followers with whom the relationship of the leader remains more formal. These varying social exchange relationships are relatively enduring; they develop due to the leader's limited time and energy, and inability to give equal attention to all followers. The research supporting the LMX theory indicates that subordinates with in-group status with their leaders will have higher productivity and job satisfaction, improved motivation, and engage in more citizenship behaviors at work. Leaders invest more resources in those they expect to perform well (those they have designated as in-group members); and they treat them differently than they do out-group members. Therefore, it is suggested that leaders develop high-quality relationships with as many subordinates as possible. They should have as large an in-group and as small

an out-group as possible. That is maybe happened because LMX theory it is works in two ways: It describes leadership, and it prescribes leadership. In both instances, the central concept is the dyadic relationship that a leader forms with each of the leader's subordinates. Descriptively, LMX theory suggests that it is important to recognize the existence of in- groups and out-groups within a group or an organization (Graen, 1995: 219-247).

#### **1.1.5.4 The most modern theories**

Include a set of theories that some classified within the theories of modern traits, including the charismatic leadership that will be explained in detail in the remained of this section, and the theory of transformational, transactional leadership and the visionary leadership, the following is a brief explanation of the last two theories:

##### **1.1.5.4.1 Transformational and transactional leadership theory**

Theory of transactional and transformational leadership was initially developed by James MacGregor Burns (1978) and further evolved by Bernard M. Bass (1985).

This new theory of leadership has captured widespread attention. James MacGregor Burns (1978) conceptualized leadership as either transactional or transformational. Burns describes transformational leadership as a process in which "leaders and followers raise one another to higher levels of morality and motivation" (Burns, 1978:20). These leaders shape and elevate the motives, values and goals of followers through the teaching role of leadership, and they unite them in the pursuit of higher goals for the collective interests (Burns, 1978:425). The importance and value of the desired outcomes are explained in easily understandable ways (as cited in Jung and Avolio, 2000). They engage the emotional involvement of their followers to build higher levels of identification, commitment and trust in the leader and his/her mission. Transformational leaders seek to raise the consciousness of followers by appealing to higher ideals and moral values such as liberty, justice, equality, peace and humanitarianism. In terms of Maslow's need hierarchy, transformational leaders activate higher order needs in followers. They elevate followers to their "better selves".

Burns (1978) described transactional leadership as a type of leadership that motivates followers by appealing to their self-interest. It also involves values like honesty, fairness, responsibility and reciprocity but these values are only relevant to the exchange process. Transactional leadership occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things. Two persons may exchange valued things in order to realize independent objectives. It is a bargain to aid the individual interests of persons going their separate ways.

Transformational leadership: leadership by owning properties, charismatic vision, idealism, focus on individual considerations, and inspire personnel to overcome the self-interest for the good of the Organization, and leadership here possesses an exceptional impact on personnel (Bass&Avolio, 1993).

Transactional leadership is leadership that focuses on motivating and directing personnel towards objectives built during the clarifying of roles and functions.

#### **1.1.5.4.2 Visionary leadership theory**

Visionary leadership means the ability to create attractive and clear vision and true for the future of the organization which through it the organizational growth and improvement on the current situation, this command requires a range of skills including ability to communicate vision to others, able to express the vision, not orally, but must be translated into a vision through the conduct of commander the ability to publish insights (Robbins & David, 2004. 11-34).

### **1.1.5 The Concept and Types of Charismatic Leadership**

#### **1.1.5.1 The origins and meaning of the term charisma**

The term charisma is not a newly-term, but the prevalence of the use of newly is where the term is used by professionals in political science and sociology to describe the political leaders and clerics in the Christian church and later used by organizational behavior scientists to describe the leaders and directors of institutions properties (Robbins, 1998:151).

A set of properties owned by a particular person so that makes him different from the rest and seen as a supernatural human being (Weingarden, 2004:17).

Emotional bonding of the followers with the leader making them do additional efforts and exceptional performance regardless of the revenue generated, and the willingness of officers to sacrifice in order to achieve particular collective message described by the leader (Shamir, 1993: 4). And in politics it means vague and mysterious qualities of individuals in society (Aaltio-Marjosola&Tuomo, 2000: 146-158) .While in psychology it means being attractive and loved by others (Lindholm, 1990).

#### **1.1.5.2 Definition of charismatic leadership**

Definitions differ a lot due to the many prospective of views to the topic and to this term “charisma” it was defined as the group of character characteristics that distinguished the leader from others (House & Howell, 1992: 81-108).It means from the point view of others ' emotional bonding between followers and commander making followers achieve additional efforts and exceptional performance regardless of returns, and the willingness of self-sacrifice in order to achieve the collective message described by the leader, also defined as the commander's capabilities to make a strong moral commitment and fully complied to him (House & Shamir, 1993). It's the interaction process that affect the interests of the individual and driven it towards the achievement of goals and benefits of the community (Sogunro, 1998). Also it was defined as the super power that is given by god to certain people in a form of unnatural powers of super gifts to relive people from their suffering (Gerth & Mills, 1991:51-55). Also known as the possesses of intellect and clear sense about routing and communication between leader and follower and develop feelings of excitement to exert maximum efforts to achieve common goals (Schermerhorn, 1996:109).Using of a special power to effect followers (Greenberg &Baron, 2000:459).As the personal characteristics that distinguish the individual from the ordinary people, and that those characteristics are natural power hacks (Wiengarden, 2004: 17).

The researcher defines it as the power of persuasion without needing to make big effort, the power that make the follower changes his believes to satisfy his leader.

### **1.1.5.3 Charismatic leadership and transformational leadership**

There is a big confusion between the two concepts because the term transformational leadership describes a person who has a group of characteristics including charisma would help him changing the systems and people, and to seek for high performance, the charismatic leadership is considered as a part of the transformational leadership, some say it form 66% of it that's why it is more shown than the other characteristics (Bass & Avolio, 1993; Wiengarden, 2004:21).

The difference between transformational leadership and charismatic leadership lies in the objective, the objective of the transformational leader is making the change while it is not necessarily within the objectives of the charismatic leader (Daft & Raymond, 2001: 402).

There is a difference between transformational leadership and charismatic leadership, transformational leader gives opportunities for personnel working on their development while there are a lot of charismatic leaders who are trying to keep the dependency and vulnerability among affiliates as that transformational leadership is working to achieve high performance in personnel through motivation and development, while charismatic leadership achieve high performance in personnel on the base of the note of the exceptional leader and follow its guidance, the previous view does not go along with the views of many charismatic leadership theorists who they believe that charismatic leadership is a part of transformational leadership (Shamir, House & Arthur, 1993; Conger & Kanungo, 1998).

### **1.1.5.4 Types of charismatic leadership**

Howel & House (1993) recognized two types of charismatic leadership:

A) Charismatic social leadership: it is the leadership that focuses on self-esteem, lack of power and Machiavellian, goals that serve the community, looking for a better future, affirms the principle of equality, identifies their needs and help them to show their rights, conformity with them emotionally, intellectually, tend to delegate authority, discuss their ideas and ambitions.

B) Personal charismatic leadership: leadership that focuses on power and Machiavellian, low levels of self-esteem, setting goals that meet the commander's benefits and control principle of tyranny, does not encourage discussion, questions



on resolutions, strive to achieve the needs of personnel as a means to achieve their goals, use physical and penalty revenues to motivate followers and not interested in the rights and feelings.

### **1.1.6 Theories of Charismatic Leadership**

Max Weber is considered the first who used the term charisma in describing administrative leadership, charisma for him means a given gift, use the term to identify personal characteristics of a leader that personnel who are in distress are affected by and need to follow a leader because they believe that personal characteristics that are available in the commander allows them to get rid of that ordeal, and according to the Weber theory the source of leadership is the community not the organizations, and the main role of leadership is to create change and new community, and that charismatic leadership is connected to creativity and development and conversion (Weingarden, 2004:18). Plato sees that the leader must be strong and the same time seeks the vision faithfully, and the leader must have the given gift so that he would be successful in his activities, without charisma leader cannot work nor drive any organization, charisma is effective when achieving obedience and abide to orders by followers cannot be by force or any other means like training and guiding, Plato assume that the source of charisma is intuition (Aaltio-Marjosola&Tuomo, 2000: 146-158). Pekonen confirms that the charisma without power is an important tool to give democratic validity and do not lead to routine activities nor inefficiency as a result of weak leadership, unlike Weber, who focused on the charismatic authority, the legitimacy of the charismatic leader for Pekonen based on acceptance authority theory (Pekonen, 1996: 6-17). And under the direction of behavioral study of charismatic leadership Conger & Kanungo (1998) proposed the theory of charismatic leadership adopted on four factors:

1. The degree of difference between the current situation and the vision and the goals defended by the commander.
2. The use of creativity and unusual means to achieve the desired change by the commander.
3. The success of the leader in identifying resources and environmental constraints to make the change.
4. The method used by the leader to motivate personnel towards the vision.

Due to the fact that Conger & Kanungo theory is behavioral they supposed that charismatic leadership behaviors consist of the following stages:

First stage: assessment of the current situation.

Second stage: formulation of the vision that is contrary to the quo status.

Third stage: activate the means to achieve the vision (Weingarden, 2004:20-21).

While House, Spangler & Woyck gave the charismatic leadership theory by focusing on the emotional bonding with personnel and how to raise personnel emotionally, emphasized the vision provided by the leader, clarifying that vision to affiliates, with respect, reliability, confidence in the commander's attention to considerations. The charismatic leadership results is to perform what is unexpected, changes in basic values, changes in beliefs, deep love, loyalty, reverence toward commander and desire to sacrificing personal interest for collective goals (House, Spangler & Woyck, 1991:145).

It should be noted that most charismatic leadership theories suggest that charismatic leadership is manufactured not just by birth, as many experts believe that people can be trained to show charismatic behaviors, identifies some areas of training in the following:

1. The development and growth of charismatic aura through optimistic qualities and emotional support and the use of language to support oral and none oral communication.
2. Training on creating relevant and inspiring to others.
3. Learning to use emotion to show concern for others (Conger & Kanungo, 1998).

The transformational theory is considered one of the modern theories that deals with charisma in organizations and it has been formed by Bass, where Bass has three components constitute of the transformational leadership: charisma and it is contributing more than others in the formation of transformational leadership and the other two are:

1. Individual considerations
2. Simulation intellectually (Bass, 1998: 130).

### **1.1.7 Proprieties of Charismatic Leadership**

Lots of researchers tried to determine the proprieties of charismatic leadership due to importance of having a deep knowledge about this concept, and we could say there is no total agreement about the proprieties between the researchers. For example Bennis (1990) sees that there are four proprieties, convincing vision, and the ability to communicate a clear vision of the followers, consistency and coherence in order to achieve the vision and know strength point and use them. While Robert & Tylor, 2003 saw the proprieties as high confidence, dominance and strong faith. Robbins (1992) sees that the charismatic leader's properties include the following:

1. Self-confidence.
2. Vision
3. Desire and willingness to risk.
4. A commitment to self-sacrifice in order to complete the vision.
5. Behavior out of the ordinary.

And Takala (1997) sees that the ability to communicate effectively is one of the most important characteristics of charismatic leadership, charismatic leader must have the ability to guide the message to different operators within the organization or outside it which the message is important for them. That's why the leader must know oratory and persuasion, although the use of oratory may mislead the followers, and the person who study oratory normally becomes what is called a propaganda person, charismatic leader will not only become a propaganda person but the truth he is trying to do the right thing and he sees his speech as the proper way for it, and this kind of communicate requires rational mind. The leader must be the person who could use this way of communication in the best way, and to be charming with supernatural talent and his ability to deliver his vision that amuse and admire other people's feelings, but at the same time, the leader must use his talent to accomplish goals wisely.

Greenberg & Baron determined the properties of charismatic leadership in five aspects:

1. Self-confidence: the charismatic leaders believe strongly in their abilities and wisdom others can see that in them easily
2. Vision: The charismatic leader has vision reflect on greatness and prestige and his understanding of the current situation, speaks clearly about that

vision and shows his willingness to sacrifice in order to achieve it properly.

3. Search for change: to stay at the status quo is charismatic leadership enemy, charismatic leadership is what makes things happen.
4. Exceptional behavior: conduct outside of what is usual and untraditional.
5. Environmental sensitivity: the charismatic leaders are realists and aware of what they must change and what not to change.

From the point view of (Beyer & Browing) characteristics of charismatic leader:

1. Gifts and unusual qualities
2. Appear in the social crises and during adversity
3. They have a vision or a set of ideas to solve the crisis
4. The ability to deploy unusual vision
5. Previous successes in crises
6. A group of followers trapped around the leader and believe his superpower and his vision (Beyer & Browing, 1999:3).

The researcher sees that the properties of charismatic leadership are:

The ability to bond with the followers and get involved with them in a certain level, in a way that makes the leader feel what they are living and the way they expect their leader to be, to show strength when weakness is prevailing. Strong feelings about the dimensions of the surrounding environment, in order to use the points of weakness and strength for the leader benefits, to speak out of the usual and see things from a different perspective. Ego is needed but not in high level. Being fearless and take the risks in the purpose of achieving the vision.

### **1.1.8 The Importance of Charismatic Leadership and The Need For It**

We must refer that the importance and the need of charismatic leadership is still under discussion, and there are lots of opinions regarding it, although there are lots of sayings about the importance and the need of it also there is lots of writers and researchers who warns of unwanted results for charismatic leadership. In this part of the research some views on the importance of charismatic leadership needed in contemporary organizations. From perspective of Sosik (2000) that the charismatic leadership promotes consistency in attitudes with challenge, enhances the effectiveness of community, increases fidelity and loyalty of the followers,

entrenched social values among members of the community, and reduces the tension at the individual or community level. And Gardener and Avolio (1998) assure the interaction between the charismatic leaders and followers is very important to understand the dynamics of organizations, the interactive window gives the organization the ability to develop a model for the relationship between leader and followers which you can understand the mission, values and objectives by making them accepted by employees in the organization. Jung and Avolio (1999) see that charismatic leadership lead to reduce conflict by keeping everyone on specific-task as well as maintaining collective orientation among individuals. Many agrees that the importance of charismatic leadership in times of crisis, as they are more likely to appear in those times, because the high confidence and exceptional behavior can help to gain the support of community members (Shamir& Howell, 1999; Greenberg & Baron 2000:461; Kark & Shamir, 2004). Robbins (2004) sees that charismatic leadership can be more useful when follower's tasks include mental activity. Assures (Allert & Chatterjee, 1997; Robbins, 1992: 151) that charismatic leadership is greatness and can achieve not only the personal benefits of the leader but to the general community also. And there are those who believe that charismatic leadership can be a mean of creativity and radical change (Conger, 1999:145-179).

