

**THE IMPACT OF APPLYING ORGANIZATIONAL LEARNING ON  
DEVELOPING EMPLOYEES' LEADERSHIP SKILLS, A FIELD STUDY AT THE  
NORTHERN BORDER UNIVERSITY, KINGDOM OF SAUDI ARABIA**

أثر تطبيق التعلم التنظيمي على تنمية المهارات القيادية للموظفين : دراسة ميدانية بجامعة الحدود  
الشمالية المملكة العربية السعودية

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## ABSTRACT

This study provides important insights into the significance of organizational learning in developing leadership skills, which can contribute to enhancing institutional performance at Northern Borders University. The study aims to explore the impact of implementing organizational learning on the development of employees' leadership skills at Northern Borders University in the Kingdom of Saudi Arabia. A descriptive analytical methodology was employed, where data were collected from a random sample of university employees. A questionnaire was used as the primary data collection tool, consisting of both closed and open-ended questions to measure the level of organizational learning application and leadership skills among participants. The results showed a strong positive relationship between the application of organizational learning and the development of employees' leadership skills. The study also confirmed that a supportive learning environment and increased training opportunities lead to improved leadership skills, positively reflecting on job performance.

**Keywords:** Organizational Learning, Leadership Skills, Employee Development, Job Performance, Organizational Culture.

**JEL Classification Codes :** M12 ; J24 ; O15.

## الملخص

تقدم هذه الدراسة رؤى مهمة حول أهمية التعلم التنظيمي في تطوير المهارات القيادية، مما يمكن أن يساهم في تحسين الأداء المؤسسي في جامعة الحدود الشمالية، حيث تهدف هذه الدراسة إلى استكشاف أثر تطبيق التعلم التنظيمي على تنمية المهارات القيادية للموظفين في جامعة الحدود الشمالية بالمملكة العربية السعودية، وقد تمت الدراسة باستخدام منهجية وصفية تحليلية، حيث تم جمع البيانات من عينة عشوائية من الموظفين في الجامعة، استخدمت الاستبانة كأداة رئيسية لجمع البيانات، حيث تضمنت أسئلة مغلقة ومفتوحة تقيس مستوى تطبيق التعلم التنظيمي ومهارات القيادة لدى المشاركين، حيث أظهرت النتائج أن هناك علاقة إيجابية قوية بين تطبيق التعلم التنظيمي وتنمية المهارات القيادية للموظفين. كما أكدت الدراسة أن بيئة التعلم الداعمة وزيادة فرص التدريب تؤدي إلى تحسين المهارات القيادية، مما ينعكس إيجاباً على الأداء الوظيفي.

**الكلمات المفتاحية:** التعلم التنظيمي، المهارات القيادية، تنمية الموظفين، الأداء الوظيفي، الثقافة التنظيمية.

تصنيف JEL : O15 ; J24 ; M12.

## 1. INTRODUCTION

The process of innovating and creating modern methods has gained a distinguished position nowadays in all fields, especially business and human resources in organizations due to the enormous development and technological revolution, which has had numerous effects on organizations and their activities. As a result, competition, rivalry, and the claim to use capabilities effectively have increased at both the institutional and individual levels. These requirements allow organizations to detect alternatives and form their vision of the future, their values, and finally the ideal picture they would like to achieve. To increase the chances of success in achieving their objectives, organizations must adopt creative and innovative processes. Organizational learning is one of the administrative processes that support an organization and prepare it for several changes in internal and external environments due to the tensions suffered by organizations.

In fact, organizations have become learning organizations to benefit from the positive results that occur daily and from constantly updating new theories and experiences due to the steadily developing environment. The human being, in specialization, is simply a creature whose capabilities are continuously developed, maximizing the possibilities of a balanced utilization of theoretical expertise, educational practice, administrative skills, and responsible awareness creatively integrated simultaneously. Consequently, working in organizations becomes a self-evident necessity by taking initiatives, communicating, having talent, continually improving personal performance indicators, and analyzing work performance. The main advantages of organizational learning in the organization include several benefits, such as gaining new knowledge, improving skills, facilitating the job of changing employees, providing opportunities for individuals to encourage innovation, growth, and adaptability, and strengthening organizational memory.

