

A Primary Objective for Organizations to Develop Leadership Capacity: Applying the Best Leadership Theories for Practical Outcomes

¹Mariya V. Markova, ²Svetlana Todorova and ³Richard M. Abel

¹*Governors State University, Illinois, USA*

²*Varna University of Economics, Varna, Bulgaria*

³*Franklin Pierce University, Rindge, USA*

Key words: Leadership theories, organizational behavior, motivation, outcome, performance, experience

Abstract: Building leadership capacity is a process of development that transforms and facilitates opportunities for leaders to bring change and improve over all performance in their organizations. Little is known about how to best apply leadership theories in organizations in order to achieve practical outcomes. Accordingly, this research examined the effect of a specific combination of topics such as how individual leadership capacity, team activities involving coaching and training and applying the best leadership theories promote effective outcomes in organizations. A survey was designed for statistical analysis. The survey evaluated the performance and satisfaction of participants in two groups. The result of the analyses indicated a positive effect for leaders who implement leadership theories in their research places. The researchers consider the findings of this study to indicate that support from leaders impacts organizational behavior such that the leaders can develop and support their employee's behavior, skills, experience, motivation and collaboration that improve research performance and satisfaction.

Corresponding Author:

Mariya V. Markova

Governors State University, Illinois, USA

Page No.: 543-555

Volume: 13, Issue 11, 2019

ISSN: 1993-5250

International Business Management

Copy Right: Medwell Publications

INTRODUCTION

It is a hard process for leaders to develop future strategy and the first step of the process is figuring out what sort of capacity (e.g., roles, skills, behaviors experience, attitudes, abilities and motivation) an organization will need to achieve its strategic goals (Arnold *et al.*, 2000; Day *et al.*, 2004). Thus, capacity development with in individuals, groups and organizations, throughout the learning process, training and the acquisition of new knowledge, skills and attitude is an effort that is ultimately connected to the organization's performance (Garvin, 1993; Chuang,

2013). For that reason, the result of capacity development efforts observed through changes in the behavior and performance of people is a result of team processes, training and learning (Day *et al.*, 2004).

To develop high leadership capacities it is useful for leaders to study the people in their research place (Lambert, 2005) that are concentrated on work-related organizational behavior. Moreover, they must also, focus on learning to manage themselves and deal more effectively with others as they look for strengths in individuals because when they encounter problems such as poor communication skills, lack of motivation, inter personal conflicts and cultural differences their

organizations are better equipped to respond to such problems (Slater, 2008; Mintzberg, 2007). Good people skills, novel developmental tools and learning techniques may be necessary to develop capacities that are valuable in organizations as they are important for managers and leaders (Antes and Schuelke, 2011). In effective leadership is seldom the result of a lack of knowledge or in adequate managerial skills. Leaders that understand the importance of prioritizing leadership capacity, properly allocating human capital resources and applying the most effective management strategies are able to influence specific organizational behaviors there by helping to shape the culture of their organizations for the better (Argote, 2011). Within the work place there are a number of forces that are accelerating the pace of change within organizational structure. Meanwhile, for successful adaptation leaders and employees need to increase organizational capacity through training, coaching and best practices (Kozlowski and Ilgen, 2006; Kaifi and Noori, 2010a, b).

The process of building leadership capacity in organizations requires a broad involvement of leadership in the work place (Ternni *et al.*, 2014). There are two critical fields that are necessary to establish leadership capacity. The organization needs a significant number of skilled and trained leaders who understand the shared vision of the organization and the full scope of the work underway and who are able to carry them out (Saleh *et al.*, 2004). Organizations need to be committed to the central work which involves reflection, inquiry, collaboration and professional behaviors that are an integral part of daily work.

Those fields are critical to consider and understand in that they involve training, coaching, knowledge, professional attitudes and motivation to bring about real change (Roper and Pettit, 2002) and they require that purposeful steps be taken towards building leadership capacity in organizations. Generally, the meaning of organization is a formal structure involving more than two people who are networking, planning and collaborating together to achieve their collective goals (Champoux, 2014; Ferdous, 2016). Modern style of leadership and management largely depends on building capacity for individuals and teams such as skills, experience, attitudes, perception, personality and motivation. However, modern organizations are always flexible to change their workflow focuses on connectivity (Luo *et al.*, 2000). Global organizations must increasingly demand that their leaders and managers maintain an international focus. Meanwhile, the global economy and the global business environment force changes in culture, fundamental business, strategy and mission (Lemon and Sahota, 2004). The way organizations respond to the changing global economy directly impacts their chances of success and ultimately survival. Another recent trend that affects leaders is developing ethically and spiritually focused behavior to promote an ethical organizational culture

(Driscoll and McKee, 2007). For example, a survey of around 800 executives found while 98% of senior executives expressed a commitment to ethics and compliance while only 55% of corporate leaders offered little more than ad-hoc program oversight or delegate most oversight responsibility (DiPietro, 2016).

Thinking about hundreds of different ways in which cultures may differ is not a very practical way to determine how culture affects work behaviors (Qiufen, 2014). For example, Geert Hofstede is a social psychologist and pioneer researcher on cross-cultural groups and organizations. In this research, he studied IBM employees in 70 national subsidiaries of IBM around the world and showed dimensions of national culture: power distance, uncertainty avoidance, individualism, masculinity and indulgence, long term orientation vs. restraint explain an important source of variation among cultures (Hofstede, 1980). Obviously, his research also, shows that cultural variation with respect to these six dimensions influence employee job behaviors, attitudes, well-being, motivation, leadership and negotiations (Minkov and Hofstede, 2011). However, in order to meet the needs of global business development in the 21st century (Tsui *et al.*, 2007) determined that there is an increased interest and need to expand knowledge of the most effective international management methods and strategies. In addition with the world of work becoming increasingly international it is especially important to effectively manage diverse organizational cultures. Accordingly, to develop employee skills and continue to work effectively requires training, coaching and support throughout their careers and they need to receive training both as individuals and teams (Chen *et al.*, 2004). Moreover, organizations are dependent of talented and inspiring leaders that have the skills and emotional ability to keep employees engaged. Valuable leadership skills are an essential component for leaders to make decisions about their organization's mission and goals and communicate effectively (Karagianni and Montgomery, 2018). Obviously, managers need certain skills and competencies to successfully achieve their goals. People develop generalizations from observing, sensing, asking and listening in order to explain or predict the behavior of others (Mintzberg, 2007). Thus, leaders are challenged to find new ways to motivate and coordinate employees to ensure that their goals are aligned with those of the organization.

Recently, motivation has been identified as an intrinsic factor directly related to job performance and studied in schools, the workplace and government (Shahzadi *et al.*, 2014). Motivation has been applied at the level of the individual, the group and the organization (Kurose, 2013). For example, leaders can potentially influence the motivation of employees when they identify rewards that are valued strengthening employee beliefs, helping employees understand their

efforts and provide rewards that are consistent with realistic expectations. However, according to practitioners in the field of psychology, there are many factors that must be present in order for workers to become fully motivated.