Weber notes that real charisma is associated with new special issues and this leads to new activities movements, events outside the usual routine and habitual daily life as it goes beyond the routine life, charismatic leadership real grappling with old rules, regulations and working in the organization as effective and creative force (Aaltio-Marjosola&Tuomo, 2000:146 -158).

Note Marie, Barry and Allen (1998:150) the importance of charismatic leadership in creating dramatic changes in society and organizations, and that quality change might be positive in some cases, the charismatic leadership is more appropriate for developing countries because the main need is social change.

And Shamir & Howell (1999) sees that charismatic leadership is more effective in organizations adopting organic structures and decentralization in contrast to mechanical and bureaucratic organizations, as there are many factors that can contribute to the effectiveness of charismatic leadership like the early stages of growth of the organization, goals and tasks with challenges, appropriate organizational culture, and organizational objectives consistent with community

values.

Against all what mentioned, there are contracts opinions that notify about the unwanted results from charismatic leadership and here we mention some

For a start (Aaltio-Marjosola & Tuomo) assure on the role of media and technological development in creating an image of the charismatic characteristics, external appearance and behaviors and movements can be created better through TV and radio, and newspapers. Some qualities are produce brilliantly through targeted media and advertising experience. Oratory and draw attention and create the aura of an exceptional person, contemporary charisma is created in the media more than spontaneous or personal charisma.

From the perspective of Fortune (1996) charismatic leadership is a boon if used correctly it turns at the same time to a curse if it is used incorrectly, charisma can lead individuals forward but at the same time it can deviate from the right path. From the standpoint of Aaltio-Marjosola (1996) the charismatic leadership doesn't guarantee success, the charismatic leaders are a picture of the heroes of the organization, perceived as leaders who are looking for new projects, achievement, raise regeneration, exceptional performance and build trust and loyalty. But all this is not guaranteed in all cases and may not be correct or morally in terms of content but it may not be successful, charismatic leadership can be a demolition tool and lead to negative results.

Aaltio-Marjosola (1996) searches about the doubts regarding the need of charismatic leadership, and saw that sometimes there is a need for it and other times there is no longer need for it. And showed many examples about companies that are successful and they don't have a charismatic leadership, and other companies with low performance, but have a charismatic leadership. Some arguments that although contemporary organizations need charismatic leaders but that it depends mostly on the organizational practices that make the emergence of charismatic leaders in hard, due to their believe that charismatic leadership can be so dangerous, they do not tend to take risks and works on the principle that not having a vision originally is better than having the wrong vision. And pointing Greenberg & Baron (2000) that the problem in determining the relevance and irrelevance of charismatic leadership due to the perception of the leader as charismatic or uncharismatic and varies from one individual to another, it is relative because there are many leaders who are beloved

by some individuals, but at the same time they are hated by others.

The researcher sees the importance of a charismatic leadership is shown in lifting up a country or an organization that is falling down, to set up the lines and gather the people toward one vision, if the leader was not selfish and willing to risk and sacrifice in the pursuit of success, honest charismatic leadership are the solution in time of crises.

## **1.2 Organizational Confidence**

In this part we will try to deepen the knowledge about organizational confidence, how to make it stronger, what are the dimensions and what are the types of it, and at last what is the role of the leading management in building strong organizational confidence through these axes:

First: the concept of organizational confidence and the importance of it.

Second: Organizational confidence types.

Third: Models of organizational confidence.

Fourth: building organizational confidence and preserve it.

Fifth: leadership and organizational confidence.

### **1.2.1 The Concept of Organizational Confidence and the Importance of It**

#### **1.2.1.1 Definitions of organizational confidence and its dimensions and proprieties**

Making yourself open to the other party based on the expectation that the other party will not perform any activity which is not acceptable for you (McAlliste, 1998: 26). Also known as the glue that holds things together, and encourages team members to give honest feedback (Dubrin, 1995:1). Also known as a measure of positive and negative expectations from the other party (Rousseau et al, 1998:393-404).

The researcher define it as the expected result from the confidence that employee gives to his work partner, and the strength of the confidence between workers inside the organization and out of it.

It is clear that multidimensional and multilevel structure of confidence requires taking it into account when explaining almost all organizational issues. Confidence

to co-workers, subordinates, supervisors, organizations etc. It can become critically important in the functioning of an organization. Therefore, sometimes confidence is conceptualized as an 'organizing principle' to provide "a powerful way of integrating the diverse confidence literature and distilling generalizable implications of how confidence affects organizing" (McEvily, Perrone and Zaheer, 2003: 91). According to the authors, "an organizing principle represents a heuristic for how actors interpret and represent information and how they select appropriate behaviors and routines for coordinating actions. Taking confidence as an organizing principle paves the way of considering confidence in an integrated manner within the organizational life. From such point of view, confidence to organization itself can be placed at the top of whole system. When confidence becomes one of the organizing principles in an organization, on-going operations can be also expected to be performed within trustworthy relationship among co-workers and different levels of hierarchy. Therefore, organizations that want to make confidence as a key dimension of their organizational life, should understand what makes an organization trustworthy.

In parallel to the attempts of defining confidence, explaining 'confidence to organization' or 'organizational confidence' is also one of the complicated tasks in the literature. Although the general level of confidence to an organization might affect the level of confidence among co-workers, teams or supervisory levels, organizational confidence cannot be taken as an aggregate function of all trustworthy relationships in an organization; it is more than this. According to Shockley-Zalabak, Ellis, and Winograd (2000), while individual confidence refers to expectations about individual relationships and behaviors, organizational confidence can be defined as "positive expectations individuals have about the intent and behaviors of multiple organizational members based on organizational roles, relationships, experiences, and interdependencies" (p. 37). Therefore, confidence in this context must be analyzed as a concept that is embedded into whole organizational system as an 'organizing principle'.

Dimensions of organizational confidence which can be meaningful were mentioned as four by Mishra (1996) on the organizational level and they are: being competent, open, concerned, and reliable. Shockley-Zalabak, Ellis, and Winograd (2000) added one more dimension to the model of Mishra (1996) as identification and obtained a five-dimensional construct. According to the authors, these five



dimensions can be explained for organizations as:

1. Competence: This dimension is the general perception that assumes the effectiveness not only of the leadership, but also of the organization's ability to survive in the market place.
2. Openness: This dimension is regarding with the general perceptions on the openness and honesty of organizational leadership.
3. Concern: This dimension occurs when employees perceive concern for them from their leadership.
4. Reliable: This dimension is about the expectation for consistency and dependable behavior in the organization. People trust to one organization when there is a consistency and congruency between words and actions.
5. Identification: This dimension is related with the identification of employees with an organization; if it is high, organizational trust can be expected to be high as well.

And from another point of view, the dimensions of organizational confidence:

- a) Integrity: refers to not telling lies and not deceiving others
- b) Good intention: it means positive intentions towards the other person
- c) Ability: ability of the person to accomplish the work required of him (Mayer, Davis&Schorman, 1995: 709-734; Becerra&Huemer, 2000).

And regarding the proprieties of organizational confidence it is presented by authors as follows:

1. Confidence include portion of risk and hazard, confidence cannot be achieved by neglecting the risks of betrayal.
2. Confidence takes a long time to build, but it is much faster to be destroyed, easy to reshape and can be changed by on word or one act.
3. Confidence need expertise and experience to be build.
4. Confidence is a dynamic process, does not remain static but constantly changing.
5. Confidence is an interaction between two people at least one is the one who gives confidence the other will receive it, thus the ability to grant someone's confidence is not enough to be worthy of your confidence because it's about the other person too (Whitener et al,1998: 513-530).

### **1.2.1.2 Importance of organizational confidence**

Lots of authors wrote about this topic like Robbins (1998:370-372) considering organizational confidence is a very important ingredient in the process of organizational development, where the organizations sound and effective are those that are characterized by high levels of organizational confidence and openness with supportive climate.

And from the point view of Lipnack and Stamps(1997) the low level of organizational confidence causes disorder in the system, activates the downside and postpone the positive side, diagnose and treat low organizational confidence could be one of the powerful strategies for building teams and learning organizations.

And Galfordand Seibold (2004) see that organizational confidence increase effectiveness, help creativity, and it is a factor for increasing loyalty of the workers towards the organization and staying in it. From the prospective of Kreitner and Angelo (2001) the managers prefer to delegate tasks as well as important decisions to individuals whom they trust, and individuals who believe in the administration are more willing than others to make additional efforts and are ready to sacrifice and risk, and organizational confidence plays an important role in building morale and drive organizational change.

About the importance of confidence in team building Dubrin (1995) sets a number of points including:

- a) Confidence facilitates relationship building between team members
- b) Confidence facilitates the organization of work to be done faster
- c) Confidence promotes self-management and empowerment
- d) Confidence promotes compliance with targets

### **1.2.2 Organizational Confidence Types**

One of the most significant ways to understand trust is to utilize a sociological perspective in the analysis. According to Lewis and Weigert (1985), trust has three bases as cognitive, emotional and behavioral. The authors stated that in cognitive trust, “we cognitively choose whom we will trust in which respects and under which circumstances and we base the choice on what we take to be ‘good reasons’ constituting evidence of trustworthiness” (p.970). On the other hand, emotional base

which complements the first one, consists in an emotional bond among actors who involve into the relationship: “like the affective bonds of friendship and love, trust creates a social situation in which intense emotional investments may be made, and this is why the betrayal of a personal trust arouses a sense of emotional outrage in the betrayed” (p.971). The third sociological base of trust is behavioral dimension.

Robbins (2004) recognized three bases and they are:

1. Deterrence-based trust: it is considered one of the weakest bases, confidence based on fear of reprisal if trust is violated.
2. Knowledge-based trust: confidence is based on behavioral predictability arising throughout the relationship, and the majority of organizational confidence is built on this base.
3. Identification-based trust: emotions start to be taken into consideration in the relationship. According to Robbins, Judge, and Campbell (2010), the best example of this type is a long-term, happily married couple; it is considered the highest levels of confidence based on emotional link between the parties and allow each party to act as agent for the other, and substitute. This mature understanding develops the point at which both parties could work together effectively (Robbins, 2004:11-41).

### **1.2.3 Models of Organizational Confidence**

The authors introduced a number of models of organizational confidence within the literature of organizational behavior, including the following.

#### **1.2.3.1 The model of confidence dimensions**

The model of Mishra (1996) identified five dimensions of organizational confidence and they are:

A) Competence: this dimension is the general perception that assumes the effectiveness not only of the leadership, but also of the organization’s ability to survive in the market place.

B) Openness: This dimension is regarding with the general perceptions on the openness and honesty of organizational leadership.

C) Concern: this dimension occurs when employees perceive concern for them

from their leadership.

D) Reliable: this dimension is about the expectation for consistency and dependable behavior in the organization. People trust to one organization when there is a consistency and congruency between words and actions.

E) Identification: this dimension is related with the identification of employees with an organization; if it is high, organizational trust can be expected to be high as well.

Similar to this five-dimensional structure, Mayer, Davis, and Schoorman (1995) also proposed a three-dimensional structure

A) Ability: ability is that group of skills, competencies, and characteristics that enable a party to have influence within some specific domain. The domain of the ability is specific because the trustee may be highly competent in some technical area, affording that person trust on tasks related to that area.

B) Benevolence: benevolence is the extent to which a trustee is believed to want to do well to the trusted, aside from an egocentric profit motive. Benevolence suggests that the trustee has some specific attachment to the trusted.

C) Integrity: Means the first person ability to notice the availability of instances of lying and deception in the other person (Mayer, Davis & Schoorman, 1995:709-734).

### 1.2.3.2 Model of organizational trust equation

$$\text{Organizational confidence} = \frac{(\text{Ambitious} + \text{Abilities} + \text{Actions}) * (\text{Alignment} + \text{Articulation})}{\text{Resistance}}$$

It stands for calculating the organizational confidence, based on these five variables:

Ambitious: and it means determine what individual aspires to do to remain in the Organization as well as the aspiration of the organization itself.

Abilities: it means the ability of the organization to achieve its ambitions, depending on available resources, as well as their own individual powers to implement the vision of the organization.

Actions: represented by reactions, crises and confusion that can adversely affect the performance of the organization.

Alignment: it means the compatibility and coordination between aspirations and abilities, aspirations and activities, capabilities and activities.

Articulation: it means contacting the organizations and reports between it and the once like it.

Resistance: the model defines four sources of resistance and they are; fear, uncertainty, frustration, eliminating mental orientation.

### **1.2.4 Building Organizational Confidence and Preserve It**

In this part we will try to explain the steps of building organizational confidence and how to preserve it.

Steps of building organizational confidence by Galford & Seibold (2004).

Attraction: it means searching for a common ground where each party gets attached to the other in it.

Listening: by giving time to listen, and asking deep question, explanation when it is needed, and give the other party full attention while he is speaking.

State of mind (framing): this means make the confidence that the individual understands the essence that he carries, and letting the others know that.

Imagine: it means looking to the future and identifies the achievable outcomes, optimism and helping other individuals to imagine benefits of those outputs.

Commitment: it means that both parties have the obligation to move toward future scenario (Galford & Seibold: 2004; Mayer, Davis & Schoorman, 1995: 709-703).

Factors that reduce confidence considered by (Galford&Seibold) as the enemy of confidence and they defined twenty two points that could be under these three main titles.

- a) Inappropriate and insufficient communication
- b) Mess behaves
- c) Not to deal with issues

And we could mention few points that are considered as the enemy of confidence:

- a) The discrepancy between personal agendas and organizational strategy
- b) The contrast in personalities between organizational workers
- c) Low performance

- d) Contradictory reactions
- e) Strict criteria or solid
- f) The lack of justice

#### **1.2.4.1 Preserve confidence**

From the last part we could understand that confidence can change so fast and it can be lost easily, so there are steps to preserve it and guarantee the continuity of it.

Dubrin sees that confidence booster climate regulatory is one of the strategies to maintain confidence and identify elements of the climate of confidence booster:

Incentive system based on community members are not penalized if no goal achieved but to see the error as an opportunity to learn, because a lot of distrust appears because of fear of error which leads people to look at themselves negatively. Honesty and open expression of views rather than hide. Providing information and easy access to it to complete the work, when information are not available to everyone this situation encourage suspicion and lead to reduced confidence (Dubrin, 1995: 4).