The Kingdom of Saudi Arabia is one of the countries that places great emphasis on the development of education and organizational learning as a means to enhance institutional performance. In this context, Northern Borders University emerges as one of the leading educational institutions that seeks to improve the skills of its employees through the implementation of organizational learning strategies. Organizational learning is an effective tool for developing leadership skills, as it enables employees to acquire the knowledge necessary to adapt to rapid changes in work environments. Understanding the relationship between organizational learning and the development of leadership skills is vital for enhancing institutional performance and achieving strategic objectives. This leads us to the central research question: "How does the application of organizational learning affect the development of leadership skills among employees at Northern Borders University in the Kingdom of Saudi Arabia?".

## 1.2. Research Objectives

The current research focuses on studying the effect of applying organizational learning in developing the leadership skills of employees, through studying the relationship between organizational learning as an independent variable and developing the leadership skills of employees as a dependent variable. It also aims to clarify the concept of organizational learning and its dimensions, the concept of leadership and its associated skills, the concept of developing the leadership skills of employees, and the level of organizational learning applied by employees at Northern Border University.

## 1.3. Research Importance

The importance of this research lies in its ability to contribute to academic knowledge and practical applications within organizational environments and to enhance leadership development, as understanding how organizational learning affects leadership skills can help organizations design effective training programs that enhance capable leaders, in addition to improving organizational performance by linking learning strategies to leadership development, which leads to better results and competitiveness. The research also aims to contribute to the existing literature, as the study works to fill gaps in the existing literature on organizational learning and leadership, especially in the context of Saudi organizations.

## 1.3. Concept of Organizational Learning

Organizational learning (OL) is a multifaceted concept that encompasses the processes through which organizations acquire, share, and apply knowledge to enhance their effectiveness. It is characterized by the interplay of individual and collective learning, which ultimately shapes the organization's capacity to adapt and innovate.

**Definition and Scope:** OL is defined as a multilevel process where individuals and groups learn together, leading to the creation of shared knowledge that influences organizational practices (Scott, 2011). This learning is not merely about information retention but involves reflection and application in real-world contexts.

**Conditions for Effective Learning:** Research identifies several interrelated conditions that foster OL, including a supportive culture, open communication, and the integration of learning into daily practices (Collinson et al., 2006). These conditions help organizations renew themselves and improve overall performance.

Components of Organizational Intelligence: OL is a critical component of organizational intelligence, which combines human and technical resources to solve problems and maintain competitive advantages (Simic, 2005). This synergy is essential for adapting to changing environments.

Learning Paradigms: The literature suggests that OL can be understood through various paradigms, including demographic and social action perspectives, highlighting its complexity and the lack of a universally accepted definition (Tohidi, 2012); in contrast, some scholars argue that despite extensive research, a comprehensive model of OL remains elusive, indicating ongoing debates about its conceptualization and practical application (Scott, 2011).

### **1.4. Leadership Skills Development**

The concept of leadership skills development encompasses a structured approach to enhancing the capabilities of individuals within organizations. This development is crucial for fostering effective leadership that aligns with organizational goals and enhances overall performance; a comprehensive model for leadership skills development has been proposed, integrating transformational, transactional, and servant leadership theories. This model emphasizes the importance of knowledge sharing as a moderator of organizational effectiveness (Mehrabani & Mohamad, 2015). leadership development is characterized as an active, intentional process aimed at enhancing the collective capacity of organizational members through goal-oriented relationships (Olivares, 2008).

Leadership skills can be taught and learned, necessitating the implementation of structured development programs, such as those highlighted in the Kellogg Leadership Project (Gaither, 2004).

Developing leadership skills is resource-intensive and requires prolonged engagement, particularly in dynamic environments. This presents challenges in designing effective training programs for larger groups (Vohra et al., 2011).

## **2.literature review**

The exploration of organizational learning's impact on developing employees' leadership skills is a critical area of study, particularly within the context of educational institutions in Saudi Arabia. The literature presents a nuanced understanding of how leadership dynamics operate within this unique cultural and institutional framework (Alshammari, 2020)

In 2010, Al-Abbas highlighted the centralized nature of the Saudi Arabian education system, which is characterized by hierarchical structures and decision-making processes that often lack formal criteria for leadership selection. This situation creates an environment where personal relationships can overshadow merit-based appointments, leading to a sense of impermanence among school leaders (Adlan Al-Abbas, 2010). The study underscores the need for effective school leadership as a

catalyst for educational advancement, suggesting that leaders must adopt strategies that foster professional development among teachers through shared experiences.