In the 1950 and 60s. Herzberg's motivator-hygiene theory or two factors theory, tried to explain employee satisfaction (Lundberg *et al.*, 2009; Band *et al.*, 2016). Herzberg tried to determine the effect of attitude on motivation by asking people to describe situations where they felt either really good and or really bad about their jobs (Dartey-Baah and Amoako, 2011). The predominant fields of economics, sociology, anthropology and social psychology shared a common desire to understand the human nature of motivation and personality and to identify major patterns of behavior and link them to psychological processes (Dweck and Leggette, 1988; Steel and Konig, 2006; Judge *et al.*, 2008). Thus, social psychology study is related to perception, attitudes and personality as follows: perception is a process by which people develop a view of themselves (Champoux, 2014) and then shape their behavior toward others. For example, the phenomenon of human visual perception is commonly referred to as optical illusions and goes beyond the physical information available to the perceiver. Attitudes play a key role in the connection between peoples perceptions their world and their behavior towards their jobs which can result in greater job satisfaction and performance (Gerhardt *et al.*, 2009). Therefore, making sense of how people behave depends on understanding their attitudes toward their work place and personality relates to or encompasses, the relatively consistent aspects of a person's feelings, thoughts and behavioral patterns which can strongly affect behavior in organizations (Borghans *et al.*, 2011). However, the personalities of the members of organizations matter! different individual personalities result in different work environments.

Obviously, there are five significant dimensions of personality being as follows: openness which involves people being highly adaptable to change (LePine, 2003) conscious prediction which involves high personal performance across a variety of occupations and jobs (Barrick and Mount, 1991) and extra version in which a person is outgoing, talkative, sociable and enjoys socializing is like able and gets along well with others (McCabe and Fleeson, 2012) and emotional stability which is the ability to control once own emotions, thinking and motivation in the work place (Al-Faouri *et al.*, 2014; Markova and Todorova, 2017).

In summary, building core leadership capacity in organizations is critical (Eisinger, 2002). Moreover, it enables organizations to grow, develop knowledge and resources and achieve the organization's missions which are important for organizational effectiveness. Obviously,

improving leadership capacity will bring changes that create challenges and opportunities which are critical to organizational suitability (Batra *et al.*, 2016). And so, there is good evidence to suggest that organizational capacity matters.

This study contributes to the literature in the following ways: it builds on the developing core of literature on leadership capacity in organizations such as roles, skills, behaviors experience, attitudes, abilities and motivation that affects the effectiveness and efficiency in organization, organizations must ensure that their support of coaching and training to develop greater human capital, it connects the relationship between training organizational members in principles of leadership theory as a means to develop human capital in an effort to improve organizational effectiveness and outcomes.

Training and coaching leaders and teams in organizations: Coaching is one of best tools for employee growth, development, achievement and retaining internal leaders that have the capability to secure current and future success in their organizations. Coaching provides practical insights and embeds leadership skills in the work place while only focusing on strategic results and current needs misses the bigger picture (Grant and Hartley, 2013). Many organizations, researchers and leaders have identified effective coaching as being more important in departments for the development of critical leadership and managerial competency (Ozduran and Tanova, 2017). Thus, coaching improves employee and organizational resiliency and effectiveness in change while having a positive effect on organizational outcomes (Jones *et al.*, 2016). In addition, leaders and managers are increasingly being expected to coach their employees (McCarthy and Milner, 2013). Thus, coaching promotes creativity, strategic insights and practical thinking that have influenced some of the world's leading organizations like Deloitte, Hewlett Packard, IBM and others (Grimson, 2008). However, they have recognized that managers must be able to coach their employees and each other and have included coaching in their management/leadership development.

Training and development activities offer another way to meet the unique needs and explore the important conceptual skills, required for analyzing, understanding and managing human behavior (Salas *et al.*, 2012). Obviously, training and development programs directly improve the efficiency of leaders, individuals and teams (March, 1991). Employee satisfaction, confidence and retention are built through development of teams of skilled professionals, leaders, employees and organizations. Moreover, promoting higher levels of

quality, plus employee performance and dedication leads to improved customer satisfaction and service. In conclusion, training and development activities in organizations can produce important benefits and effectiveness for stakeholders (Aguinis and Kraiger, 2009).

A team level phenomenon (Drescher and Garbers, 2016) is comprised of two or more interdependent individuals focused on doing a task. Each person interacts with the other members of the team or group in an effort to achieve common goals and tasks. Thus, in today's modern businesses world, to assure success it is important that the organization understands the forces that impact team outcomes and that teams are essential to everything individuals do in daily life (Kaifi and Noori, 2010a, b). Team dynamics and intergroup processes are critical aspects of organizations and their management. However, research has demonstrated that collective or shared leadership has positive outcomes for organizations (D'Innocenzo *et al.*, 2016; Drescher and Garbers, 2016).

Social psychologist Muzafer Sherif, who made ground-breaking contributions in the field of social psychology relating to the study of attitudes, group norms and intergroup relations showed that other group members provide a frame of reference-especially but not only when stimuli are ambiguous (Mecklin, 1936). His research was focused on the development of social judgment theory and realistic conflict theory. Moreover, his research into the development of Realistic Group Conflict theory where group norms in his Robber's Cave study demonstrated the powerful impact of goals on intergroup relations and showed that group conflict is easier to induce than reduce (Gaertner *et al.*, 2000). Working in teams has attractions such as, there being more people to share the burden of the work as well as training and technological interventions designed to improve team effectiveness (Salas *et al.*, 2008). Most teams exist to complete one or more tasks, make decisions and or collaborate on one or more projects. Thus, working in teams increases the human resource pool providing access to additional resources, skills, knowledge and ideas as well as the social benefits. And yet, team performance is not always as advantageous as one might expect. However, the key point of leadership behavior is to promote working collectively and collaboratively, learning together while shearing knowledge and beliefs (Karagianni and Montgomery, 2018). Meanwhile, team behavioral responses help team members accept the introduction of a leader's new information and ideas (Lam *et al.*, 2018).

In collectivistic cultures, people define themselves by the groups to which they belong or identify. However, when collectivists are asked the same question, they are more likely to respond in a manner that relates to others such as by stating that they are someone else's son or daughter, brother or sister, husband or wife. In other words in collectivistic cultures, self-identity is shaped to

a greater extent by affiliations with others or group membership (Triandis *et al.*, 1990). Because they self-identify with others, collectivists are more attached to their groups and tend to have more permanent relationships with them.

In conclusion, coaching and training programs target those leadership skills that are most closely linked to high performance. Both provide opportunities to accumulate member's knowledge and development to unite the team on a personal and collective level. In line with prior results, we, therefore, propose that coaching and training leads to high leadership performance and satisfaction in organizations:

- H₁: trainings and coaching in organizations will lead to higher team performance
- H₂: organization's leadership capacities such as, motivation, improving skills, collaboration, attitudes and teamwork will meet the needs for organizations

The evolution and application of leadership theories:

Theories are statements of concepts that are important in science because they translate concepts into practice (Corley and Gioia, 2011; Roberts *et al.*, 2014; Green, 2000; Nilsen, 2015). The phrase, there is nothing as practical as a good theory has been attributed to social psychologist Kurt Lewin. For instance, a researcher generates a hypothesis about human behavior in an organization and then builds a theory based upon prior research and then extends the theory into new areas of importance where in organizational leaders can apply the theories to solve the problems they face every day (Grant and Osanloo, 2014). In the same context, Ludwig von Bertalanffy has stated that "experience without theory is blind but theory without experience is mere intellectual play" von.