While (Fernando Bartolome) provide six tips for maintaining trust:

Communications: and includes making sure of giving information to employees that describes policies and decisions and provide them with feedback, as well as honesty in dealing with employees and openness to the constraints and problems.

Support: includes supporting the staff to perform their tasks, particularly with respect to things related to training. Respect and effective listening to others ideas. Justice, especially in the area of performance evaluation. Compliance with explicit and implicit promises. Maintain technical capacities and professionalism needed to perform work and develop it in proportion to the changes in nature of the work (Kreitner and Angelo, 2001:423).

#### **1.2.5 Leadership and Organizational Confidence**

Many researchers' focuses on the relationship between the leadership and organizational confidence and how they are in the same line and without one the other cant not be, confidence is considered one of the main factors for building

strong leadership model at the same time confidence is created by good leadership, from this we can take two side in this part of the research, the role of leadership in building organizational confidence and preserving it and the importance of organizational confidence in creating effective leadership (Podsakoff, etal, 1990:107-142; Kurt & Daniel, 2005).

#### **1.2.5.1 The role of leadership in building organizational confidence and preserving it**

Many writers ensure that organizational confidence is one of the aspects that the leadership plays a big role in building it and preserving it, and they consider building organizational confidence is considered one of the main responsibilities of the leadership, leadership is the first that move towards building confidence relationships and depending on its attitude, decisions, and promises the followers define their confidence level in it (Robbins, 1998. 370-372; 14; Whitener, etal, 1998).

Many writers determined lots of points that through it the leadership can build strong organizational confidence and preserve it and here are few of them.

Aspects of concern in workers: there are lots of aspects that enables the leadership through workers to build confidence, focusing on the needs of workers and their interest sharing the process of decision making with them, building friendship relation with them, sensitivity towards their welfare and the guarantee of their rights and not using them, all of that leads to better organizational confidence also other aspects related to organizational confidence like job satisfaction and low level of turnover (McAllister, 1995; Mayer, Davis & Schoorman, 1995: 709-734; Greenberg, 199; Mishra, 1996; Konovsky & Pugh, 1994; Lind, 1997). Some writers refer that leadership must avoid opportunistic behaviors such as exploiting workers, and use information for personal use or benefits (Kramer, Brewer & Hanna, 1996; Pettit, 1995: 208).

Stability and compatibility of behavior: it means that the leader must take fixed and expectable behaviors by the followers or that they can predict his behaviors (Green & Yhl-Bien, 1995: 148).

Participation in decision making and delegating of authority: the followers sees their participation in decision making as they are for real a part of the equation, and

that the leadership trust their awareness and respect their opinions, this action reflects in the confidence that the followers have for the leadership and make it stronger (Tyler & Lind, 1992: 267; Whitener, et al, 1998: 513-530).

Integrity: it means that the leadership must say the truth in all circumstances, and abide by it commitments with the employees, and that all the time there is a match between words and actions (Ring & Vandeven, 1994; Mayer, Davis & Schoorman, 1995: 709-734; Butler, 1991: 647).

Communications: many writers and researchers ensured that it is very important to have an open communication system in the organization that provides accurate information and obvious decisions, that leads to the increase of confidence level by the employees to the leadership, and the opposite of that happens when they cannot believe the communication system they have so they resort to other sources and by that their confidence level gets reduced (Konovsky & Cropanzan, 1991; Sapienza & Korsgaard, 1996: 549; Butler, 1991: 643-663).

#### **1.2.5.2 The role of organizational confidence in the effectiveness of leadership**

The organizational confidence is considered one of the important factors that participates in the success of applying leadership, confidence for many writers represents the bases of leadership, and it is attached to it through confidence leadership can affect followers (Kurt & Daniel, 2004; Bass, 1998; Schriesheim, Castro & Cogliser, 1999; Hogan, Curphy & Hogan, 1994: 114). And from the point of view of Kurt & Daniel (2004) the confidence of the followers in the leadership makes the followers want to obey the leader's actions and devote their abilities in the leader's hands, and on the contrary, individuals will not follow the leader after realizing that the leader is dishonest and incapable of leadership.

Robbins mentioned a group of reasons that makes organizational confidence the base of successful leadership and here are they:

- A) Effective leadership depends on confidence.
- B) When subordinate trust commanders they are ready to accept his orientation.
- C) Confidence is one of the main qualities of leadership by the most writers and specialists.



- D) One of the tasks of leadership is working with individuals and search for solutions to the problems and that requires confidence.
- E) Compatibility and the secretariat at all levels are essential characteristics of individuals admitted by the leader.
- F) Modern management practice such as credentials and using work teams require levels of confidence to achieve effectiveness.
- G) In cases of change and instability individuals search for personal relations searching for guidance and this kind of relations needs good level of confidence.

The researcher sees that in the new modern work style and high confidence we need high level of confidence from the followers to the organizations to achieve the highest level of effectiveness and to encourage creativity and all of that is possible if they have trust and they feel they belong to the organization.

### **1.3 Knowledge Work**

This section seeks to provide a theoretical framework for knowledge work to clarify the basic concepts associated with it, and the concept of knowledge work and its characteristics and dimensions, and main models that appeared in the literature on knowledge work, parameters and requirements for success through the following axes:

1. Basic concepts
2. Concept and characteristics of knowledge work
3. Dimensions of knowledge work
4. The knowledge work models
5. Determinants and requirements for successful knowledge work

#### **1.3.1 Basic Concepts**

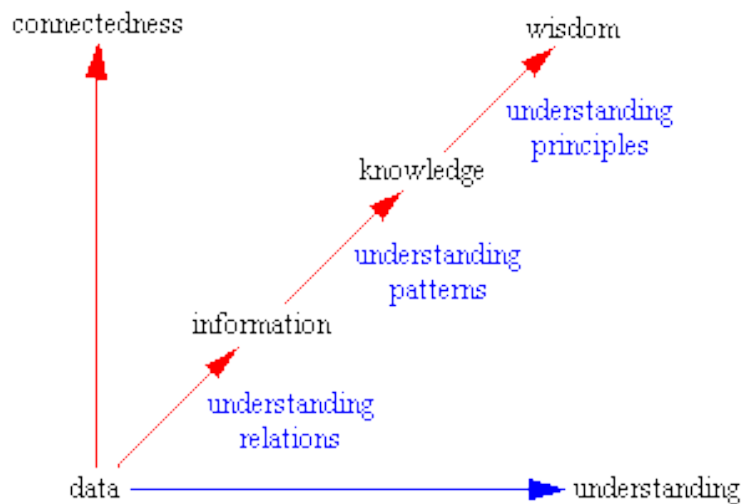
First we need to clarify the concept of knowledge, the concept of knowledge management, and knowledge workers cause they form the base that work knowledge stands for.

*Concept of knowledge and its types.* The term knowledge was used by many writers with lots of diversity regarding the meaning of it; this is due to the fact that

interested writers belong to several courses such as, management science, psychology, sociology, economics and other. The researchers focused on the concepts that are in the management literature in line with the directions of study, Martens son and Maria (2000) see knowledge as Facts, methods, techniques and principles that could be coordinated and cumulative and get it in books, equations and programs etc. While from the other hand the dominating concept is that individual's capacity to perform a specific task, and that ability can come with help of information (Quinn, etal, 1996:71-81; Hackett & Bassi, 1997: 1-18). Also defined as perception or awareness gained through experience or learning (Johnson&Kevan, 2002:15).

And from another point of view Robert and Sam (2000) sees knowledge as the individual beliefs about causal relationships between phenomena or events and causal relations is intended here, cause-and-effect relationships between events and activities imaginable and possible consequences of these phenomena and events.

The concept of knowledge overlap with three other concepts, data, information, wisdom and to discriminate between them we can say that data is facts abstract symbols that doesn't have the benefit of the decision makers, so it needs process like regulation, coordination, classification and indexing into a more useful format to decision-makers so it becomes Information. When information is interrupted based on experience, skills and capabilities to allow a clear understanding of the facts and the ways and means and the possibility to apply when doing business and activities, that information is called Knowledge, and the proper application for the knowledge is called Wisdom (Figure 1.1) (Chan, 1994:23; Gene, Mill and Castro, 2004).



**Figure 1.1:** Data, Information, Knowledge & Wisdom (Gene Bellinger, Durval Castro and Anthony Mill, (2004) Data, Information, Knowledge, & Wisdom.htm, [www.systems-thinking.org/dikw.htm](http://www.systems-thinking.org/dikw.htm)).

As for the kinds of knowledge they were classified by the authors and researchers into many types, but the most common classification is explicit knowledge and implicit knowledge. Explicit knowledge is known among workers in the organization formal regular knowledge and documented can be coded to others or general instructions, implicit knowledge the knowledge possessed by an individual and maintained in possession of it is inherent or implied for the organization because he/she did not publish or release the knowledge and does not show when you need it, such as experience and profile skill (Daft, 2001.253; Nonaka & Takeuchi, 1995. 68).

There is who classified knowledge into practical knowledge, knowledge of theory, knowledge strategy:

Practical knowledge: (know how)

Knowledge of theory: (know why)

Knowledge strategy: (know what)

While Spender (1996) classified knowledge in to four types:

Conscious knowledge: individual knowledge explicit as facts and concepts, frameworks and theories that can be discovered by individuals or learned.

Objective knowledge: knowledge shared by the community and is explicit knowledge such as common professional knowledge.

Automatic knowledge: knowledge gained by the individual through the accumulation of experiences and is implicit like artistic skills and talents and opinions.

Collective knowledge: implicit knowledge of the community and have the advantage of being knowledge of the social inherent (Spender, 1996: 70-73).

And in another classification Nonaka & Takeuchi (1995) distinguished between two types of knowledge foreground knowledge, background knowledge foreground knowledge is explicit knowledge that is easy to obtain and apply, and easy transition while background knowledge is implicit knowledge that is intangible, hard to detect and replicate because it depends on the history of the organization and individual and private circumstances (Nonaka & Takeuchi, 1995: 68).

Boisot provides a knowledge classification distinguishes between four types of knowledge based on two variables classified knowledge and degree of deployment of the knowledge, he sees that knowledge can be classified or not classified, and they can be deployed or non-deployed. And classified knowledge refers to preset and ready to trade knowledge while not classified knowledge refers to the knowledge that is hard to re trade such as experiences and skills, while deployed knowledge refers to the knowledge that can be shared and divided by others, and non-deployed refers that knowledge is not intended to be shared by others, based on this knowledge is classified into the following:

1. Propriety knowledge: it is classified non-deployed knowledge, the knowledge is ready to be traded, but the ability of deploying is in small range depending on the needs and the framework of the policies of the organization.
2. Personal knowledge: it is not classified knowledge, non-deployed like perception, insight, and experience.
3. Public knowledge: classified and deployed knowledge like books, newspapers, archives, rules and instructions.
4. Common sense: not classified but deployed knowledge such knowledge is slowly built through the process of socialization and social interaction (Sanchez et al, 1996: 28).

*Knowledge Management.* Knowledge management is the latest management concepts that related literature grew in quantity and quality, as many definitions and different visions of knowledge, there are many to manage knowledge too, and here we will give some of the definitions mentioned by many writers and researchers regarding the concept of knowledge management in the management literature.

Kemp (2001) sees that knowledge management is the process of planning, organizing, directing and controlling workers knowledge within the organization, activities and tasks that they do. Mayo (1998) sees it as innovation process and store knowledge and utilizes it for regulatory activities based on existing knowledge and work on future development. “Innovation process and acquire knowledge and use it to improve organizational performance” (Bassie, 1997:26). “Create and preserve knowledge, building structures and supporting organizational culture of knowledge, the dissemination of knowledge in the organization” (Prasad& Plaza, 1996: 19-40).

Others see it as the process of gaining group experiences and distributing it in the way that helps the production process (Blak, 1990: 13).

Martensson (2000) sees it as the process of motivating the individuals to exchange knowledge in the proper environment, and put proper formats to gain and deploy knowledge in all of the organization.

*Knowledge workers.* Peter Druker is considered the first scholar who used the term (knowledge workers) in management as if it is a trait of the future organizations, focusing on the important of knowledge workers to achieve a competition advantage to the organization, at the same time achieving job security and career for employees (Mark, 2003: 3), and since that time interest grew in that topic, and that led to four trends in administrative thinking about the concept of knowledge workers and they are:

A) This trend considers only the workers with high level of education are knowledge workers like engineers, doctors, lawyers and other professionals are knowledge workers because of their level of education or their profession (Bently& Young, 2000: 336-345).

B) The ability to perform, the person who have the ability to do a certain task it means he/she have knowledge about that task, so the focus here is about individuals abilities that enables him to do a certain task (Wall, Jackson& Davis, 1992: 253).

C) Considers that (knowledge workers) are all individuals who work in the field of knowledge and produce a product, thus they are individuals who spend most of their time on communication and cooperation and coordination in teams and working groups and creating, disseminating and using knowledge (O'Brient, 2003: 11; Luis et al, 1998: 4).

D) Newly emerged direction specifies (knowledge workers) based on how

workers really balancing the thinking and performing activities, as it is all workers are knowledge workers as long as they think and apply what they think in accomplishing their jobs, thus the knowledge worker unspecified particular classification of business, but it is present in all actions (Kelloway&Barling, 2000: 287-304).

### **1.3.2 Concept and Characteristics of Knowledge Work**

Authors agree that knowledge work is based on the concept of knowledge, knowledge workers, since the concept of knowledge work revolves about the knowledge workers spreading knowledge with others and apply it (Zack, 1999:125-145).

Based on what is mentioned before, the availability of knowledge, knowledge workers are essential conditions to achieve work knowledge, but just their availability is not enough to achieve work knowledge, as individuals are owners of intellectual capital and free regarding their disposition of knowledge within the organization, and that's why the knowledge work is looked at as organizational behavior reflex to the knowledge workers (Esque, 1999: 60-63; Kelloway & Barling, 2000: 287-304).

In consideration of what was mentioned the researcher sees that knowledge work is a free will of the owner of the knowledge in the organizations and the application of this knowledge involves managing it and sharing it with others, thus this concept overlaps with the concept of knowledge management, in order to distinguish between them we can say that the concept of knowledge management is more inclusive, it contains beside sharing knowledge and applying it other process like create or generate knowledge, deploying of knowledge, saving knowledge, and also the knowledge work done by the knowledge workers is their own activity, while knowledge management is special event organized by management within the management of the resources of the organization and which knowledge constitute one of those resources, and we can define the characteristics of work knowledge in these points:

Team work: work knowledge requires that the work is done in the form of team work, because it is hard for one individual having full knowledge, skills and abilities required to perform any work (Dumaine, 1990: 52-60).