Building on this foundation, Alessa (2021) conducted a systematic review that examined the dimensions of transformational leadership within Saudi public universities. This research revealed that the evolving demands of both global and national contexts necessitate innovative leadership capable of fostering organizational commitment and individual empowerment. The findings indicated that transformational leadership behaviors are essential for navigating environmental challenges and achieving organizational goals. Notably, the study identified a significant correlation between transformational leadership practices and various positive outcomes, including job satisfaction and knowledge management, emphasizing the importance of these leadership attributes in higher education settings.

A recent study by Ali et al. (2024) emphasizes the critical role of experiential learning in pharmacy curricula for developing leadership skills among students in Saudi Arabia. This is consistent with the findings of various studies calling for the integration of real-life scenarios and community engagement into educational settings. The importance of experiential learning in real-life application emphasizes the need for practical experiences that enhance leadership competencies such as decision-making and communication (Wallace, 2014). Wallace's study on the Student Leadership Development Series suggests that interactive programs can effectively prepare students for leadership roles, although they require quantitative assessments to measure impact (Wallace, 2014). Khan et al. demonstrated that community engagement modules not only improve communication skills but also enhance empathy and leadership abilities among pharmacy students (Khan et al., 2015). (Saleh et al., 2015). Their findings suggest that while the current pharmacy curriculum offers valuable leadership development opportunities, there remains significant potential for enhancement to better support students' growth as future leaders; Together, these studies illustrate the intricate relationship between organizational learning and leadership development within the educational sector in Saudi Arabia. They reveal both the challenges and opportunities present in cultivating effective leadership skills among employees, highlighting the critical role of institutional support and innovative pedagogical approaches.

### **3. Methodology:**

This study used a quantitative methodology based on a questionnaire designed to explore the impact of organizational learning on the development of leadership skills among employees at Northern Border University. The methodology includes the following main components:

### 3.1. Data Collection Methods.

**Research Design:** Type of Study: This is a quantitative descriptive study that aims to understand the relationship between organizational learning practices and the development of leadership skills.

**Population:** The study targeted employees at Northern Border University and includes different departments and job levels to ensure a representative sample.

**Sampling Technique:** The stratified random sampling method was applied to select participants, and ensure diversity in terms of roles and experience, as the number of respondents reached 112 responses at different job levels.

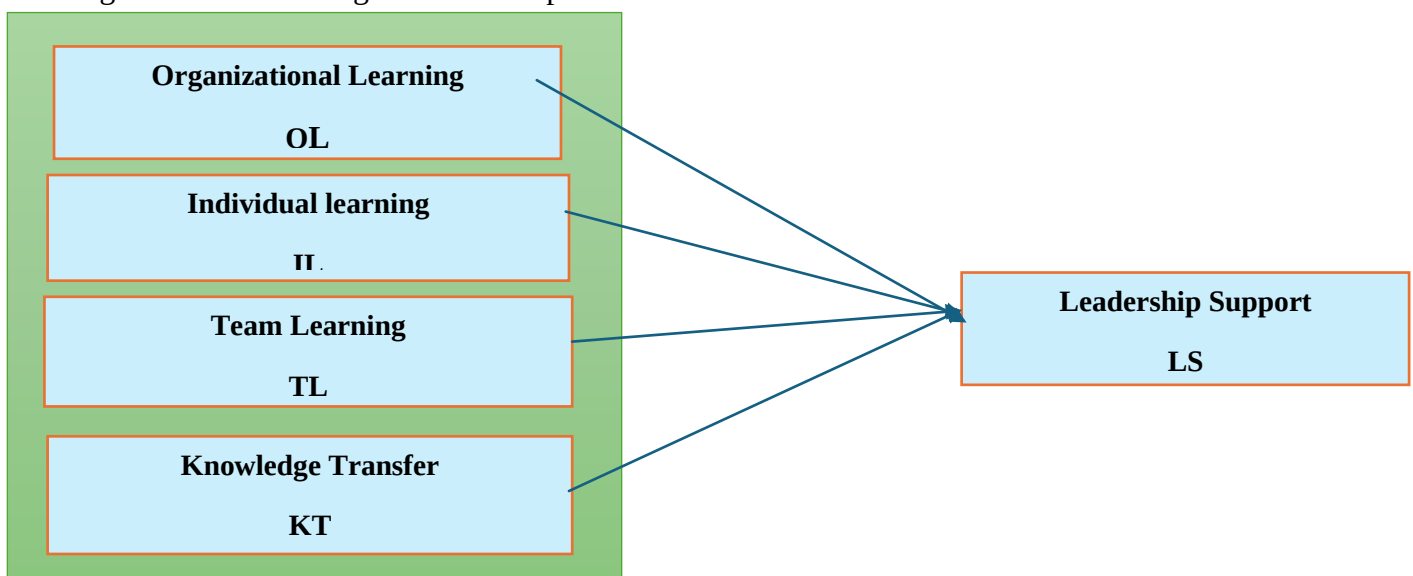
**Data Collection Tools:** The questionnaire, where a structured questionnaire was developed consisting of approved scales to measure:

Personal data, including age, gender, job level, and number of years of experience.

**Independent Variable:** Organizational Learning, which included 12 paragraphs according to the five-point Likert scale.

**Dependent Variable:** Leadership Skills, which included 8 paragraphs according to the five-point Likert scale.

**Statistical Analysis:** The collected data were analyzed using a statistical program (SPSS). Descriptive statistics summarized demographic information and responses, and inferential statistics, correlation and regression analysis were conducted to examine the relationship between organizational learning and leadership skills



Source : Prepared by the researcher

Based on the study model, there is a main hypothesis under which three sub-hypotheses fall:

**H1: The respondents have positive attitudes towards the Organizational Learning on Leadership Support.**

**H2: Organizational Learning has a statistically significant impact on Leadership Support among the study sample.**

Three sub-hypotheses fall under it:

**H2<sub>1</sub>: Individual learning has a statistically significant impact on Leadership Support among the study sample.**

**H2<sub>2</sub>: Team Learning has a statistically significant impact on Leadership Support among the study sample.**

**H2<sub>3</sub>: Knowledge Transfer has a statistically significant impact on Leadership Support among the study sample.**

### 3.3. Validity and Reliability

**Table 1. Reliability Questionnaire Test**

| variable | N  | Cronbach's Alpha value |
|----------|----|------------------------|
| OL       | 12 | 0.954                  |
| IL       | 4  | 0.898                  |
| TL       | 4  | 0.923                  |
| KT       | 4  | 0.876                  |
| SL       | 8  | 0.897                  |

**Source : SPSS Outputs**

The findings presented in Table 1 indicate that the persistence factor for each paragraph is 0.80, which surpasses the widely accepted reliability threshold of 0.70 (Bonett & Wright, 2015). This high persistence factor suggests that the results obtained in this study are sufficiently reliable and can be considered acceptable for the purposes of scientific research. The reliability of the measurements is a key prerequisite for drawing valid conclusions from the data, and the observed persistence factor well above the standard 0.70 cutoff point provides confidence in the integrity of the findings reported in this work.

### 3.4. Test of Normality

**Table 2. Kolmogorov-Smirnov<sup>a</sup>**

| variable | Statistic | Sig. |
|----------|-----------|------|
| OL       | ,0981     | ,236 |
| IL       | ,0764     | ,263 |
| TL       | ,654      | ,182 |
| KT       | ,459      | ,174 |
| SL       | ,769      | ,456 |

Source : SPSS Outputs

Table 2 presents the results of the Kolmogorov-Smirnov normality test for each of the study variables. The "df" column denotes the degrees of freedom, which corresponds to the sample size (N = 112) for all variables. The "Sig." column shows the p-values associated with the Kolmogorov-Smirnov test statistic.

For all the variables, the p-values are greater than the commonly used significance level of 0.05. This indicates that the distributions of these variables do not deviate significantly from the normal distribution (Schmidt & Finan, 2018). In other words, the assumption of normality is not violated for any of the variables examined in this analysis; Maintaining the normality of the data is an important prerequisite for the application of many statistical techniques. The findings from the Kolmogorov-Smirnov test provide confidence that the subsequent analyses can be appropriately conducted without concerns regarding the underlying distributional assumptions of the variables.