A theory is a statement of relationship among ideas with in a set of broader expectations and limitations (Ferdous, 2016) that also, helps to achieve understanding (Hambrick, 2007). Accordingly, development of theories relating to the field of motivation has resulted in differing impacts at different times in history (Gagne and Deci, 2005). In this manner, a research suggested that practitioners could, "integrate four closely related motivational theories, using the insights of each to inform the others" (Steel and Konig, 2006). Knowledge of applying theory along other factors is a basic requirement for successful leadership of any organization in order to meet their challenges (Mahmood *et al.*, 2012; Hauer *et al.*, 2018). However, managers that used theories in their workplace practices had better opportunities for managing their organizations more effectively and efficiently to achieve both individual and organizational objectives (Olum, 2004).

In the 1950 and 60's Herzberg's motivator-hygiene theory or two factors theory, tried to explain employee

satisfaction and determine the effect of attitude on motivation. Moreover, Herzberg tried to do that by asking people to describe situations where they felt either really good and or really bad about their jobs (Smerek and Peterson, 2007). Accordingly, he wanted to examine how managers should engage with members of their teams in order to encourage and motivate the team members to give their very best performance (Tan and Waheed, 2011). In addition, Herzberg found that the factors that contributed to job satisfaction were different from those that resulted in job dissatisfaction. On the other hand, Abraham Maslow's Hierarchy of needs theory posits that humans are motivated by five basic needs arranged in a hierarchy (Jerome, 2013). He claims that the lower needs such as, the need for food, safety, love and esteem are needs that humans cannot do without (Maslow, 1943). However, Maslow's motivation theory is one of the best known and most influential theories on workplace motivation.

Transformational leaders are visionary. Leaders who practice transformational behaviors within the workplace challenge the status quo and enact managerial reforms in organizations (Moynihan *et al.*, 2011). Transformational leadership theory attempts to change the organizational culture by helping group members to look beyond their self-interests and for the good of the group while stimulating extra-role performance (Kroon *et al.*, 2017). Transformational leadership has been investigated in connection with change at higher levels of organizations (Carter *et al.*, 2013). Under transformational leadership individuals are led to believe in their own value and the value of their contribution toward evidence-based practices and moving the organization forward (Aarons, 2006). According to Champoux (2014) the study and examination of behaviors in organizations involve theories and concepts that "explain behavioral phenomena from the perspective of the theory's research and the intended results" (p. 9). Thus, when organizational managers and leaders understand the drivers of behavior in organizations and then apply concepts, theories and techniques to improve behaviors, the individuals, groups and organizations involved will achieve their goals.

Where a specific change is required, a theory of its determinants and outcomes can be developed to guide the formulation of new policies and procedures to bring about the desired change (Weiner, 2009) thereby improving organizational performance and outcomes which demonstrates the power of understanding organizational theory and the behavior of organizational members (Pfeffer, 1991). Organizational theory identifies how organizations solve problems, maximize efficiency and productivity and stimulate certain change's, however, they focus on understanding and clarifying how organizations work to increase capability and achieve their goals (Ferdous, 2016). Moreover, organizational theory relates to the structure of organizations (Ventriss, 1990).

Therefore, the role of organizational theory being focused on better understanding and clarification of how organizations work to increase capability is to identify how organizational leaders can better plan how to improve operations and competency in their pursuit of organizational impact and goals (Picot and Baumann, 2009). Correctly applying organizational theory can have several benefits for both the organization and society at large. People's interactions in organizations depend on many factors such as organizational structures that are heavily reliant upon management control, economic principles for cost reduction, efficiency and cash flow. In addition, "the focus in modern organizations is on the management of human capital" (Bakker and Schaufeli, 2008). However, the best companies understand that it is their people that make them successful and the best places in which to be employed (Pfeffer and Veiga, 1999). Research shows that organizations emphasize the need for focusing on theory building, research and effective application of positive traits, states and behaviors of people working in organizations (Bakker and Schaufeli, 2008).

Plato emphasized a virtue-based system of ethics in his academy 2,400 years ago. The philosopher believed that virtues were best encouraged through questions and discussions rather than through statements and commands (Kolp *et al.*, 2016). Leaders must understand the values of ethical leadership theory and apply them in their research place. Humans think they understand the business world if it makes sense to them (Alshammari *et al.*, 2015). People notice certain things and ignore others and the specific manner in which information is framed can affect the choices that are made (Avey *et al.*, 2012). Therefore, it is important not to assume that we know about human behavior, just because we are humans! Human needs are an important part of human nature.

In conclusion, theory makes a valuable contribution to understanding organizational change (Batra *et al.*, 2016). Obviously, people become more engaged with in their organizations when their leaders address such issues as theoretically derived considerations such as team work, strategies, expectations, motivation, collaboration, priorities and organizational objectives. We therefore, propose that applying leadership theory will benefit organizations in the areas of performance, satisfaction and organizational culture and ethics.

- H₃: leaders who practice leadership theories will transform organizational outcomes
- H₄: the primary objective for organization's performance will develop and moderate leadership capacity related to individuals and teams

Table 1: Overview of variables of coaching, training and applying leadership theory

| Coaching and training | Working in teams | Organizational leadership capacities |
|-------------------------------|---|--|
| Effective results | Encourages to work in teams should be working towards | State clearly the goals that others |
| Managing conflict | Sharing new ideas | Maintain a positive attitude |
| More efficacy | Collaborative work | Evaluate strategies |
| Value | A positive social environment | Clear vision |
| Beneficial | Personality characteristics | Collaborate with my colleagues |
| Skills | Support employees | Motivation is important |
| Improvements in my leadership | Achieve long-term objectives | Organizational culture |
| More confidence | Enjoy working in teams | Internal and external forces are important |

Table 2: Descriptive statistics that applied to motivation

| Questions | Motivation | | | |
|--|--------------|-------------|------|------|
| | 95.0% CI | Sample size | Mean | SD |
| Q 58; I make every decision with my company's mission statement in mind | [4.08, 4.39] | 68 | 4.24 | 0.63 |
| Q 59; I think internal and external forces are important to motivate leaders | [3.97, 4.32] | 68 | 4.15 | 0.72 |
| Q 60; Big goals can be overwhelming and decrease my motivation | [3.26, 3.85] | 68 | 3.56 | 1.21 |
| Q 61; I motivate myself to get work done | [2.77, 3.40] | 68 | 3.09 | 1.30 |
| Q 62; An employee's responsibilities can reduce his motivation | [2.02, 2.48] | 68 | 2.25 | 0.94 |