Complexity: since work knowledge is based mainly on knowledge that makes the complexity of work knowledge characteristics, since whenever the work requires knowledge and skill the more complicated it gets, while not having these needs makes it routine work (Thomas & John, 1994: 1-31; Craig, 2004: 49).

Creativity: work knowledge is inherently creative act, it requires input from many individuals, so when many knowledgeable members participate in a single action, creativity is more possible of fewer individuals doing that work (Craig, 2004:49).

Difficulty of measuring and evaluations: work knowledge is considered one of the hardest to measure and evaluate due to these reasons:

A) Work knowledge requires many individuals to work together, and each individual can affect the performance of another individual or the effect of an individual's authority on the performance of the group as a whole.

B) The non-routine nature of work knowledge that makes it difficult to find a reliable standard of measurement.

C) Work knowledge includes many aspects that cannot be observed accurately, being extra management operations control or done outside of work time.

D) Work knowledge inputs are intangible as information also the same for outputs represented by potential knowledge which is difficult to measure with known quantitative methods (Thomas & John, 1994: 1-31).

### **1.3.3 Dimensions of Knowledge Work**

The writers differ among themselves about the dimensions of work knowledge, some of them identified it as applying and participation others add other dimensions fitting within knowledge management like creating and generating knowledge, knowledge acquisition, knowledge distribution, stored knowledge, knowledge reuse (Davanport, Javanpaa& Beers, 1996). While some argue that the use of knowledge does not fall within the dimensions of work knowledge (Withey, 2003; Daigle&Blance, 2001).

Based on what we mentioned above and for the purpose of this research we will take two dimensions of work knowledge.

Knowledge sharing: Knowledge sharing is an important strategy used by organizations in the last decade in order to gain competitive advantage and achieve

efficiency and address problems of loss of knowledge as a result of turnover (Hansen, Nohrin & Tierney, 1999. 106), Knowledge sharing refers to “combine the different knowledge that already exist in order to create new knowledge and ensure the dissemination of new knowledge throughout the organization” (Peter, 2003: 4).

Dixson provides five types of knowledge sharing:

Chained sharing: it means making knowledgeable individuals, who acquires knowledge through performing tasks and later doing the same tasks with other background.

Nearby sharing: it means making explicit knowledge gained through frequent routine tasks and available to other individuals who perform similar tasks.

Remote sharing: it means making tacit knowledge gained from non-routine tasks and makes it available to others in the organization and who have similar business.

Strategic sharing: it means sharing the collective knowledge of the organization required to complete a strategic task which appears infrequently but is critical to the organization overview.

Experiences sharing: this kind of sharing when faced with a question about the field of knowledge that allows the search of others experiences in the organization (Dixon, 2000).

While (Nonaka & Tackuchi) gave four models for knowledge sharing and they are related to innovation and they are:

Socialization: it is the process of sharing experiences between individuals by allowing them to acquire knowledge.

Externalization: it is the process of converting tacit knowledge found in some individuals to the shown knowledge of the group or organization.

Internalization: it is the process of creating a new implicit knowledge from explicit knowledge through self-formalize and education.

Combination: it is the process of converting explicit knowledge through mergers and classification to new explicit knowledge (Nonaka & Tackuchi, 1995: 67-73).

Knowledge application: Grant (1996) points that we can distinguish between three mechanisms to apply knowledge:



Directions: a specific set of rules and procedures and instructions for converting tacit to explicit knowledge experts for non-experts.

Routine: refers to the patterns of performance and specification of processes that allow individuals to apply and integrate their knowledge without having to communicate with others.

Self-defined tasks teams: these teams are used in situations where the tasks are complex, not sure, cannot use directions or routine, and this mechanism handle the required knowledge and multidisciplinary teams deal with solving their problems.

While Donald (2004) refers that the application of knowledge is the result of organized management efforts in knowledge generation, sharing, distribution and storage, and that any defects in these processes will be reflected negatively on the application of knowledge, incorrect generation and distribution, storage and dissemination among employees leads to erroneous results during the application process and on the basis of erroneous inputs generate erroneous output, And therefore must make knowledge user or person who is applying it participate in all previous operations.

### **1.3.4 The Knowledge Work Models**

#### **1.3.4.1 Tomas and Lorange model**

This model that was presented by Tomas & Lorange stands on the idea that knowledge is like any product it could be sold or traded in the markets, and these markets were named as knowledge markets, work knowledge in this model is represented as advertising knowledge within knowledge market by knowledge sellers which is created in the organization, within this model the organization represent the market and within this market there are many parties knowledge sellers, knowledge buyers, and brokers. Sellers are the once who have the knowledge, buyers are seeking for it, and the brokers working as the link between them. There is a time period during which required access to knowledge acquisition, and management of funds in the acquisition of knowledge, which focuses on providing the necessary technology to increase the effectiveness of knowledge work. According to this model, there are many factors that influence work knowledge including organizational culture, confidence, and relationships between employees, policy, economic and social factors (Kemp et al, 2001:57).

### **1.3.4.2 Model of Minnesota University**

This model was developed by Davis and his college in (1991) in Minnesota University, this template provides a context for work knowledge analysis is based on the idea of systems theory, work knowledge is imparted to three main components inputs, processes, outputs, this model was applied in the context of the University environment where working in this environment experienced workers and learn to accomplish different objectives, work knowledge input is as follows:

Differentiation of functions: Includes such variables as task activities, time frame, design tasks, tasks, composition tasks, important tasks.

Personal resources: a knowledgeable workers personal distinctiveness upon completion of the work, such as the scope of knowledge, personality traits, an individual's goals, the time available.

Informational resources: includes external elements as procedural tools and technology data vocabulary.

Operations are set by the three parts and they are:

Work management: and it is known as the advantage of self-regulation of work knowledge to some knowledgeable workers, and others with knowledge workers rely on clear system leads to design tasks, schedule targets, test activities, sequencing and selecting information sources and mission planning that includes an element of work management.

Task motivation: focusing on the forces that affect the force of impact, trends and the continued persevering efforts of knowledgeable workers, model of Minnesota University focused on completion date, task structure and constraints and differences in composition of individuals as factors that affect task motivation.

Perform tasks: to integrate information operations conducted with a focus on problem solving and process information automatically.

Davis deals with outputs as concrete results for the process of work knowledge output includes decisions analyses, reports, tutorials, plans and concrete outputs (Davis, 1991).

### **1.3.4.3 Kelloway and Barling model**

This model is based on a formula in industrial organization psychology: performance = motivation \* power, According to this model the behavior of work knowledge is determined depending on the ability to perform behavior, motivation to perform the behavior and availability of opportunity to perform behavior. And these elements through transformational leadership and the adoption of high performance work system applications, based on this model, the management of the organization must adopt the principle of high performance work system applications, and this portal is supposed that workers are the main source for competitive advantage, and it is what make the organization gain a competitive advantage over competitors hard to copy, applications of high-performance work system include many practices: ensure employment, remuneration, decentralized training decisions, team work, reducing class differences and participation of workers (Caplli & Neumark, 2001: 737).

### **1.3.5 Determinants and Requirements for Successful Knowledge Work**

Work knowledge is one of the works which are not easy to achieve, in a lot of cases where people deliberately do not share knowledge and its application, on the basis that individuals are free with their intellectual capital and have the freedom to share them with others or applying their organization (Kelloway & Barling, 2000: 287-304; Mark, 1995).

Individuals usually distinguishes between tacit and explicit knowledge when determining the attitudes of sharing knowledge and its application, individuals usually are willing to share and apply explicit knowledge owned by organization such as programs, documents and instructions more than willing to share tacit knowledge because tacit knowledge such as skill and experience, individuals face difficulties in acquiring, so they are not willing to provide it to others easily, and if that happens it will be a part of their generosity to others, unless it gives personal benefit, and this explains the personal nature of knowledge (Kiesler & Sproull, 1994: 400-421).

Others see that losing part of knowledge while transfer between individuals is one of the determinants of share and apply it properly, since there is no guarantee that knowledge transmitted to recipients of knowledge with the same precision from

the owner, due to several factors, including the passage of knowledge over communication channels to reach the recipients of knowledge as well as the difference in perceiving things and interpretation of individuals according to their reference (Audrey, Bollinger & Robert, 2001: 8-18).

Supporting leadership is essential to work knowledge success, as the work knowledge properties complex, overlapping and creativity imposed the need for administrative command that encourages the work knowledge, whenever subordinate tasks get complex, independent and includes creative element the greater need for leadership to coordinate these tasks (Craig, 2004: 47-58).

Leadership role came also to provide information and make it available to everyone as a way to enhance the work knowledge, since that information are not available to everyone in the same degree as it encourages a climate of mistrust between employees and therefore will engage employees not to share knowledge that they own nor apply it in the work environment (Lipnack & Stamp, 1997).

Organizational trust is considered as an important factor that help to the success of work knowledge, as trust between the epistemic employees enables them to share their thoughts and feelings and use some of them as sources of knowledge, while lack of confidence makes them take defensive and reservation which impede knowledge exchange (Costigan, Illter & Berman, 1998: 303-317).

On the other hand, the confidence encourages team members to provide honest feedback with confidence, openness, transparency and open expression of views, so that team members will provide their knowledge to others instead of hiding it, on the contrary, low confidence will activate the negative aspects of work (Dubrin, 1995).

## **CHAPTER TWO**

### **METHODOLOGY AND SOME PREVIOUS STUDIES**

Explaining research methodology and previous studies is required to achieve credible correlation between the theoretical framework and research field side, so in this chapter we will focus on the methodology of the research and previous studies through three parts the first is about the methodology the second is about previous studies and the last one is describing the research field of study.

#### **2.1 Research Problem and its Importance and its Goals**

##### **2.1.1 Research Problem**

In the last two decades the term knowledge management emergent, it resemble the big changes that happened in the site work from an industrial society to a knowledge society, the new organizations community imposes on leadership styles that can be able to face the new challenges of complexity and speed of change in an environment of internal and external organizations. Many writers ensure that leadership plays a major role in building and maintaining the organizational culture supports and promotes knowledge sharing among personnel or establish structures and systems that support them and facilitate their participation and their application. In the other hand confidence is the most important organizational aspects of the followers that could be affected by elements of the internal environment, including the dominant leadership style, in a lot of cases confidence can be shaken when organizational leadership style is not consistent with the expectations of the followers of the leader, as studies have indicated that many leadership failures due to its

inability to build and deploy organizational confidence in organizations operating environment. The problem of the research is the availability of charismatic leadership characteristics; organizational confidence level and knowledge work at discussed Universities. The contents of this problem can be illustrated by the following questions:

A) Does the properties of charismatic University leaders linked with substantial meaningful relationships with knowledge work at the discussed University?

B) Does organizational confidence stands as determining factor for the nature of the relationship between the University charismatic leadership characteristics and knowledge work at discussed University?

C) Is organizational confidence associated with significant relations with knowledge work in discussed University?

D) Is University charismatic leadership characteristics associated with significant relations with organizational confidence in discussed University?

### **2.1.2 Importance of the Research**

The importance of the research can be explained in these two points:

A) On the theoretical side research acquires its significance as a modest contribution to the deepening of scientific knowledge through research and analysis of key opinions that addressed the research variables, especially that research combines three key concepts are charismatic leadership, organizational confidence and knowledge work, these concepts are studied by modern writers and researchers in the science of organization and organizational behavior, as there is a dearth of field studies that addressed this question, so that the three concepts in one research is in itself an interesting scientific addition.

B) In the field research gain its importance from that point that the Universities are pioneering institution in society. Universities are setting up human competencies and bring up scientifically and intellectually cognitive upgraded resulting economic development and comprehensive social and cultural society. Since the research diagnose the characteristic of charismatic leadership, level of organizational confidence and knowledge work in the studied University is considered research contribution on the Universities level that can lead Universities to the best formulas

for compatibility between confidence and leadership style and knowledge work, and instructs the departments of Universities to ways to promote organizational confidence in discussed Universities and improve knowledge work and develop appropriate treatments for negatives facing in achieving organizational trust and knowledge work.

### 2.1.3 Research Goals

Research seeks to provide an intellectual framework for the charismatic leadership and organizational confidence and knowledge work, as well as within the fields aims to achieve the following:

- a) The description and diagnosis of the characteristics charismatic leaders in the discussed Universities.
- b) The description and diagnosis of the organizational confidence in the discussed Universities.
- c) The description and diagnosis of knowledge work in the discussed Universities.
- d) Diagnose relationships and impacts between the characteristics of charismatic University leadership, organizational confidence levels and knowledge work at discussed Universities.
- e) Recommendations for discussed Universities regarding developmental areas in discussed departments of the Universities.

### 2.1.4 Research Model and Premises

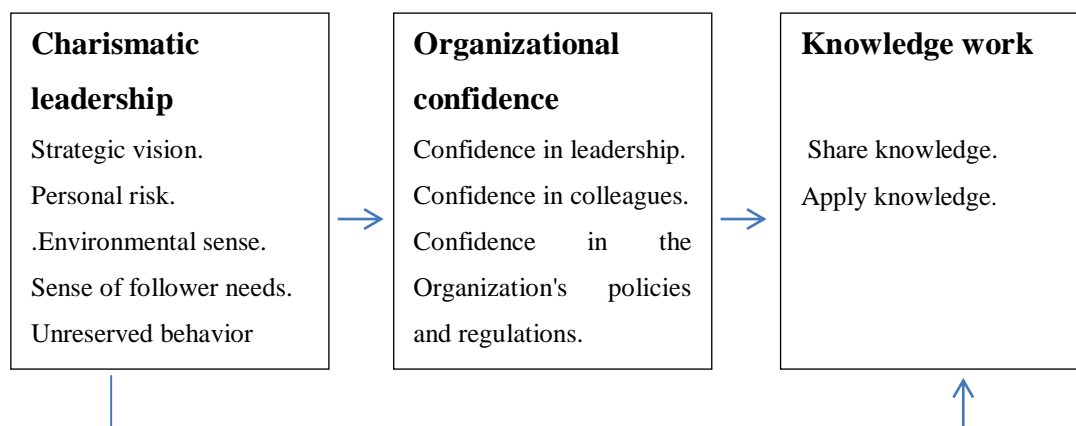


Figure 2.1: Research model.