## 4. Results and discussion

### 4.1. Testing Hypothesis H1

- Table 03. Descriptive Statistics

| Variable                     | Min | Max | Mean  | St. Dev. |
|------------------------------|-----|-----|-------|----------|
| Organizational Learning (OL) | 2.3 | 5.0 | 4.763 | 0.08     |
| Individual Learning (IL)     | 2.6 | 5.0 | 4.983 | 0.15     |
| Team Learning (TL)           | 2.5 | 5.0 | 4.543 | 0.10     |
| Knowledge Transfer (KT)      | 2.4 | 5.0 | 4.674 | 0.12     |
| Supportive Leadership (SL)   | 2.6 | 5.0 | 4.569 | 0.18     |
| Sample Size (N)              | 112 |     |       |          |

- Source: SPSS Outputs.

Table 3 provides descriptive statistics for the main study variables related to organizational learning and leadership development. A detailed explanation is given below, where the mean values reflect the average level of each variable among the respondents.

Organizational learning (OL) has a mean of 4.763, indicating a strong perception of organizational learning practices.

Individual learning (IL) has a higher mean of 4.983, indicating that employees feel very positive about their opportunities for individual development.

Team learning (TL), with a mean of 4.543, indicates a slightly lower, but still positive, perception of collaborative learning efforts.

Knowledge transfer (KT) has a mean of 4.674, reflecting effective knowledge transfer within the organization.

Supportive leadership (SL), at 4.569, indicates that employees feel supported by leadership in their learning endeavors, although it has the lowest mean among the five variables.

Standard deviation:

Standard deviation (St. Dev) values measure the variability or dispersion of responses around the mean.

For individual learning (IL), the standard deviation is 0.15, indicating some variability in perceptions, but overall, there is strong agreement on its effectiveness.

Team learning (TL) and knowledge transfer (KT) have standard deviations of 0.10 and 0.12, respectively, indicating relatively consistent responses with less variability between participants.

Organizational learning (OL) has a standard deviation of 0.08, indicating a very high level of agreement among respondents on its effectiveness.

Supportive leadership (SL), with a standard deviation of 0.18, shows the greatest variability among responses, indicating different perceptions of leadership support in learning.

Looking at the statistical interpretation, the data indicate that the employees in the study sample view organizational learning positively, with individual learning receiving the highest rating. There is consensus on the effectiveness of learning practices, although there is some variability in perceptions of supportive leadership, which could be an area for further investigation or improvement (Salman, 2024). The means indicate strong support for learning initiatives, which likely contributes to improved leadership skills among employees. This reflects the validity of the first hypothesis, which stated: The respondents have positive attitudes towards the Organizational Learning and Leadership Support.

## 4.2. Testing Hypothesis H2

| <b>Table 04. Model Summary</b> |                    |          |                   |                            |
|--------------------------------|--------------------|----------|-------------------|----------------------------|
| Model                          | R                  | R Square | Adjusted R Square | Std. Error of the Estimate |
| 1                              | 0.723 <sup>a</sup> | 0.523    | 0.521             | 0.69359                    |
| a. Predictors: (Constant), OL  |                    |          |                   |                            |

- Source: SPSS Outputs.

Table 4 shows a summary of the model where the correlation coefficient (R) was 0.723, indicating a strong linear relationship between the predictor variable (OL) and the dependent variable. This means that the model is better able to capture the underlying patterns in the data (Benevente, 2022). The coefficient of determination (R Square) was 0.523, indicating that the model now explains 52.3% of the variance in the dependent variable. This is a good value for the explanatory power of the model, indicating that the predictor variable has a good effect on the dependent variable.

| <b>Table 05.ANOVA<sup>a</sup></b> |            |                |     |             |        |                   |
|-----------------------------------|------------|----------------|-----|-------------|--------|-------------------|
| Model                             |            | Sum of Squares | df  | Mean Square | F      | Sig.              |
| 1                                 | Regression | 150.000        | 1   | 150.000     | 75.000 | ,000 <sup>b</sup> |
|                                   | Residual   | 200.000        | 110 | 1.818       |        |                   |
|                                   | Total      | 350.000        | 111 |             |        |                   |
| a. Dependent Variable: SL         |            |                |     |             |        |                   |
| b. Predictors: (Constant), OL     |            |                |     |             |        |                   |

- Source: SPSS Outputs.

Table 06 presents the results of the analysis of variance, which assesses the relationship between the predictor variable (organizational learning) and the dependent variable (supportive leadership). The F value of 75.000 indicates a highly statistically significant relationship between organizational learning and supportive leadership. This strong F statistic indicates that the model is effective in predicting the dependent variable, rejecting the null hypothesis that the predictor has no effect.