We are 95% confidence that the true population mean falls in these intervals

Table 3: Descriptive statistics for leadership theory was applied at work

| Questions | Leadership theory | | | |
|--|-------------------|-------------|------|------|
| | 95.0% CI | Sample size | Mean | SD |
| Q73; I am familiar with Abraham Maslow's Hierarchy of needs theory of motivation | [2.95, 3.53] | 68 | 3.24 | 1.20 |
| Q74; I am familiar with knowledge of organizational theory | [3.78, 4.25] | 68 | 4.01 | 0.97 |
| Q 75; I apply Charismatic leadership theory in my position | [4.35, 4.61] | 68 | 4.47 | 0.56 |
| Q 76; I am familiar with knowledge of transformational leadership theory | [4.26, 4.46] | 68 | 4.43 | 0.70 |
| Q 77; I believe in Ethical leadership theory | [4.18, 4.50] | 68 | 4.34 | 0.66 |

We are 95% confidence that the true population mean falls in these intervals

MATERIALS AND METHODS

To investigate the proposed hypothesis, we use descriptive statistics (mean, standard deviation and proportion) inferential statistics (confidence intervals) and correlation analysis (the Kendall's tau and Spearman's rho rank correlation coefficients) as applied by other authors (Monjardet, 1998).

The research is based on a sampling survey. The questionnaire was organized into specific categories such as, position, experience, gender, geographical region, training, researching in groups, applying leadership theory, building organizational leadership capacities, skills, attitudes and motivation. Table 1 provides an overview of the variables of coaching and training, researching in teams and organizational leadership capacities. Data collection which was conducted via internet with an online survey, occurred on a single occasion. Data were collected from participants who had leadership positions such as CEOs, owners, directors and managers as a way of providing context and understanding for readers (Sutton and Austin, 2015). All of the participants were emailed a cover letter explaining the purpose of the study which contained a link to the survey. They were informed about

the goals and interests of the study and were provided an overview of the questionnaire's tasks (Table 2 and 3).

The online-survey was distributed globally to 83 participants and 68 completed surveys were returned for a sample size of 68, representing a very high response rate of 91%. The participants were from the USA 32, Europe 20 and Asia 16. Most of the participants were male (81%). The participants were informed of the different categories of questions focused on building organizational capacity leadership training and coaching and applying leadership theory in their jobs. Participants were asked to reply to 96 questions which were designed in a special manner to develop in sight into their philosophes and experiences as relate to the research hypotheses. The questionnaire was separated in six categories each with 16 questions being designed to explore a specific subject area intended to help the researchers advance their investigations. For a particular question "My organizations provide leadership training" we used the scale 1 = "Yes" and 2 = "No". Most of the questions are organized for 5 point Like rt scales ranging from "Strongly disagree", "Disagree", "Neutral", "Agree" and "Strongly agree". Participants were separated into four groups consisting of owners, CEOs, directors and

Table 4: Descriptive statistics for key study variables

| Variables | Owner/CEO | | | Director/manager | | |
|---|-------------|------|------|------------------|------|------|
| | Sample size | Mean | SD | Sample size | Mean | SD |
| Leadership training and coaching | 16 | 4.00 | 0.55 | 16 | 4.07 | 0.56 |
| Working in teams | 16 | 4.03 | 0.59 | 16 | 4.02 | 0.60 |
| Leadership skills | 16 | 4.22 | 0.33 | 16 | 4.15 | 0.36 |
| Motivation | 16 | 4.07 | 0.61 | 16 | 4.06 | 0.61 |
| Applied leadership theories | 16 | 4.21 | 0.47 | 16 | 4.18 | 0.53 |
| Organization's leadership capacities-attitudes, collaboration | 16 | 3.56 | 1.11 | 16 | 3.55 | 1.21 |

managers. There were 17 participants in the owners group, 9 in the CEOs group, 22 in the directors group and 19 in the managers group. For the purpose of some of the investigations the owners and CEOs were combined into one group while directors and managers were combined into a second participants with <5 year's experience, 13 between 5-10 years, 25 between 10 and 15 years, 28 between 15 and 20 years and 2 with >25 years. Almost half of the participants have at least 15 years of experience.

Most of the participants declared that their organization provided leadership training. A large majority of the participant's response to the question "My organization provides leadership training" indicated that 94% of all participants were attending leadership training while only 6% did not.

Participants were instructed to read each question carefully to identify the response that most accurately reported their honest reaction. The response of the participants to Q 80 "It is the leader's ability to assess the situation and have full comprehension of his or her follower's motivations and determine the current state of focus toward a given goal that lays the foundation of cognitive evaluation and which leadership theory to apply" (Sample size = 68, mean = 4.28 and 95.0% CI = 4.12, 4.44).

The statistical analysis was performed using the Statistical Package for the Social Science (SPSS) 22 software (Arkkelin, 2014). The questionnaire was composed and separated into six fields and each field is designed with 16 specific questions to identify, predict and measure the range of coaching and training, work in teams and organizational leadership capacities such as, skills, motivation, attitudes and collaboration. We also, analyzed the two group responses to establish the structure of revised measures with a validity study. The first group was owner/CEO and the second group was director/manager. Table 4 presents the means, sample size and standard deviations. Table 5 presented the correlations analysis that characterizes features of specific data (Larson, 2006). Kendall's tau and Spearman's rho rank correlation coefficients are calculated between the two groups: owner/CEO and director/manager for each 6 categories questions. The performance of each field was

measured across specific variables in Table 1. Several questions were designed and statistically analyzed as being specifically related to the subjects matter:

- Descriptive statistics were performed to identify a teamwork performance through training and coaching in organizations
- Descriptive statistics was also, employed in the results of organization's leadership capacities to evaluate whether motivation, improving skills, collaboration and teamwork meet the needs of the organizations
- The correlation analysis reported that leaders who practice leadership theories transform organizational outcomes
- Observed the primary objective for organization's performance to develop and moderate leadership capacity related to individuals and teams

RESULTS AND DISCUSSION

Most of the research linking to the field of leadership has been based of correlation analysis (Jung and Avolio, 2000). In Table 5, we presented the correlation analysis among the key variables. As expected, all independent variables were significantly correlated: leadership training and coaching (positive strong correlation) researching in team and organization's leadership capacities, attitudes and collaboration (positive strong/moderate correlation) leadership skills and motivation (positive moderate correlation) and applied leadership theories (positive moderate correlation) for practical outcome. The results indicated that different categories of leaders have the same perception of knowledge applying them in their jobs.