In the figure above we can see the assumed model for the research which contain three types of variables, the main variables which are charismatic leadership, organizational confidence and knowledge work, each of which contains a number of secondary variables. Charismatic leadership and organizational confidence are independent variables while the knowledge work represents dependent variable, the model refer to the relationships between the variables and it is shown some are direct relations others are indirect through the mediator variable (organizational confidence) these relationships have been devised from the theoretical part and from the previous studies results. The model assumes a single direction of relationships between variables and therefore the analysis of the relationships between these variables and as the search model is unidirectional (one way) starts with charismatic leadership and ends with knowledge work.

The research model disclosed groups of major assumptions:

A) There is a moral influence of characteristics of charismatic leadership that the Universities leaders have on the dimensions of organizational confidence, ramifications set of assumptions, where moral effect relationship exists for each strategic vision, personal risk, environmental sense, sense of followers needs, unreserved behavior and in dimensions of organizational confidence.

B) There is a moral effect of organizational confidence dimensions in the dimensions of knowledge work, and a set of premises out of this branch, where the moral effect of relationships of confidence in leadership and fellows trust, confidence in the organization's policies and regulations in the dimensions of knowledge work.

C) There is a moral influence of charismatic leadership characteristics in the discussed Universities' leaders in knowledge work dimensions, and a set of assumptions ramifications from it, were moral effect relationship exists for each of strategic vision, personal risk, environmental sense, sense of followers needs, unreserved behavior in knowledge work dimensions

### **2.1.5 Study Design**

The researcher adopted special design to build the intellectual perspective to test research hypotheses through three axes one to describe the study variables and the way to measure it, the two is about the way to the data and the statistical analysis tools.



### **2.1.6 Definitions and Measurement Procedure of the Study Variables**

Charismatic leadership: a set of characteristics inherent in some administrative leaders in Universities for extended period of time that distinction them from the others, and it is represented by strategic vision, personal risk, environmental sense, sense of followers needs and unreserved behavior. It got measured by twenty question including five aspects in these twenty questions, aspects quoted from a number of previous standards these characteristics were selected based on the literature of the subject as these properties may have been agreed by many writers and researchers.

Organizational confidence: position stems from expectations and beliefs established by the workers in the organization towards the ability, integrity and fairness of administrative leaders, degree of transparency between employees themselves, and fairness, credibility and accuracy of regulations and policies by which the organization work thus identified three dimensions, confidence in leadership, confidence in colleagues, and confidence in the organization's policies and system, it got measured by fifteen question to cover the three aspects

Knowledge work: reflex behavior of the knowledge workers involves using knowledge they own in accomplishing the tasks required of them and share and exchange with others and therefore two dimensions include knowledge sharing and application of knowledge, got measured by ten questions to cover the two aspects.

### **2.1.7 Data Collection Tools**

The researcher by building the theoretical framework dependent on modern literature especially provided by the internet to get the information in line with modern topic by authors and researchers, and the rapid changes occurring in the ideas and opinions provided by general administrative sciences literature, fifth Likert Scale was used to determine the level of response to questions. The field survey was used as a main method for gathering the data by targeting the head departments, deans and their direct assistant, the questioner was prepared to measure the aspects of the variables and got tested to ensure right measurement of virtual totalitarian and honesty by evaluating it by specialist, also measurement of survey reliability by testing it on ten employees and doing the same test after one month and it turns out

that the respondents answers match reported (91%) thus the questionnaire adopted at it finalized shape and got distributed consisted of four parts displayed at the end of the research.

### **2.1.8 Statistical Analysis Tools**

The researcher adopted for data analysis and hypothesis testing a number of statistical tools that fit the nature of research directions and the contents of its premises, and were as follows:

- a) Frequency, average of percentages and standard deviations for describing the research variables
- b) Simple correlation to determine the nature of the relationship between the two variables and determine the internal consistency of the study variables.
- c) Multiple correlations to determine the nature of the relationship between the independent variables at once with a single dependent variable.
- d) Regression analysis to see the independent variables moral influence in dependent variables depending on values, F, R<sup>2</sup>.

### **2.1.9 Previous Studies**

There are many studies about the research variables, here are few of them:

The study of Becerra&Huemer (2000) which deals with the relationship between the dimensions of charismatic leadership and organization confidence, The study was conducted in an environment of University education and included sample 392 students, where they expressed their opinion regarding the properties in their advisor and charismatic confidence level in the University, the study found a positive correlation between moral characteristics of charismatic and organizational confidence.

The study of Barling, Weber &Kellowy (1998: 827-832) which discovers that there is a positive moral relationship between charismatic leadership and knowledge work through an intermediary variable which is organizational commitment.

The study of Hogg, Hains& Mason (1998) Lord, Brown & Freiberg (1999) shows that the charismatic leadership has an effect on the followers' behavior.

The study of Oliver R., Garry (2003) held in an environment of University reveals that the application of knowledge depends on the recognition of the importance of the application, and that the environment is an important factor in the application of knowledge management as that trust and provided technology are determining factors of knowledge sharing.

The study of Tomas (2000) focused on discovering the relationship between colleagues confidence and knowledge share, resulting that the individual tend to share more knowledge as much as the confidence become stronger.

The study of Ronald & Parry (2004) included (467) newly hired managers in New Zealand companies; it found that leadership directly affect organizational confidence.

The study of Costigan, Ilter& Berman (1998) researched about the relationship between the characteristics of charismatic leadership and confidence in leader. The study were made on a sample of (150) of the workers working in American companies and resulted that there is a moral positive relationship between the characteristics of charismatic leadership and confidence in leader, and lack of moral relationship between demographic characteristics of leaders and confidence in leadership.

Also Kling (2001) did a master degree research in Wisconsin stout University the goal of it was to discover the relationship between the availability of charismatic proprieties of supervisors and level of experiences and training they have. The study showed a positive correlation between charismatic proprieties and level of experiences and training supervisors have. However, this study did not show a relationship between charismatic proprieties and level of expertise possessed by supervisor.

The study of Barling, Moutinho&Kelloway (1998) showed a positive relationship between organizational confidence and the use of knowledge and as much as the workers tend to use knowledge. It refers to high organizational confidence, also emotional commitment enters as a medium variable that enhances the relationship between organizational confidence and use of knowledge.

### 2.1.10 Description of Research Sample

The research sample was represented by three Universities in two different countries one University from Turkey represented by University of Turkish Aeronautical Association-Ankara the other two are from Iraq AL Qalam University-Kirkuk and last Salahaddin University-Erbil. The educational environment was chosen as a field study cause the knowledge workers there are considered as the essential factor in the Universities also the field of education is always in develop and that develop needs charismatic leaders to make it continue. The reasons behind choosing these three particular Universities are:

Salahaddin University is considered one of the oldest Universities in Iraq and also one of the biggest, while AL Qalam University and THK University where chosen cause of the development process that the Universities are into the process of growing to be exact.

**Table 2.1:** General information about the universities.

University	Information
University of Turkish Aeronautical Association Ankara	University of Turkish Aeronautical Association was established by aviation foundation of the Turkish Aeronautical Association. Thereby, TAA has a deep background thanks to its experience and intellectual knowledge gained through the activities in the fields of aeronautics and astronautics since 1925.
Qalam University-Kirkuk	Private University was established in 2009 contains seven departments well known in Iraq Kirkuk of being the new upcoming University to join successful Universities.
Salahaddin University-Erbil	Salahaddin University is the oldest and biggest public higher education institution in the north region of Iraq it was established in 1968 and was originally based in Sulaimani and got moved to Erbil in 1981 it contain 17 college and 55 departments teaching staff reached more than 1000 in 2015

### 2.1.11 Description of Sample Individuals

From the first part of the survey we got this information

**Table 2.2:** Description of sample individuals.

Proprieties	Categories	Number	Percentage (%)
Age	Less than 35 year	17	18
	35-46 year	30	33
	More than 46	45	49
	Total	92	100
Gender	Male	80	87
	Female	12	13
	Total	92	100
Degree	Master	37	40
	PHD	55	60
	Total	92	100
Academic title	Assistant Lecturer	26	29
	Lecturer	39	42
	Assistant Professor	25	27
	Professor	2	2
	Total	92	100
Years of service in University field	Less than 5 years	10	11
	5-10 years	33	36
	More than 10 years	49	53
	Total	92	100
Years of service in current position	Less than 1-3 years	63	68
	4-7 years	24	26
	More than 7	5	6
	Total	92	100

From the table we see that the majority of research individual sample are older than (46) their percent were (49%) and by this the majority are seniors, also males formed the majority of the sample with a percentage (80%) and holders of PHD were (60%) and regarding the academic title holders of lecturer title were the

majority with a percentage (42%) for the years of service in University field from the table we can see that the majority of the sample have experience more than (10) years with a percentage (53%) and this percentage reflects the long service for individual but on the other hand the individuals with short experience in the current position where the majority with a percentage (68%) 1-3 years in current position. The study time for gathering data started from December 2015 till Jun 2016.



## **CHAPTER THREE**

### **RESULTS ANALYSIS AND DISCUSSION**

To achieve the requirements of research methodology and compatibility of its model and test its premises and an expression of field research framework this chapter is devoted to identifying the nature of the research variables and the nature of their relations with the adoption of a set of appropriate statistical tools, and that by following axes:

First: Description and analysis of the research variables.

Second: Description and analysis of relationships between research variables.

#### **3.1 Description and Analysis of the Research Variables**

Testing the model of the research and its premises needs description and analysis of the research variables in the researched college based on percentages of frequency and arithmetic averages, standard deviations of respondent's answers on the survey questions through the following points:

##### **3.1.1 Description and Analysis of Characteristics of Charismatic Leadership in Discussed Universities**

The research in this part tends to diagnose and analyze the characteristics of charismatic leadership in discussed Universities in light of dividing it into three levels (high, medium, low) depending on the status of the agreement seen on the answer sheet scale<sup>1</sup>.

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<sup>1</sup> Refers to the high level of answers (strongly agree, agree), and the average level of answers (undecided) and the low level of answers (strongly disagree, disagree)

Where the table 3.1 reveals arithmetic averages and standard deviations of the respondents answers about availability of characteristics charismatic leadership in discussed Universities on a macro level (the charismatic leadership dimensions combined) and we can see from the analysis of the table data that arithmetic averages for all proprieties are less from the average scale space which is (3) degrees expect environmental sense which achieved the highest arithmetic averages (3.3) degree, the sense of followers need came in last with an arithmetic average (2.6) and by that it appears relatively low level of charismatic characteristics with the leaders at discussed Universities, shows the value of the arithmetic average of total indicator which expresses the arithmetic average of all the charismatic properties, relatively low level of those characteristics within administrative leadership discussed it showed (2.8) degree which is little less than the average scale space, the researcher sees that it is still close to the average space scale and that proves that there are some charismatic characteristics in administrative leadership.

**Table 3.1:** The charismatic characteristics of leadership administrative in universities discussed.

No.	Characteristics	Arithmetic averages	Standard deviations
1	Strategic vision	2.7	0.9
2	Personal risk	2.8	1
3	Environmental sense	3.3	1
4	Feel the needs of followers	2.6	1
5	Unreserved behavior	2.7	0.9
6	Total index (average of averages)	2.8	0.9

The analysis of each aspect of charismatic leadership:

#### 1. Strategic Vision:

From the frequency distributions percentages, arithmetic averages of the answers of the studied sample in table 3.2 we can see the lack of strategic vision in the leaders<sup>2</sup> of the studied Universities, (48%) sees that the availability of the feature of owning vision of the future that assumes the future is better than the present is low for those leaders, also half of the researched ensure that they have low level of providing the feature of guiding to unusual ambitious that impresses them, while (41%) of the researched agreed that the level

<sup>2</sup> With leaders we mean rectors the highest authority in the studied sample.



of the feature ability to convince others with their owned vision of leadership is low, also (39%) believes that the level of confidence expressing in the followers abilities to achieve the vision is low among the leaders. The percentage of the sample that ensure the availability of property of strategic vision in Universities leaders was low for all paragraphs that measure that property, (19%) for the property of owning a vision assumes that the future is better than the present and (24%) for the other three paragraphs, building on the previous ratios reflected the decline in the level of the strategic vision property for management leaders in Universities studied. it is ensured by the values of arithmetic averages of the sample answers on paragraphs that measure that property it was less than three degrees which represents the average space scale, also standard deviations values indicate homogeneity of respondents to questions which were amounted one for all the paragraphs that measures strategic vision.

**Table 3.2:** Leadership strategic vision levels in discussed universities.

No.	Variables	High (%)	Medium (%)	Low (%)	Total	Arithmetic averages	Standard deviations
1	Strategic visions assumes that the future is better than present	19	33	48	100	2.6	1
2	Guide followers towards unusual ambitious that impresses them	24	26	50	100	2.7	1
3	Convince others with their owned vision	24	35	41	100	2.8	1
4	Confidence in the followers abilities to achieve the vision	24	37	49	100	2.8	1

## 2. Personal Risk:

Table 3.3 reveals about distributions iterative ratios, arithmetic averages and standard deviations for levels of personal risk property owned by leaders of discussed Universities depending on the answers of surveys for paragraphs that measure that property, as can be seen from the table low level provide that property in discussed University leaders, almost half of the researched sample ensure the low level of the availability of this property while quarter of the researched sample sees that the leaders have high level of this property. Arithmetic averages values confirm

answers of the sample all of it less than three which is the average scale space on low personal risk property management leaders of discussed Universities, and examine the values of standard deviations of the respondents answers prove that it is little more than one and reflect homogeneity in their answers.

**Table 3.3:** Leadership personal risk levels in discussed universities.

No.	Percentages Variables	High (%)	Medium (%)	Low (%)	Total	Arithmetic averages	Standard deviations
1	Prefer public interest over private interest	26	25	49	100	2.7	1.2
2	Bear the risk that are in the way of achieving his vision	29	23	48	100	2.8	1.1
3	Seeks to make drastic changes in his field of work	26	27	47	100	2.8	1.1
4	Have a spirit of challenge	28	24	28	100	2.8	1.2

### 3. Environmental Sense:

Table 3.4 reveals about distributions iterative ratios, arithmetic average and standard deviations for levels of environmental sense owned by leaders of discussed Universities, the data of the table shows the high level of strategic vision for the leaders, the majority of the researched sample ensure the high level of all paragraphs that measure this ability, not like the other properties, and demonstrates the high level of environmental sensitivity owned by the leaders all the arithmetic averages were higher than the average space scale, the paragraph ability to identify strengths and weaknesses in college achieved highest value of the arithmetic average at (3.5) While paragraph ability to identify opportunities and threats achieved lowest value of arithmetic average amounting to (3.2) that shows that the leaders have the ability to understand internal environment more that external environment. The researchers see that it is because the threats and opportunities are related to the future while the strength and weakness are related to the present and it is possible to diagnose the present easier than predicting the future, and examine the values of standard deviations of the respondents answers which shows it is closer to one reflect homogeneity in the answers.

**Table 3.4:** Leadership environmental sense levels in discussed universities.

No.	Variables	Percentages			Total	Arithmetic averages	Standard deviations
		High (%)	Medium (%)	Low (%)			
1	Ability to identify opportunities and threats in the external University environment	43	30	12	100	3.2	1.1
2	Ability to identify strength and weaknesses in the internal University environment	54	27	19	100	3.5	1.1
3	Ability to guess the real future changes in University education environment	52	29	19	100	3.3	1
4	Ability to specify the exact necessary resources for the future changes in University education environment	52	25	23	100	3.3	1.1

#### 4. The Sense of Followers Needs:

Table 3.5 reveals about distributions iterative ratios, arithmetic average and standard deviations for levels of the sense of followers needs owned by leaders of discussed Universities. The percentages of distributions iterative of the focus on emotional coherence with followers reached (52%) in the low level, and (23%) in high level, as for understanding the capabilities and capacities of the followers (53%) in the low level (20%) in the high level, while the percentage of responding to the needs and problems of the followers (56%) in low level (20%) in high level. Regard the ability of University leaders to generate the feelings of self-respect and confidence between followers amounted (54%) in low level and (22%) in high level. In consideration of the data gathered from the research sample the majority of the sample agrees on management leaders in the Universities have low level of the sense for followers needs, and that is shown by the arithmetic average of the answers it reached (2.5) for focus on emotional coherence with followers (2.6) for the rest paragraphs which is less than the average scale space. And by checking values of standard deviations of answers respondents illustrated symmetry in those values

amounting to (1.2) for the focus on emotional coherence with followers and (1.1) for the rest of the paragraphs and reflect homogeneity in the answers.

**Table 3.5:** Leadership sense of follower's needs levels in discussed universities.

No.	Variables	Percentages			Total	Arithmetic averages	Standard deviations
		High (%)	Medium (%)	Low (%)			
1	Focuses on achieving emotional bonding with personnel	23	25	52	100	2.5	1.2
2	Understand precisely personal capabilities	20	27	53	100	2.6	1.1
3	Respond to the needs of personnel	20	24	56	100	2.6	1.1
4	Generate a sense of self-respect and self-confidence between personnel	22	24	54	100	2.6	1.1

#### 5. Unreserved Behavior:

Table 3.6 reveals about distributions iterative ratios, arithmetic average and standard deviations for levels of the unreserved behavior owned by leaders of discussed Universities, as evidenced the opinions of respondents show low level of unreserved behavior property of leadership for all paragraphs that reflect that property. (47%) of the researched ensure low level of leadership practiced unique behaviors awarded clearly by others against (30%) who ensured the opposite high level, as the (39%) ensured the low level that the leadership behaviors is considered as a role model followed by the personnel against (32%) ensured the high level of it, (55%) sees that the property of speaking in a style that attracts the attention of others is low while (24%) sees it is high, also (61%) of the researched ensured of the low level that their direct boss is social and welcomed by all employees against (23%) who ensured the high level. The arithmetic averages supports the research sample response regarding the love level of all paragraphs that measures the level of unreserved behavior for the leaders of the discussed Universities, which is all less than the average scale space, (2.5) for the paragraph of being social and welcomed by personnel, (2.6%) for the paragraph of speaking in an attractive style, the highest were (2.8) for the two paragraphs practicing unique behaviors and considered as role model. It is noticed from the standard deviation values for respondents answers

homogeneity in those answers with (1.2) for being social and welcomed by personnel and (1.1) for all paragraphs.

**Table 3.6:** Leadership unreserved behaviors levels in discussed universities.

No.	Percentages Variables	High (%)	Medium (%)	Low (%)	Total	Arithmetic averages	Standard deviations
1	Practice unique behaviors awarded clearly by others	30	23	47	100	2.8	1.1
2	Followers follow his behaviors	32	29	39	100	2.8	1.1
3	Speaks in a style attracts the attention of others	24	21	55	100	2.6	1.1
4	Social and welcomed by all employees	23	16	61	100	2.5	1.2

### 3.1.2 Description and Analysis of Organizational Confidence in Discussed Universities

Table 3.7 arithmetic averages and standard deviations for respondents' views on the macro-level regulatory confidence levels that reflect organizational confidence combined dimensions.

**Table 3.7:** Arithmetic averages and standard deviations for respondents.

No.	Dimensions	Arithmetic averages	Standard deviations
1	Confidence in leadership	3.4	1
2	Confidence in colleagues	3.6	0.9
3	Confidence in policies and procedures	3.4	1
4	Total index (average of averages)	3.4	1

From the table above it is shown that all the arithmetic averages for organizational confidence are higher than the mean of scale average which is three, which means high level of organizational confidence in the discussed Universities although the averages are not much higher than the scale average range.

It is clear from the data table also respondent's confidence level to their colleagues is slightly higher levels of confidence in their leaders or regulations and

policies by which their colleges works based on arithmetic values for respondents answers. Researcher finds that previous percentages despite being marked positive levels of organizational confidence in Universities discussed, however, those levels are still below the required level especially with regard to levels of confidence in the leadership regimes and policies, the importance of high levels of confidence in these two types of confidence as a way to achieve compliance with the guidance of personnel produced by management leadership and commitment to regulations and policies decided by the leadership. Standard deviations values refer to the homogeneity in answers of the interviewees regarding confidence in leadership, confidence in procedures and policies.

The analysis of each aspect of organizational confidence:

1. Confidence in Leadership:

Table 3.8 reveals about distributions iterative ratios, arithmetic average and standard deviations for levels of confidence in leadership in discussed Universities, as evidenced by examining levels of respondents (58%) of answers agree on the high level of leadership grounded in righteousness (Justice and Secretariat) In contrast, (20%) finds low level of integrity in leadership, so the vast majority of respondents focused on the high level availability of integrity in rectors colleges discussed, (20%) is low percentage and that refer to the small group from the respondents whom they don't agree about availability of integrity in the management leaderships, researcher finds here that maybe leadership process affected by certain environmental elements where some decisions leaders made to serve the organization at the same time may not comport with the ambitions of certain individuals within the organization.

Regarding the point that the rectors do not have competence and experience which qualifies them to be worthy of current positions more than half the respondents sees that the level of competence and experience is high (54%) to be exact, this means that (46%) of respondents have doubts on the level of their own superiors expertise and competence of existing positions eligibility including (26%) emphasize the low level of competence and experience in their bosses. Respondents answer regarding indicating how sturdily leaders in their attitudes and match their actions with what they say refer to low level of availability of such aspect in leaders in the discussed Universities, (44%) agreed on the high level of its availability which less than half of the research sample against (27%) of the respondents agree on its

low level of it. (49%) agree on the high level availability of the aspect of wanting to protect personnel and not to seize opportunities against them in the leaders of discussed Universities, while (22%) only from respondents sees low level in leaders of this aspect. According to respondents opinions regarding their boss disclose the truth in all circumstances half of them agree on the high level of this aspect in the leaders in discussed Universities, while (24%) of respondents confirming on the low level of such aspect, by this the majority of the respondents believes that the leaders in the discussed Universities have the aspect of disclose the truth in all circumstances. From the analysis of arithmetic averages for respondents answers most of interviewees agreed on availability of all properties which reflect confidence in the leadership in leaders of discussed Universities, all the arithmetic averages are more than three which is the measure mean space but it is not greatly more, which means there was quite a few percentage of respondents which do not trust their leaders fully, owning competence and experience that make the current leader worthy achieved highest value amounted (3.6) while wanting to protect personnel and not to seize opportunities against them achieved the lowest value of (3.2), and by following the values of standard deviations of the respondents answers on paragraphs that reflect organizational confidence shown by the table, we can see clear harmonies in the answers of the sample at (1.1) to all paragraphs.

**Table 3.8:** Levels of confidence in leadership.

No.	Variables	Percentages			Total	Arithmetic averages	Standard deviations
		High (%)	Medium (%)	Low (%)			
1	Your direct boss describes uprightly justice and secretariat	58	22	20	100	3.5	1.1
2	Your direct boss has the competence and experience which qualifies them to be worthy of current position	54	20	26	100	3.6	1.4
3	Your direct boss is stable in decisions that he/she makes	44	29	27	100	3.2	1..1
4	Your direct boss tend to have intentions to protect personnel	49	29	22	100	3.4	1.1
5	Your direct boss disclose the truth in all circumstances	50	26	24	100	3.6	1.1

## 2. Confidence in Colleagues:

Table 3.9 reveals about distributions iterative ratios, arithmetic averages and standard deviations for levels of confidence in colleagues in discussed Universities, the results discovered high level of confidence between colleagues in the discussed Universities, (64%) agreed that colleagues share the fellow feelings of affection and respect and this paragraph achieved the highest percentage between all paragraphs which means mutual respect between the lecturers in Universities discussed against (13%) who thinks the opposite of that, it means that there are behaviors that does not shows affection and respect in spite of the high proportion of people who agree that there are those positive emotions. (59%) out of the researched sample expect positive interaction from colleagues regarding of the ideas posed and this is a big percentage which shows acceptance of ideas and welcoming it, on the other hand (14%) do not expect positive interact with the proposed ideas, and the majority of colleagues with the percent of (61%) agree that other colleagues are not trying to take advantages of opportunities against them through words, actions and decisions while the low percent (18%) shows that there might be some exploit opportunities violations against their colleagues and may be through words or perhaps acts or decisions, for the paragraph regarding the way colleagues treat each other (63%) agree on that they treat each other with transparently and this percent shows the relative absence of ambiguity between colleagues in Universities discussed but not to the full sample as there are (16%) of respondents and low level indicate a lack of transparency in dealings between colleagues, the paragraph regarding you can rely on your colleagues in difficult situations shows (62%) agree on the high level of it while (17%) agree on the low level of it, so we can say colleagues in the discussed Universities can rely on each other in difficult situations against small percentage expect the opposite of that it probably indicates an tricky situations few respondents experienced where they realized their potential not to rely on colleagues in those situations. There is general agreement among respondents to the high percentage of confidence in colleagues and both arithmetic averages and standard deviations showed it, arithmetic average for all the paragraph were more than the scale space, the highest was (3.7) for sharing fellow feelings of affection and respect, as well as standard deviations which demonstrate the homogeneity of respondents and not exceed (1.1).



**Table 3.9:** Levels of confidence in colleagues.

No.	Variables	High (%)	Medium (%)	Low (%)	Total	Arithmetic averages	Standard deviations
1	Share the fellow feelings of affection and respect	64	23	13	100	3.7	1.1
2	You expect positive interaction from your colleagues regarding ideas you posed	59	27	14	100	3.6	1.1
3	Your colleagues are not trying to take advantage of opportunities against you through words and actions or decisions	61	21	18	100	3.5	1.1
4	Your colleagues treat you with transparently	63	21	16	100	3.6	1
5	You can rely on your colleagues in difficult situations	62	21	17	100	3.6	1

### 3. Confidence in Policies and Procedures:

Table 3.10 reveals about distributions iterative ratios, arithmetic averages and standard deviations for levels of confidence in colleagues in discussed Universities, from the table we can see the high level of this aspect all arithmetic average values are more than the scale space. The University paragraph take strategies that are commensurate with the organizational mission the highest level (52%) agree with but the arithmetic average is not more than the scale space, while for the paragraph take advantage of resources available to University for the benefit of the message they would like to achieve half the respondents agree on the high level of it but there is a small percentage (20%) from the respondents who have doubt about the way the University uses their resources, the University systems paragraph based on merit not nepotism and clientelism achieved (47%) on the high level of it and on the low level (31%) and it is the lowest value achieved in the aspect of confidence in policies and procedures which mean that maybe the Universities system is not totally based on efficiency and that there are common of patronage and clientelism, also from the table we could see that the paragraph regarding University using guides and work systems determining the exact power and responsibilities for everyone did not even

reach the middle of the scale it stopped in (45%) for the high level and there are (28%) from the respondents do not agree that the Universities are following the guides and work systems, for last the total commitment and implementation of strategic as scheduled (50%) of the respondents agrees on the high level of it and there is a small percentage who don't believe in (18%) to be exact and it is a low percent compared with high level of it. While for the arithmetic average it passed the scale space but not by much and there is homogeneity in the answers shown by the standard deviations which did not pass one by much.

**Table 3.10:** Levels of confidence policies and procedures.

No.	Variables	High (%)	Medium (%)	Low (%)	Total	Arithmetic averages	Standard deviations
1	University systems based on merit, not nepotism and clientelism	47	22	31	100	3.2	1.3
2	University use guides and work systems determine the exact powers and responsibilities for everyone	45	27	28	100	3.3	1.1
3	Take advantages of resources available to University for benefit of the message they would like to achieve	52	28	20	100	3.5	1.1
4	Total commitment and implementation of strategies as scheduled	50	32	18	100	3.5	1.1
5	University take strategies that are commensurate with the organizational mission	52	29	19	100	3.5	1.1

### 3.1.3 Description and Analysis of Knowledge Work in Discussed Universities

Table 3.11 shows arithmetic averages and standard deviations for respondents' opinions on levels of knowledge work on the macro level which reflects dimensions of knowledge work together.

**Table 3.11:** Averages and standard deviations for respondents' opinions on levels of knowledge work.

No.	Dimensions	Arithmetic average	Standard deviations
1	Knowledge sharing	3.7	0.9
2	Applying knowledge	3.9	1
3	Total index (average of averages)	3.8	0.9

From the analysis of the information in the table we see the arithmetic averages for the dimensions of knowledge work are all more than the average scale space which is three which reflect the high use of knowledge work in the researched Universities, also from the table we could see that the applying of knowledge work it is a little more than sharing knowledge based on the values of arithmetic average of the respondents answers. The researcher sees that the last results although it is good but it must be higher especially for knowledge sharing cause that University is model for learning knowledge to be exchanged and shared with others in order to take advantage of tacit knowledge stored in an individual's mind and delivery to others.