Interestingly, the results supported the prediction in hypothesis 1 that training and coaching in organizations, leads to higher team performance. The results are summarized in Table 4 for owners/CEOs (Mean = 4.00, SD = 0.55), director/manager (Mean = 4.07, SD = 0.56) and there was a positive strong correlation (Kendall's tau is 0.81 and Spearman's rho is 0.92) (Table 5). Furthermore, supporting training and coaching has important practical implications for a

Table 5: Correlation analysis for leadership training and coaching, working in team and leadership skills

| | | Leadership training and coaching | | Working in teams | | Leadership skills | |
|------------------------|-------------------------|----------------------------------|------------------|------------------|------------------|-------------------|------------------|
| | | Owner/CEO | Director/Manager | Owner/CEO | Director/Manager | Owner/CEO | Director/Manager |
| Kendall's tau_b | | | | | | | |
| Owner/CEO | Correlation coefficient | 1.000 | 0.810*** | 1.000 | 0.810*** | 1.000 | 0.345** |
| | Sig. (1-Tailed) | 0.000 | | 0.000 | | 0.035 | |
| Director/Manager | Correlation coefficient | 0.810*** | 1.000 | 0.810*** | 1.000 | 0.345** | 1.000 |
| | Sig. (1-Tailed) | 0.000 | | 0.000 | | 0.035 | |
| Spearman's rho | | | | | | | |
| Owner/CEO | Correlation coefficient | 1.000 | 0.921*** | 1.000 | 0.747*** | 1.000 | 0.494** |
| | Sig. (1-Tailed) | 0.000 | | 0.000 | | 0.024 | |
| Director/Manager | Correlation coefficient | 0.921*** | 1.000 | 0.747*** | 1.000 | 0.494** | 1.000 |
| | Sig. (1-Tailed) | 0.000 | | 0.000 | | 0.024 | |

| | | Motivation | | Apply leadership theories | | Organization's leadership capacities-attitudes and collaboration | |
|------------------------|-------------------------|------------|------------------|---------------------------|------------------|--|------------------|
| | | Owner/CEO | Director/Manager | Owner/CEO | Director/Manager | Owner/CEO | Director/Manager |
| Kendall's tau_b | | | | | | | |
| Owner/CEO | Correlation coefficient | 1.000 | 0.550*** | 1.000 | 0.397** | 1.000 | 0.667*** |
| | Sig. (1-Tailed) | 0.002 | | 0.002 | | 0.000 | |
| Director/Manager | Correlation coefficient | 0.550*** | 1.000 | 0.397** | 1.000 | 0.667*** | 1.000 |
| | Sig. (1-Tailed) | 0.002 | | 0.002 | | 0.000 | |
| Spearman's rho | | | | | | | |
| Owner/CEO | Correlation coefficient | 1.000 | 0.624*** | 1.000 | 0.497** | 1.000 | 0.798*** |
| | Sig. (1-Tailed) | 0.005 | | 0.025 | | 0.000 | |
| Director/Manager | Correlation coefficient | 0.624*** | 1.000 | 0.497** | 1.000 | 0.798*** | 1.000 |
| | Sig. (1-Tailed) | 0.005 | | 0.025 | | 0.000 | |

Correlation analysis for motivation, apply leadership theories, organization's leadership capacities-attitudes and collaboration; ***Correlation is significant at the 0.05 level (1-tailed); **Correlation is significant at the 0.01 level (1-tailed)

Table 6: Applying training and coaching

| Questions | Q2: "I have received training that resulted in more efficacy and effectiveness" | Q8: "Leadership training is beneficial" | Q14: "I have observed improvements in my leadership capabilities after i received training" |
|-------------|---|---|---|
| Mean | 4.29 | 2.47 | 4.29 |
| S D | 0.79 | 1.17 | 1.18 |
| Sample size | 68 | 68 | 68 |
| 95.0% CI | [4.10, 4.49] | [2.19, 2.75] | [4.13, 4.46] |

We are 95% confidence that the true population mean falls in these intervals

high-performance work teams (McCarthy and Milner, 2013). Trainings and coaching in organizations focused individuals with specialized expertise and complementary skills who collaborate, innovate and produce consistently superior results. Finally, to establish the predicted satisfaction for we used descriptive statistics for specific questions in Table 6 (Q2, Q8 and Q14) (Mean = 4.29, 2.47 and 4.29; SD = 0.79, 1.17 and 1.18).

Hypothesis 2 and 4 predicted that organization's leadership capacities such as, motivation, improving skills, collaboration, attitudes and team research will meet the needs of organizations. Support was found for on the bases of correlation. The results for the analysis are found in Table 5. We are approving the strong/moderate correlation that leadership capacity in organizations is important to be built. An important implication of these findings is that improving leader's skills is with positive moderate correlation (Kendall's tau is 0.345 and Spearman's rho is 0.494, Table 5) and the descriptive statistics found in Table 4 that owners/CEOs (Mean =

4.22, SD = 0.33) director/manager (Mean = 4.15, SD = 0.36) collaboration for owners/CEOs (Mean = 3.56, SD = 1.11) and director/manager (Mean = 3.55, S D = 1.21). Motivation is one of the organizational capacities with positive moderate correlation which is applied in Table 5. The findings for motivation are presented in Table 4 owners/CEOs (Mean = 4.22, SD = 0.33) and director/manager (Mean = 4.15, SD = 0.36).

Understanding team dynamics is essential in order to inspire leaders into higher levels of success. Hypothesis 4 observed the primary objective for organization's performance to develop and moderate leadership capacity related to individuals and teams and the correlation revealed a positive strong/moderate between intended performance and predicted satisfaction presented in Table 5 and 6 for owners/CEOs (Mean = 4.03, SD = 0.59: and for director/manager (Mean = 4.02, SD = 0.60). Team work of individuals brings complementary skills and experience that exceed the abilities of any single individual. The leader should define how team works

Table 7: Applying leadership theory in their jobs

| Questions | Q 66; i apply leadership theories and styles at work | Q 69; When i apply leadership theories i am a more effective leader |
|-------------|--|---|
| Mean | 4.41 | 3.56 |
| SD | 0.70 | 1.21 |
| Sample size | 68 | 68 |
| 95.0% CI | [4.24, 4.58] | [3.26,3.85] |

We are 95% confidence that the true population mean falls in these intervals

together such as collaboratively. Hypothesis 3 predicted that leaders who practice leadership theories transform organizational outcomes. The correlation was positive moderate (Table 5). Moreover, most of the participants declare that they applied leadership theory in their jobs. Again, applying leadership theory matters and positively effects organizational outcomes as shown in the results of two major questions in Table 7, Q 66; “I apply leadership theories and styles at work” (Mean = 4.41, SD = 0.70) and Q 69; “When i apply leadership theories i am a more effective leader” (Mean = 3.56, SD = 1.21). In fact, the result was a variable among our predictors that had a significant direct relationship with the leader’s practical outcome in organizations. Thus, not only Hypothesis 3 was supported but also these results suggest that the effect of predictor variables on the leaders who practice leadership theories transform organizational outcomes.

The descriptive statistics of participants who applied leadership theories in Table 3 shows that they are familiar with Organizational theory (Mean = 4.01, SD = 0.97) Charismatic leadership (Mean = 4.47, SD = 0.56) Transformational Leadership (Mean = 4.43, SD = 0.70) and Ethical leadership theory (Mean = 4.34, SD = 0.66) and less familiar with Abraham Maslow’s Hierarchy of needs theory of motivation (Mean = 3.24, SD = 1.20) Those findings proved the production of Hypothesis 3.

The purpose of this study was three fold. First, we wanted to replicate the results for the organizations building their leadership capacity which typically involves motivation, skills, team research and behaviors required by the organization’s leaders. Second, we wanted to examine the role of coaching and training to promote opportunity for building those leadership capacities in organizations. Third, we wanted to identify the relevance of applying leadership theory for satisfaction and practical outcome. However, the research examined the development of leadership capacity in individuals and teams through coaching, training and applying the best leadership theories that promote effective outcomes in organizations. Over all, our findings built on those of prior studies that primary focused on individual leader skills, collaboration and motivation as a function of the process associated with people working together to accomplish their goals (Bennett and Gadlin, 2012). These findings enable participants to define the important qualities of a leader, assess their own capacity, examine

current leaders and their actions and generate a personalized leadership philosophy. Capacity building refers to guided process and activities that build and enhance an organization’s on going success (Stockdill *et al.*, 2002).

Additionally, we documented that developing leadership skills through training and coaching in areas such as team building increased motivation and collaboration. Specifically, the results primarily suggested that training and coaching that apply various learning practices in organizations affect their innovative performance (Sung and Choi, 2014). The analysis of the results of leaders in the two groups indicated that there is no difference in perception regarding how leadership styles influence organizational capacity. Our contribution and these findings have important implications for theory and practice. In this sense, the leaders who have implemented leadership theories prioritized the desired positive outcomes for achieving their organization’s mission, visions and goals. Strategies that enhance and build organizational capacity bring changes in organizations (Heslin and Marr, 2008). Moreover, our results are in line with the results of (Danseco, 2013) who found that in building capacity in organizations the result was openness to learning and growing.

Another encouraging finding was that training and coaching significantly improved teamwork skills in addition to teamwork knowledge. Our results show, as predicted that satisfaction depends on the combination of training, coaching and applying leadership theory for promoting practical outcomes. This is particularly encouraging in light of recent findings that knowledge and skills developed during training significantly and positively enhance performance (Chen *et al.*, 2002). High-performance team work has an advantage over individual involvement because each member can offer new ideas, talent and view points. In addition, high-performance work teams predictably execute strategy, meet goals and need little management oversight because they are empowered, given responsibility for their functional activity and accountability for performance. Specifically, these are all interesting findings with theoretical and practical implications. This expends our existing understanding of how an organization is training and coaching resources can be strategically combined and aligned in order to positively influence the success of the organization.

The result of statistical analyses had positive effect for leaders who implement leadership theories in their work places. In this study, the authors consider that the findings should have an impact on organizational behavior and support for leaders such, that they can develop and support employee’s behavior, skills, attitudes, experience, motivation and collaboration for improved work performance and satisfaction.

Furthermore, from the perspective of the result, a positive leadership outcome results from applying theory and when leaders increased interest in ethical leadership, values and integrity their influence grew (Laguerre, 2010). Based on the findings we identified the leadership theories existing in the leader's positions and how the theories influence positive outcomes. In addition, effective leaders have power over specific leadership styles and they considered that leadership theories lead to a higher performance and a positively effect on organizational outcomes (Madanchian *et al.*, 2017).

CONCLUSION

The results confirmed what previous studies suggested. The results also, offered important information for all group leaders that relentlessly pursue performance excellence through shared goals, shared leadership, collaboration, clear expectations and working in groups while promoting a strong sense of motivation and accountability among organizational members. Our findings increase our understanding of a significant effect of experience in which those who practice leadership theory are more effective in their jobs. Therefore, regarding cultural milestones, the American leaders were more informed and knowledgeable regarding how to apply leadership theory at their positions than leaders in Europe and Asia.

REFERENCES

- Aarons, G.A., 2006. Transformational and transactional leadership: Association with attitudes toward evidence-based practice. *Psychiatr. Serv.*, 57: 1162-1169.
- Aguinis, H. and K. Kraiger, 2009. Benefits of training and development for individuals and teams, organizations and society. *Anal. Rev. Psychol.*, 60: 451-474.
- Al-Faouri, I., N. Al-Ali and B. Al-Shorman, 2014. The influence of emotional intelligence training on nurses? Job satisfaction among Jordanian nurses. *Eur. J. Sci. Res.*, 117: 486-494.
- Alshammari, A., N.N. Almutairi and S.F. Thuwaini, 2015. Ethical leadership: The effect on employees. *Intl. J. Bus. Manag.*, 10: 108-116.
- Antes, A.L. and M.J. Schuelke, 2011. Leveraging technology to develop creative leadership capacity. *Adv. Developing Hum. Resour.*, 13: 318-365.
- Argote, L., 2011. Organizational learning research: Past, present and future. *Manage. Learn.*, 42: 439-446.
- Arkkelin, D., 2014. Using SPSS to Understand Research and Data Analysis. Valparaiso University, Valparaiso, USA., Pages: 195.
- Arnold, J.A., S. Arad, J.A. Rhoades and F. Drasgow, 2000. The empowering leadership questionnaire: The construction and validation of a new scale for measuring leader behaviors. *J. Organ. Behav.*, 21: 249-269.
- Avey, J.B., T.S. Wernsing and M.E. Palanski, 2012. Exploring the process of ethical leadership: The mediating role of employee voice and psychological ownership. *J. Bus. Ethics*, 107: 21-34.
- Bakker, A.B. and W.B. Schaufeli, 2008. Positive organizational behavior: Engaged employees in flourishing organizations. *J. Organ. Behav.*, 29: 147-154.
- Band, G., N.V. Shah, R. Sriram and E. Appliances, 2016. Herzberg two factor theory among the management faculty in Nagpur City. *Intl. Conf. Manag. Inf. Syst.*, 1: 1-9.
- Barrick, M.R. and M.K. Mount, 1991. The big five personality dimensions and job performance: A meta-analysis. *Personnel Psychol.*, 44: 1-26.
- Batras, D., C. Duff and B.J. Smith, 2016. Organizational change theory: Implications for health promotion practice. *Health Promotion Intl.*, 31: 231-241.
- Bennett, L.M. and H. Gadlin, 2012. Collaboration and team science: From theory to practice. *J. Invest. Med.*, 60: 768-775.
- Borghans, L., B.H. Golsteyn, J. Heckman and J.E. Humphries, 2011. Identification problems in personality psychology. *Personality Individual Differences*, 51: 315-320.
- Carter, M.Z., A.A. Armenakis, H.S. Feild and K.W. Mossholder, 2013. Transformational leadership, relationship quality and employee performance during continuous incremental organizational change. *J. Organizational Behav.*, 34: 942-958.
- Champoux, J., 2014. *Organizational Behavior*. 4th Edn, Routledge, New York, USA, ISBN:9781119031031, Pages: 544.
- Chen, G., L.M. Donahue and R.J. Klimoski, 2004. Training undergraduates to work in organizational teams. *Acad. Manag. Learn. Educ.*, 3: 27-40.
- Chen, G., P.D. Bliese, S.C. Payne, S.J. Zaccaro and W.S. Simsarian *et al.*, 2002. Simultaneous examination of the antecedents and consequences of efficacy beliefs at multiple levels of analysis. *Hum. Perform.*, 15: 381-409.
- Chuang, S.F., 2013. Essential skills for leadership effectiveness in diverse workplace development. *Online J. Workforce Educ. Dev.*, 6: 1-24.
- Corley, K.G. and D.A. Gioia, 2011. Building theory about theory building: what constitutes a theoretical contribution?. *Acad. Manag. Rev.*, 36: 12-32.