#### 1. Levels of Knowledge Sharing:

From checking the answers of the respondents we see that the levels of knowledge sharing is high in the studied Universities (66%) of them agreed on the high level of using all forms of communications including non-official for the exchange experiences and knowledge with their colleagues against (18%) who don't agree to use any methods for knowledge exchange, from that we find that the majority of the researched sample are trying to share knowledge, experiences in all means, (59%) of the respondents ensure on the high level of their well to participate in seminars and official meetings while (16%) of them don't agree on it. The highest percentage was (73%) that they constantly interact with their colleagues at work and that shows that there is high level of interacting inside the discussed Universities and small percentage is not interacting which cannot be compared with (73%), (69%) of the respondents agree on the high level that they enter into dialogues and discussions with colleagues about common themes and (14%) don not agree on making dialogues and discussions on common themes. Prefer to conduct joint research (65%) prefer it against (13%) not preferring it. From the analysis of the arithmetic average of the respondent's answers we see agreement on all properties that reflect

knowledge sharing among them, all of the arithmetic averages are higher than the average space scale which is three, and from following the values of standard deviation for the respondents answers on the paragraphs that reflect sharing knowledge we can see the relative homogeneity in the answers of respondents at 1.1 to all paragraphs.

**Table 3.12:** Levels of knowledge sharing in discussed universities.

No.	Variables	Percentages			Total	Arithmetic averages	Standard deviations
		High (%)	Medium (%)	Low (%)			
1	Use all forms of communications including non-official for the exchange of experiences and knowledge with your colleagues	66	16	18	100	3.8	1.1
2	Actively participate in seminars and official meetings	59	25	16	100	3.8	1.1
3	Constantly interact with your colleagues at work	73	14	13	100	3.8	1.1
4	Enter into dialogues and discussions with colleagues about common themes	69	17	14	100	3.8	1.1
5	Prefer to conduct joint research	65	22	13	100	3.5	1.1

## 2. Levels of Applying Knowledge:

As we referred before the levels of applying knowledge normally are high and to be exact higher than sharing knowledge levels, from table 3.13 we see that (73%) of the sample agree on the high level of the two first paragraphs they applying all knowledge they have while giving a lesson and using experiences, knowledge in managing the scientific section against (13%) whom they agree on the low level of it, and that mean that the majority of the sample ensure to apply what they have while giving lectures to students and at the same time they use the knowledge and experiences in managing the scientific section and that is ensured also by the arithmetic averages which were more than the scale average space with a standard

deviation (1.1). Regarding the use of knowledge and benefiting from it in general life (70%) ensure on the high use of it and also this measure is supported by the value of an arithmetic average which is bigger than the average scale space. For the paragraph regarding applying the knowledge and experiences they have in activities such as community service courses and consultancy we found (65%) agree on the high level of it but this paragraph is considered the lowest compared with the results of the other paragraphs regarding applying knowledge in the discussed Universities, the last paragraph is regarding the use of knowledge possessed for scientific output we found (72%) agreeing on the high level of using knowledge for scientific output and that result is supported by the arithmetic average which is more than the scale average space (3.8) with a standard deviation quale to one.

**Table 3.13:** Levels of knowledge applying in discussed universities.

No.	Variables	Percentages High (%)	Medium (%)	Low (%)	Total	Arithmetic averages	Standard deviations
1	Applying all knowledge you have while giving a lesson	73	14	13	100	3.9	1.1
2	Use your experiences and your knowledge in managing the scientific section	73	14	13	100	3.9	1.1
3	Benefits from your knowledge in general life	70	17	13	100	3.9	1.1
4	Apply your experiences and your knowledge in activities such as community service courses and consultancy	65	21	14	100	3.8	1.1
5	Use the knowledge possessed for scientific output	72	14	14	100	3.7	1

### 3.2 Description and Analysis of the Relationship between Research Variables

In this part of the research we determine the nature of relationship between research variables secondary and primary variables depending on the analysis results, and to achieve that we used the correlation coefficient to determine the nature of the

relationship between research variables, F test to determine the nature of relationship influence between research variables and  $R^2$  coefficient to find out the extent to which independent variables in explaining the changes resulting from the approved changes, and finally the path analysis to determine the extent to which organizational confidence variable, variable facilitator contributes to determining the nature of the relationship between charismatic leadership and knowledge work.

### **3.2.1 Description and Analysis of the Relationships between the Charismatic Leadership and Organizational Confidence**

The table 3.14 shows the results of the regression analysis between charismatic leadership and organizational confidence and from these results we find out:

1. Correlation coefficient values reflect a moral relationship between charismatic leadership and organizational confidence, and this explanation suggests that high levels of organizational confidence associated with respondents their supervisors have high levels of charismatic leadership characteristics and vice versa. As for the nature of the correlation between charismatic leadership dimensions and organizational confidence dimensions based on correlation coefficient values shown by the table itself, those values reveal a moral relationship function too between charismatic leadership dimensions individually and individual dimensions of organizational confidence so that high levels of confidence in leadership, confidence in colleagues and confidence in systems and policies inherent respondents whom their supervisors have high levels of strategic vision, personal risk, environmental sense, sense of the needs of followers, and unreserved behavior and vice versa. The highest correlation achieved between strategic vision and confidence in leadership with a coefficient value of (0.55) while correlation weakest relationship between personal risk and confidence in colleagues and their correlation coefficient value was (0.35).

2. Table 3.14 reveals moral effect relationship between charismatic leadership characteristics and organizational confidence based on values of (F) calculated between them, thus any change in the level of charismatic leadership characteristics in the administrative leaders (rectors) in Universities discussed leads to a change in the level of organizational confidence in followers (head departments, deans) in those Universities.

**Table 3.14:** Relationships between the charismatic leadership and organizational confidence.

No.	Supported variables / Independent variables	Confidence in leadership			Confidence in colleagues			Confidence in policies and systems			Total index		
		R	F	R <sup>2</sup>	R	F	R <sup>2</sup>	R	F	R <sup>2</sup>	R	F	R <sup>2</sup>
1	Strategic vision	* <sup>3</sup> 0.55	** <sup>4</sup> 41	 0.30	* 0.42	** 32	 0.18	* 0.50	** 0.37	 0.25	* 0.54	** 38	 0.24
2	Personal risk	* 0.43	** 31	 0.18	* 0.35	** 29	 0.12	* 0.40	** 0.29	 0.16	* 0.39	** 34	 0.15
3	Environmental sense	* 0.39	** 26	 0.15	* 0.41	** 31	 0.17	* 0.45	** 0.33	 0.20	* 0.43	** 33	 0.20
4	Sense of the needs of followers	* 0.48	** 32	 0.23	* 0.46	** 36	 0.20	* 0.39	** 0.29	 0.15	* 0.48	** 32	 0.23
5	Unreserved behavior	* 0.50	** 34	 0.25	* 0.40	** 30	 0.16	* 0.46	** 0.25	 0.21	* 0.50	** 36	 0.25

3. F-values reflects the relationship between charismatic leadership characteristics dimensions and dimensions of organizational confidence that there is moral influence relationship between all dimensions of charismatic leadership characteristics (individually) and between all dimensions of organizational confidence (individually), This relationship means that the change in the levels of strategic vision, personal risk, environmental sense, sense of the needs of followers and unreserved behavior in the administrative leadership in discussed Universities result to the change of personnel confidence levels with leaders, their colleagues and their confidence in the systems and policies of those Universities.

4. R<sup>2</sup> values shown in table 3.14 indicate the extent of the leadership variable in interpreting changes in organizational confidence variable the table shows the combined contribution of charismatic leadership characteristics (overall index) in interpreting (24%) of changes in organizational confidence values combined.

While regarding the contribution of each dimension of the charismatic leadership of changes in dimensions of organizational confidence based on R<sup>2</sup> values, the results were as follows:

<sup>3</sup> All relations are moral at level  $0.05 \leq P$  and 91 degrees of freedom

<sup>4</sup> All relations are moral at level  $0.05 \leq P$  and 90.1 degrees of freedom

A) The dimension of strategic vision participate in interpretation of (30%) of the changes happening in the dimension confidence in leadership which considered as the highest participate while it participate (18%) in interpretation of the changes happening in confidence in colleague dimension which is the lowest participate.

B) Define coefficient  $R^2$  came between personal risk and confidence in leadership in the first place (18%) while coefficient  $R^2$  came between personal risk and confidence colleagues in last place with the percentage (12%).

C) Environmental sense contributes in interpreting confidence in policies more of interpretation of other variables with value (20%) of the coefficient  $R^2$ .

D) The participation of the dimension sense of the needs of followers in interpretation of the changes in confidence in leadership is the highest from the dimensions of organizational confidence  $R^2$  between them reached (23%) while its contribution in interpreting changes in confidence in polices is the minimum worth of (15%)  $R^2$  coefficient between them.

E) The dimension unreserved behavior achieved the highest value of  $R^2$  coefficient with the dimension confidence in leadership it reached (25%) while the lowest value was with the dimension confidence in colleagues (16%) and by this the dimension unreserved behavior participate more in explanation of the changes in values of confidence in leadership more than the explanations of other dimensions.

Based on the previous results we can see that the dimensions of charismatic leadership generally participate in explanations of the changes in the dimension confidence in leadership more than participating in explanations of other dimensions of organizational confidence, and this means the charismatic leadership is connected with confidence in leadership with a stronger relationship from charismatic leadership with confidence in colleagues and confidence in systems.

### **3.2.2 Description and Analysis of the Relationships between the Organizational Confidence and Knowledge Work**

Table 3.15 shows values of the correlation coefficient (R), F test and coefficient of determination ( $R^2$ ) which reflects the nature of the relationship between organizational confidence and knowledge work, and from the analysis of these values the following shows:



1. The value of the correlation coefficient between organizational confidence and knowledge work amounting to (0.83) reveal positive moral correlation between variables and depending on the nature of this relationship, the respondents who carry high levels of organizational confidence than others holding higher levels of knowledge work also from others and vice versa. While for the nature of relationships between the dimensions of organizational confidence and dimensions of knowledge work, correlation coefficient values reveals positive moral relationship which means high levels of knowledge sharing and applying the knowledge associated with respondents who carry high levels of confidence in their leaders, colleagues and confidence in systems and policies by which discussed Universities work. By contrast, the lower the level of confidence of respondents for their leaders, colleagues and in systems and policies, it indicate to less levels of share knowledge and applying it, and that confidence in leaders and confidence in systems and policies is related to share knowledge with a stronger relationship than its relationship with the application of knowledge. We can see from ( $R^2$ ) values that confidence in colleagues contribute to the interpretation and application of knowledge sharing more than contribution of leadership confidence or confidence in systems and policies in the application and share knowledge.

2. The effect of organizational confidence in knowledge work is considered moral positive effect and that is depending on the values of F between them, and by this any change in the level of organizational confidence in the studied sample lead to change in knowledge work in the same direction, also the effect of the three dimensions of organizational confidence is moral effect in the two dimensions of knowledge work and that means any change confidence in leaders, confidence in colleagues and confidence in systems and policies will lead to changes in applying and knowledge sharing.

**Table 3.15:** Relationship between organizational confidence and knowledge work.

No.	Supported variables Independent variables	Knowledge sharing			Knowledge applying			Total index		
		R	F	R <sup>2</sup>	R	F	R <sup>2</sup>	R	F	R <sup>2</sup>
1	Confidence in leadership	* <sup>5</sup> 0.72	** <sup>6</sup> 108	0.52	* 0.68	** 84	0.46	* 0.72	** 109	0.52
2	Confidence in colleagues	* 0.86	** 122	0.74	* 0.86	** 119	0.74	* 0.88	** 131	0.71
3	Confidence in policies and systems	* 0.73	** 111	0.53	* 0.63	** 73	0.40	* 0.69	** 85	0.48
4	Total index	* 0.84	** 114	0.71	* 0.78	** 91	0.61	* 0.83	** 110	0.69

And by checking the values of (F) we can compare the dimensions of organizational confidence in terms of the strength of its effect in the dimensions of knowledge work as follows:

A) The effect of confidence in colleagues in the levels of applying and sharing knowledge is considered to be stronger from the effect of confidence in leaders and confidence in systems and policies as the F values for sharing knowledge about (122) and apply knowledge about (119) this means that changes in the level of sharing knowledge and applying it is due to the changes of confidence respondents in their colleagues more than changes that can occur in the level of confidence in the leadership or their systems and policies.

B) The effect of confidence in leadership in knowledge sharing is considered bigger than its effect in knowledge applying, and by this the changes in the levels of confidence in leadership result in changes in the level of sharing knowledge more than of changes that can happen in the application of knowledge, this means that the level of sharing knowledge depends on the level of confidence in leadership more than applying knowledge depending on the level of confidence in the leadership.

C) The effect of confidence in systems in knowledge sharing is stronger than the effect in applying knowledge, and by this the changes of confidence levels of the

<sup>5</sup> All relations are moral at level  $0.05 \leq P$  and 91 degrees of freedom

<sup>6</sup> All relations are moral at level  $0.05 \leq P$  and 90.1 degrees of freedom

respondents in systems and policies results changes in levels of sharing knowledge in a way bigger than the changes of applying knowledge.

3. Table 3.15 shows the contribution of organizational confidence in interpreting (69%) of the changes in levels of knowledge work, confidence in leadership alone interpret (52%), while confidence in colleagues interpret (71%) and at last confidence in systems and policies interpret (48%) of it based on ( $R^2$ ) values. While for the dimensions of organizational confidence participation in interpreting the changing happening in levels of knowledge work depending on ( $R^2$ ), the data in table 3.15 indicates that that range between (74%) maximum which represents the contribution of the dimension confidence in colleagues in interpreting changes in their knowledge sharing and 40% as a minimum which represents the interpretation of confidence in systems and policies to changes in the application of knowledge.

### **3.2.3 Description and Analysis of the Relationships Between the Charismatic Leadership and Knowledge Work**

Table 3.16 shows the values of correlation coefficient ( $r$ ), F test and the coefficient of determination reflecting the nature of the relationship between charismatic leadership characteristics and knowledge work and from interpretation of these results we found:

1. Correlation coefficient values reflect a relationship between charismatic leadership and knowledge work. It is referring to the point that high levels of knowledge work is linked to the sample with leaders with high level of charismatic leadership characteristics. While for the nature of correlation between the dimensions of charismatic leadership and the dimensions of knowledge work depending on the values of correlation coefficient shown in the table reveals a moral direct relationship between the dimensions of charismatic leadership and dimensions of knowledge work, and by this the high levels of knowledge sharing and applying is connected to the sample that their leaders have high levels of strategic vision, personal risk, environmental sense, sense for the need of followers and unreserved behavior vice versa, the highest correlation were found between environmental sense and knowledge sharing the value of correlation coefficient reached (67%) while the weakest correlation relationship was between the dimensions personal risk and

knowledge application taking into consideration the selection coefficient F value correlation between them amounted to (40%).

2. The table 3.16 shows a direct moral relationship between charismatic leadership characteristics and knowledge work depending in the calculated values of (F) between them, and by this any changes in the availability levels of leadership characteristics in the leaders of the Universities leads to changes in the knowledge work for the followers, also the value of F reflected a direct relationship between all the dimensions of charismatic leadership and all dimensions of knowledge work.

3. The values of  $R^2$  shown in table 3.16 focus on the extent in which variable leadership participate in interpreting changes in variable knowledge work also the table show charismatic leadership characteristics combined contribution in interpreting (21%) from changes in the values of knowledge work together.

To the extent that the contribution of each dimension of the charismatic leadership of changes in dimensions of knowledge work based on  $R^2$  values between them, the results were as follows.

A) Environmental sense participate in explanation (45%) in the changes happening in dimension knowledge sharing also participate in explanation changing happening in knowledge application by (34%).

B) The value of  $R^2$  between environmental sense and knowledge sharing came the highest it reached (45%) while the value of  $R^2$  between personal risk, the sense of the needs of followers and knowledge applying came at last with the value (16%) for both.

C) The participation of environmental sense in explanation changes happening in the dimension knowledge sharing is considered the highest it reached (45%) while its participation in explanation changes happening in dimension knowledge applying is the lowest it reached (34%). From the previous it is shown that the participation of the dimensions of charismatic leadership is higher in explanation changes happening the dimension knowledge sharing more than its participating in explanation changes in knowledge applying, and this means charismatic leadership is connected with a strong relationship with knowledge sharing that is stronger than its relationship with knowledge applying.

**Table 3.16:** Relationship between charismatic leadership and knowledge work.

No.	Supported variables Independent variables	Knowledge sharing			Knowledge applying			Total index		
		R	F	R <sup>2</sup>	R	F	R <sup>2</sup>	R	F	R <sup>2</sup>
1	Strategic vision	* <sup>7</sup> 0.57	** <sup>8</sup> 76	0.32	* 0.55	** 71	0.30	* 0.58	** 79	0.34
2	Personal risk	* 0.46	** 61	0.21	* 0.40	** 31	0.16	* 0.39	** 29	0.15
3	Environmental sense	* 0.67	** 79	0.45	* 0.58	** 79	0.34	* 0.55	** 72	0.30
4	Sense of the needs of followers	* 0.52	** 58	0.27	* 0.40	** 32	0.16	* 0.41	** 34	0.17
5	Unreserved behavior	* 0.43	** 34	0.18	* 0.46	** 64	0.21	* 0.42	** 36	0.18
6	Total index	* 0.49	** 42	0.24	* 0.47	** 65	0.22	* 0.46	** 66	0.21

<sup>7</sup>All relations are moral at level  $0.05 \leq P$  and 91 degrees of freedom

<sup>8</sup>All relations are moral at level  $0.05 \leq P$  and 90.1 degrees of freedom

## **CHAPTER FOUR**

### **CONCLUSIONS AND RECOMMENDATIONS**

This chapter represents the outcome of what we concluded based on the results of the description and diagnosis of the research variables and the nature of the relationship, as well as what we find appropriate recommendations and recommendations in the light of the conclusions, so this chapter will include two sections:

#### **4.1 Conclusions**

1. From the theoretical part of the research regarding the variables the researcher found out:

A) Theorists and researchers wrote about and numerous theories and studies administrative leadership is considered one of the concepts that a lot of regarding the interpretation of that concept, and the opinions about it still developing till now there is no stability on a particular concept regarding it, it is expected in the future to have new ideas with the development of organizational and management thinking.

B) With many field studies demonstrated the importance of charismatic leadership in organizations success and confirmed the views of many interested writers but there are still doubts about the importance of charismatic leadership for some of the interested writers, there are a lot of historical evidence that charismatic leadership brought destruction upon our communities.

C) Numerous dimensions of organizational confidence, as there are many types of organizational confidence and for leadership in organization baseline role in building confidence and preserved in all its dimensions and all kinds.

D) Possession of modern organizations knowledgeable workers no longer sufficient for it to success, It cannot take advantage of the knowledge resource only if knowledgeable workers build knowledge work on their behaviors, by partnering with other colleagues the knowledge which they own as well as the application of that knowledge in the performance of their duties.

2. The search sample opinions analysis Lead to level of charismatic leadership properties available at Universities discussed and despite being under the average scale, and that lead us to the conclusion that charismatic leadership can appear in different areas and in different environments, not exclusively in areas such as religion, politics, war and crisis appearances only as was common in the past.

3. Depending on the results of the analysis of sample member's opinions about organizational confidence levels in Universities discussed, which appeared mostly above average scale space, we conclude that the majority of head departments, deans and their assistant trust rectors and majority trust each other also they have confidence in systems and policies taken by the Universities.

4. We conclude from the results of the analysis of sample members opinions about the level of knowledge work they have, which appeared mostly above average scale space, that most of the head department in Universities tends to share other colleagues knowledge that they own, also they apply their knowledge in the performance of the tasks required from them.

5. Results of the correlation relationships and impact in three main research variables (charismatic leadership, organizational confidence, knowledge work) lead to the conclusion that the success of modern organizations require a combination of these three elements that these elements operate within a coherent one change in the loop leads to change in others, thus any glitch in one of the three variables leads to bugs in other variables and thus in the Organization's performance and success, the knowledge work will not be ensured only in organization with organizational confidence and organizational confidence cannot be built on sound foundations in organizations only by charismatic leadership.

6. In light of the correlation relationships and positive moral impact between charismatic leadership and organizational confidence shown by research hypotheses, concludes that high levels of confidence in Universities discussed are the result of

charismatic leadership contribution in Universities that are achieving high levels of confidence.

7. Correlation relationships and moral positive influence between organizational confidence and knowledge work demonstrated by research hypotheses leads to the conclusion that the greater the level of confidence of the deans and head departments with their colleagues and the regulations and policies adopted increases their propensity to share their colleagues' knowledge that they own and increased their inclination to apply that knowledge in performing the tasks required from them.

8. Indicated by correlation relationships and moral influence between charismatic leadership and knowledge work demonstrated by research hypotheses test results to conclude that the rectors at Universities discussed owning charismatic characteristics contribute to make head departments share their knowledge with their colleagues and their application to perform the tasks required of them.

#### **4.2 Recommendations**

Based on the conclusions we mentioned above the researcher sought out some recommendations to enforce the levels of charismatic leadership, organizational confidence and knowledge work in the discussed Universities:

1. The need that the Universities administrative open specialized courses in the field of charismatic leadership and the involvement of all academic and administrative leaders of all levels in those sessions, these sessions can include the following topics:

- a) Developing emotional intelligence in leadership.
- b) Use of oratory.
- c) Development of the charismatic aura.
- d) Supporting optimistic qualities.
- e) Create connection and interact with others.
- f) Wording of the strategic vision.
- g) Strategic analysis.
- h) Make fundamental changes

2. Necessity to adopt leadership behavior that can be considered perfect role models for others for the purpose of emulation, and that includes all personal behaviors, all aspects of administrative leadership, such as outlook and general



appearance, style of speech, and other outreach, permanence and commitment, participating in rituals and ceremonies, loyalty, cooperation, integrity, honesty and integrity.

3. Adoption of the leadership principle of affective and emotional closeness with the staff to identify accurately the needs, wishes and interests and problems of workers, it can be by being with workers in different events and meetings and seminars with them and encourage them to talk and put the problems they face and the adoption of an open door policy with employees.

4. Emphasize leadership to pursue changes in environmental factors and make ongoing changes in all areas of the University, in line with changes in the environment in which University operates in, not to be afraid of failure and success.

5. University leaders should have a willingness to sacrifice their own interests for the public interest, by avoiding selfishness and search for goals that have benefits and public interest and stay away from limited benefits and goals that serve just the leader.

6. Develop leadership skills in strategic vision in order to identify opportunities, threats, strengths and weaknesses accurately and objectively, possibly by adopting a method (SWOT) to analyze the internal and external University environment.

7. Strengthen confidence in academic leadership, and there is a need for University leadership's of commitment to tell the truth and consistency in the positions and apply standards of justice with everyone.

8. To emphasize the principle of competence and experience in leadership positions, and to adopt the method of election not appointment.

9. To promote confidence among heads of departments in discussed Universities, researcher recommends the need to hold meetings and symposiums between head departments to discuss commonalities and activate the channels of communication and cooperation between them in the areas in which they can exercise joint activities.

10. The need to apply the regulations and instructions that the Universities follow accurately and objectively, and not allow override them in any way. It should be applied to all without exception, and to combat the phenomenon of corruption,

nepotism to ensure enhanced levels of confidence in those regulations and instructions and that is by:

- a) Seminars and meetings to raise awareness of the importance of fair application of regulations and instructions.
- b) Establish deterrent penalties for abusers of regulations and instructions.
- c) Follow University leaders to see how they apply the regulations and instructions.
- d) Amendments to the regulations and instructions when it is not appropriate for changes in the higher education environment in line with the principle of flexibility in regulations and instructions.

11. The need for organizational manuals and job descriptions that identify the nature of the tasks for all employees to establish channels of communication between various administrative units.

12. Need to emphasize all the knowledgeable staff at Universities to apply their skills, experience and knowledge in the workplace and to make the collective use of it and convert it from tacit knowledge for limited number of employees to known knowledge by maximum number of employees, This could be through encouragement to write methodology books, develop curriculum vocabulary, annual changes, and provide equipment and materials needed in applying knowledge.

13. The researcher suggests the need for future studies similar studies within the research variables to test some other factors that can influence the charismatic leadership of organizational confidence and knowledge work:

- a) Charismatic leadership and its impact on organizational performance.
- b) The influence of knowledge work in organizational performance
- c) Determinants of knowledge work in the University environment.

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## ATTACHMENTS

1. ATTACH-A: Questionnaire form.....	94
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**ATTACH-A:** Questionnaire form

## **Questionnaire**

**UNIVERSITY OF TURKISH AERONAUTICAL ASSOCIATION  
INSTITUTE OF SOCIAL SCIENCES**

**Department of Management  
Master of Management Program**

### **Field Research Survey**

Ladies and Gentlemen, Distinguished Heads of Departments:

This form comes in the framework of the research (THE SEQUENTIAL IMPACT OF CHARISMATIC LEADERSHIP AND ORGANIZATIONAL CONFIDENCE IN KNOWLEDGE WORK) it is a part of the requirements for obtaining a master's degree in business administration. Please kindness give a minute to answer the questionnaire on the paragraphs as service for scientific research, noting that the answers will be used only for the purposes of scientific research you do not need to mention the name or signature on the survey.

#### **Note Regarding the Survey:**

1-Intended by charisma: a collection of personal and behavioral characteristics that make the owner charming and attractive and likeable by others

2-Knowledge: is a collection of experiences, skills, information, intuition, and insight possessed by the department head or the person in charge

3-Vision: it means the ability to recognize something that is not visible in the case of mental observation and insights

4- Please put the mark **X** on the answer that seems appropriate to you

Researcher

YAHYA YAHYA

Supervisore

Valeria GIANNOTTA

**First – introduction information**

1- Age

2- Gender

male

female

3- Degree

Master

PHD

4- Academic title

5- Years of service in University field

6- Years of service in current position

Please indicate the extent of your agreement on the availability of the following characteristics in direct boss.

**Table A.1:** Second- charismatic characteristics for university leaders.

<b>NO.</b>	<b>Paragraphs</b>	<b>Strongly agree</b>	<b>agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1	He/She has as strategic vision assumes that the future is better than present					
2	Guide followers towards unusual ambitious that impresses them					
3	He/She has the ability to convince others of the possessed vision					
4	He/She has confidence in the possibility of personnel to achieve the vision					
<b>NO.</b>	<b>Paragraphs</b>	<b>Strongly agree</b>	<b>agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly disagree</b>
5	Prefer the public interest over the private interest					
6	Bears the risks that are in the way of achieving his vision					
7	Seeks to make drastic changes in his field of work					
8	Have a spirit of challenge					
9	He/Sher has the ability to identify opportunities and threats in the external University environment					
10	He/She has the ability to identify the strengths and weaknesses in the internal University environment					
11	He/She has the ability to guess the real future changes in University education environment					
12	He/She has the ability to specify the exact necessary resources for the future changes in the University environment					
13	He/She focuses on achieving emotional bonding with followers					
14	Understands precisely personnel capabilities					
15	Responds to the needs of personnel					
16	He/She generates a sense of self-respect and self-confidence in personnel					
17	Practiced unique behaviors awarded clearly by others					
18	Followers follow his behaviors					
19	Speaks in a style attracts the attention of others					
20	Social and welcomed by all employees					

Please indicate to the answers you agree with

**Table A.2:** Third- organizational confidence.

NO.	Paragraphs	Strongly agree	agree	Undecided	Disagree	Strongly disagree
1	Your direct boss describes uprightly (Justice and the Secretariat					
2	Your direct boss has the competence and experience that make him worth his current position					
3	Your direct boss is stable in decisions that he/she makes					
4	Your direct boss tend to have intention to protect personnel					
5	Your direct boss disclose the truth in all circumstances					
6	Shares the fellow feelings of (affection and respect					
7	You expect positive interaction from your colleagues regardin ideas you posed					
8	Your colleagues are not trying to take advantage of opportunities against you through words and actions or decisions					
9	Your colleagues Treat you with transparently					
10	You can rely on your colleagues in difficult situations					
11	University systems based on merit, not nepotism and clientelism					
12	University use guides and work systems determine the exact powers and responsibilities for everyone					
13	Take advantage of resources available to University for the benefit of the message they would like to achieve					
14	Total commitment and implementation of strategies as scheduled					
15	University-take strategies that are commensurate with the Organizational mission					



Please indicate to the answers you agree with

**Table A.3:** Fourth- knowledge work.

NO.	Paragraphs	Strongly agree	agree	Undecided	Disagree	Strongly disagree
1	Use all forms of communication, including non official for the exchange of experiences and knowledge with your colleagues					
2	Actively participate in seminars and official meetings					
3	Constantly interact with your colleagues at work					
4	Enter into dialogues and discussions with colleagues About common themes					
5	Prefer to conduct joint research					
6	Applying all the knowledge you have while giving a lesson					
7	Use your experience and your knowledge in managing the scientific section					
8	Benefit from your knowledge in general life					
9	Apply your experience and your knowledge in activities such as Community service courses and consultancy					
10	Use the knowledge possessed by the Scientific output					

## **RESUME**

### **PERSONAL INFORMATION**

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