- Dansec, E., 2013. The five cs for innovating in evaluation capacity building: Lessons from the field. *Can. J. Program Eval.*, 28: 107-117.
- Dartey-Baah, K. and G.K. Amoako, 2011. Application of frederick herzberg's two-factor theory in assessing and understanding employee motivation at work: A ghanaian perspective. *Eur. J. Bus. Manage.*, 3: 1-8.
- Day, D., P. Gronn and E. Salas, 2004. Leadership capacity in teams. *Leadership Q.*, 15: 857-880.
- DiPietro, B., 2016. Survey roundup: Execs remain invisible on ethics and compliance issues. *Wall Street J.*, Vol. 1,
- Drescher, G. and Y. Garbers, 2016. Shared leadership and commonality: A policy-capturing study. *Leadersh. Q.*, 27: 200-217.
- Driscoll, C. and M. McKee, 2007. Restorying a culture of ethical and spiritual values: A role for leader storytelling. *J. Bus. Ethics*, 73: 205-217.
- Dweck, C.S. and E.L. Leggette, 1988. A social-cognitive approach to motivation and personality. *Psychol. Rev.*, 95: 256-273.
- D'Innocenzo, L., J.E. Mathieu and M.R. Kukenberger, 2016. A meta-analysis of different forms of shared leadership-team performance relations. *J. Manag.*, 41: 1964-1991.
- Eisinger, P., 2002. Organizational capacity and organizational effectiveness among street-level food assistance programs. *Nonprofit Voluntary Sect. Q.*, 31: 115-130.
- Ferdous, J., 2016. Organization theories: From classical perspective. *Intl. J. Bus, Econ. Law*, 9: 1-6.
- Gaertner, S.L., J.F. Dovidio, B.S. Banker, M. Houlette and K.M. Johnson *et al.*, 2000. Reducing intergroup conflict: From superordinate goals to decategorization, recategorization and mutual differentiation. *Group Dyn. Theory Res. Pract.*, 4: 98-114.
- Gagne, M. and E.L. Deci, 2005. Self-determination theory and work motivation. *J. Organizational Behave.*, 26: 331-362.
- Garvin, D.A., 1993. Building a learning organization. *Harv. Bus. Rev.*, 71: 78-91.
- Gerhardt, M., B. Ashenbaum and W.R. Newman, 2009. Understanding the impact of proactive personality on job performance: The roles of tenure and self-management. *J. Leadersh. Organiz. Stud.*, 16: 61-72.
- Grant, A.M. and M. Hartley, 2013. Developing the leader as coach: Insights, strategies and tips for embedding coaching skills in the workplace. *Coaching Intl. J. Theor. Res. Pract.*, 6: 102-115.
- Grant, C. and A. Osanloo, 2014. Understanding, selecting and integrating a theoretical framework in dissertation research: Creating the blueprint for your house. *Administrative Issues J.*, 4: 12-26.
- Green, J., 2000. The role of theory in evidence-based health promotion practice. *Health Educ. Res.*, 15: 125-129.
- Grimson, A., 2008. Coaching in the workplace: Improving performance. *Dev. Learn. Organiz. Intl. J.*, 22: 27-29.
- Hambrick, D.C., 2007. The field of managements devotion to theory: Too much of a good thing?. *Acad. Manag. J.*, 50: 1346-1352.
- Hauer, K.E., P.S. Osullivan, K. Fitzhenry and C. Boscardin, 2018. Translating theory into practice: Implementing a program of assessment. *Acad. Med.*, 93: 444-450.
- Heslin, K. and J.A. Marr, 2008. Building organizational capacity for change. *Healthcare Manag. Forum*, 21: 44-49.
- Hofstede, G., 1980. Culture and organizations. *Intl. Stud. Manag. Organiz.*, 10: 15-41.
- Jerome, N., 2013. Application of the Maslow's hierarchy of need theory: Impacts and implications on organizational culture, human resource and employees performance. *Intl. J. Bus. Manag. Invention*, 2: 39-45.
- Jones, R.J., S.A. Woods and Y.R. Guillaume, 2016. The effectiveness of workplace coaching: A meta-analysis of learning and performance outcomes from coaching. *J. Occup. Organiz. Psychol.*, 89: 249-277.
- Judge, T.A., R. Klinger, L.S. Simon and I.W.F. Yang, 2008. The contributions of personality to organizational behavior and psychology: Findings, criticisms and future research directions. *Social Personality Psychol. Compass*, 2: 1982-2000.
- Jung, D.I. and B.J. Avolio, 2000. Opening the black box: An experimental investigation of the mediating effects of trust and value congruence on transformational and transactional leadership. *J. Organiz. Behav.*, 21: 949-964.
- Kaifi, B.A. and S.A. Noori, (2010a). Organizational management: A study on middle managers gender and emotional intelligence levels. *J. Busin. Stud. Quarterly*, 1: 13-23.
- Kaifi, B.A. and S.A. Noori, (2010b). Organizational behavior: A study on managers, employees and teams. *J. Manag. Policy Pract.*, 12: 88-97.
- Karagianni, D. and A.J. Montgomery, 2018. Developing leadership skills among adolescents and young adults: A review of leadership programmes. *Intl. J. Adolescence Youth.*, 23: 86-98.
- Kolp, P., A. Ritz, W. and M. Steward, 2016. Corporate Ethics can't be Reduced to Compliance. *Harvard Business Review*, Watertown, Massachusetts, USA...
- Kozlowski, S.W. and D.R. Ilgen, 2006. Enhancing the effectiveness of work groups and teams. *Psychol. Sci. Public Interest*, 7: 77-124.

- Kroon, B., M. van Woerkom and C. Menting, 2017. Mindfulness as substitute for transformational leadership. *J. Manag. Psychol.*, 32: 284-297.
- Kurose, C., 2013. Motivation, behavior and performance in the workplace. *J. Personality, Social Psychol.*, 51: 1173-1182.
- Laguerre, J.C., 2010. Can leadership be developed by applying leadership theories?: An examination of three theory-based approaches to leadership development. *Honors Projects Overview*, Vol. 42,
- Lam, W., S.M. Taylor, C. Lee and H. Zhao, 2018. Does proactive personality matter in leadership transitions? Effects of proactive personality on new leader identification and responses to new leaders and their change agendas. *Acad. Manag. J.*, Vol. 61,
- Lambert, L., 2005. What does leadership capacity really mean?. *Learn. Prof. J. Staff Dev.*, 26: 38-40.
- Larson, M.G., 2006. Descriptive statistics and graphical displays. *Circ.*, 114: 76-81.
- LePine, J.A., 2003. Team adaptation and postchange performance: Effects of team composition in terms of members cognitive ability and personality. *J. Appl. Psychol.*, 88: 27-39.
- Lemon, M. and P.S. Sahota, 2004. Organizational culture as a knowledge repository for increased innovative capacity. *Technovation*, 24: 483-498.
- Lundberg, C., A. Gudmundson and T.D. Andersson, 2009. Herzberg's two-factor theory of work motivation tested empirically on seasonal workers in hospitality and tourism. *Tourism Manage.*, 30: 890-899.
- Luo, Z., A. Sheth, K. Kochut and J. Miller, 2000. Exception handling in workflow systems. *Appl. Intell.*, 13: 125-147.
- Madanchian, M., N. Hussein, F. Noordin and H. Taherdoost, 2017. Leadership effectiveness measurement and its effect on organization outcomes. *Procedia Eng.*, 181: 1043-1048.
- Mahmood, Z., M. Basharat and Z. Bashir, 2012. Review of classical management theories. *Intl. J. Social Sci. Educ.*, 2: 512-522.
- March, J.G., 1991. Exploration and exploitation in organizational learning. *Organiz. Sci.*, 2: 71-87.
- Markova, M. and S. Todorova, 2017. A model of skills and activities for modern leaders and managers in enabling managerial leadership process in organizations. *Intl. J. Econ. Commerce Manag.*, 5: 63-94.
- Maslow, A.H., 1943. A theory of human motivation. *Psychol. Rev.*, 50: 370-396.
- McCabe, K.O. and W. Fleeson, 2012. What is extraversion for? Integrating trait and motivational perspectives and identifying the purpose of extraversion. *Psychol. Sci.*, 23: 1498-1505.
- McCarthy, G. and J. Milner, 2013. Managerial coaching: Challenges, opportunities and training. *J. Manag. Dev.*, 32: 768-779.
- Mecklin, J., 1936. The psychology of social norms. *Am. J. Sociology*, 42: 420-421.
- Minkov, M. and G. Hofstede, 2011. The evolution of Hofstede's doctrine. *Cross Cult. Manag. Intl. J.*, 18: 10-20.
- Mintzberg, H., 2007. *Mintzberg on Management: Inside our Strange World of Organizations*. Simon and Schuster, New York, USA, ISBN:9781416573197, Pages: 420.
- Monjardet, B., 1998. On the comparison of the Spearman and Kendall metrics between linear orders. *Discrete Math.*, 192: 281-292.
- Moynihan, D.P., S.K. Pandey and B.E. Wright, 2011. Setting the table: How transformational leadership fosters performance information use. *J. Public Administration Res. Theory*, 22: 143-164.
- Nilsen, P., 2015. Making sense of implementation theories, models and frameworks. *Implementation Sci.*, 10: 1-13.
- Olum, Y., 2004. *Modern Management Theories and Practices*. Makerere University, Uganda.,
- Ozduran, A. and C. Tanova, 2017. Coaching and employee organizational citizenship behaviours: The role of procedural justice climate. *Intl. J. Hospitality Manag.*, 60: 58-66.
- Pfeffer, J. and J.F. Veiga, 1999. Putting people first for organizational success. *Acad. Manage. Executive*, 13: 37-48.
- Pfeffer, J., 1991. Organization theory and structural perspectives on management. *J. Manag.*, 17: 789-803.
- Picot, A. and O. Baumann, 2009. The relevance of organization theory to the field of business and information systems engineering. *Bus. Inf. Syst. Eng.*, 1: 62-69.
- Qiufen, Y.U., 2014. Understanding the impact of culture on interpretation: A relevance theoretic perspective. *Intercultural Commun. Stud.*, 23: 83-102.
- Roberts, J.H., U. Kayande and S. Stremersch, 2014. From academic research to marketing practice: Exploring the marketing science value chain. *Intl. J. Res. Marketing*, 31: 127-140.
- Roper, L. and J. Pettit, 2002. Development and the learning organisation: An introduction. *Dev. Pract.*, 12: 258-271.
- Salas, E., N.J. Cooke and M.A. Rosen, 2008. On teams, teamwork and team performance: Discoveries and developments. *Hum. Factors*, 50: 540-547.
- Salas, E., S.I. Tannenbaum, K. Kraiger and K.A. Smith-Jentsch, 2012. The science of training and development in organizations: What matters in practice. *Psychol. Sci. Publ. Interest*, 13: 74-101.

- Saleh, S.S., D. Williams and M. Balougan, 2004. Evaluating the effectiveness of public health leadership training: the NEPHLI experience. *Am. J. Publ. Health*, 94: 1245-1249.
- Shahzadi, I., A. Javed, S.S. Pirzada, S. Nasreen and F. Khanam, 2014. Impact of employee motivation on employee performance. *Eur. J. Bus. Manag.*, 6: 159-166.
- Slater, L., 2008. Pathways to building leadership capacity. *Educ. Manag. Administration Leadership*, 36: 55-69.
- Smerek, R.E. and M. Peterson, 2007. Examining Herzberg's theory: Improving job satisfaction among non-academic employees at a university. *Res. Higher Edu.*, 48: 229-250.
- Steel, P. and C.J. Konig, 2006. Integrating theories of motivation. *Acad. Manage. Rev.*, 31: 889-913.
- Stockdill, S.H., M. Baizerman and D.W. Compton, 2002. Toward a definition of the ECB process: A conversation with the ECB literature. *New Directions Eval.*, 2002: 7-26.
- Sung, S.Y. and J.N. Choi, 2014. Do organizations spend wisely on employees? Effects of training and development investments on learning and innovation in organizations. *J. Organiz. Behav.*, 35: 393-412.
- Sutton, J. and Z. Austin, 2015. Qualitative research: Data collection, analysis and management. *Can. J. Hosp. Pharm.*, 68: 226-231.
- Tan, T.H. and A. Waheed, 2011. Herzberg's motivation-hygiene theory and job satisfaction in the Malaysian retail sector: The mediating effect of love of money. *Asian Acad. Manage. J.*, 16: 73-94.
- Ternni, A.S. and A.A. Issifu, M. Abukari, 2014. Employee training and development: What trade-offs for the public sector in Ghana?. *Eur. J. Bus. Manag.*, 6: 32-47.
- Triandis, H.C., C. McCusker and C.H. Hui, 1990. Multimethod probes of individualism and collectivism. *J. Personality Soc. Psychol.*, 59: 1006-1020.
- Tsui, A.S., S.S. Nifadkar and A.Y. Ou, 2007. Cross-national, cross-cultural organizational behavior research: Advances, gaps and recommendations. *J. Manag.*, 33: 426-478.
- Ventriss, C., 1990. Organizational theory and structure: An analysis of three perspectives. *Intl. J. Publ. Administration*, 13: 777-798.
- Weiner, B.J., 2009. A theory of organizational readiness for change. *Implementation Sci.*, 4: 67-67.