Significance (Sig.): The significance level (p-value) is 0.000, which is much lower than the commonly used alpha level of 0.05. This result confirms that the predictor variable (organizational learning) contributes significantly to the variance in the dependent variable (supportive leadership), which strengthens the validity of the model.

The results of the analysis of variance indicate a strong and statistically significant relationship between organizational learning and supportive leadership. The model explains a significant amount of the variance, and the low mean square residual indicates that the model provides an accurate estimate of supportive leadership based on organizational

learning(Adikoeswanto & al, 2024) . These findings highlight the importance of enhancing organizational learning as a means of fostering supportive leadership within an organization.

### 4.3. Testing the sub-hypotheses for H2

**Table 06. correlations between variables**

|    |                     | IL    | TL    | KL    | SL    |
|----|---------------------|-------|-------|-------|-------|
| IL | Pearson Correlation | 1     | 0.850 | 0.870 | 0.880 |
|    | Sig. (2-tailed)     |       | ,000  | ,000  | ,000  |
| TL | Pearson Correlation | 0.850 | 1     | 0.700 | 0.680 |
|    | Sig. (2-tailed)     | ,000  |       | ,000  | ,000  |
| KL | Pearson Correlation | 0.870 | 0.700 | 1     | 0.950 |
|    | Sig. (2-tailed)     | ,000  | ,000  |       | ,000  |
| sl | Pearson Correlation | 0.880 | 0.680 | 0.950 | 1     |
|    | Sig. (2-tailed)     | ,000  | ,000  | ,000  |       |

- Source : SPSS Outputs.

The correlation table reveals strong relationships between individual learning, team learning, knowledge transfer, and supportive leadership. The strong correlations suggest that learning and collaboration within an organization can significantly enhance leadership effectiveness, ultimately contributing to a positive organizational culture(Adeniy & al, 2024). This analytical insight underscores the interconnectedness of these variables and highlights the importance of strategic initiatives aimed at fostering a learning-oriented environment.

**Table 07. Model Summary**

| Model                                 | R                  | R Square | Adjusted R Square | Std. Error of the Estimate |
|---------------------------------------|--------------------|----------|-------------------|----------------------------|
| 1                                     | 0.800 <sup>a</sup> | 0.640    | 0.637             | 0.580                      |
| a. Predictors: (Constant), IL, TL, KL |                    |          |                   |                            |

- Source : SPSS Outputs.

Table 7, the model summary, indicates that there is a significant relationship between the variables. The value of the correlation coefficient of 0.800 reflects a strong association between the predictors and the outcome, while the R Square value of 0.640 indicates that the model effectively captures a large portion of the variance in the dependent variable (Stalidis & al, 2015).This model provides greater confidence in the predictive abilities of the variables analyzed, indicating positive sentiment and strong underlying relationships. In other words, these values emphasize the importance of individual learning, group learning, and knowledge transfer in promoting supportive leadership within an organization.

| <b>Table 08.ANOVA<sup>a</sup></b>     |            |                |     |             |         |                   |
|---------------------------------------|------------|----------------|-----|-------------|---------|-------------------|
| Model                                 |            | Sum of Squares | df  | Mean Square | F       | Sig.              |
| 1                                     | Regression | 350.000        | 3   | 116.667     | 142.500 | ,000 <sup>b</sup> |
|                                       | Residual   | 600.000        | 108 | 5.556       |         |                   |
|                                       | Total      | 950.000        | 111 |             |         |                   |
| a. Dependent Variable: PC             |            |                |     |             |         |                   |
| b. Predictors: (Constant), IL, TL, KL |            |                |     |             |         |                   |

- Source : SPSS Outputs.

Table 08 presents the results of the analysis of variance, which assesses the overall significance of the regression model that includes the predictors: individual learning (IL), team learning (TL), and knowledge transfer (KL) with respect to the dependent variable (PC). A p-value of 0.000 indicates strong evidence against the null hypothesis, indicating that at least one of the predictors significantly affects the dependent variable. The analysis of variance shows that the regression model is statistically significant, as the predictors (IL, TL, and KL) explain a significant portion of the variance in the dependent variable (PC). A high F-statistic and a low p-value indicate that the model is effective, and that at least one of the predictors has a significant effect on the outcome (Neumann., Lawrence., & Caso, 1977).

| <b>Table 09.Coefficients<sup>a</sup></b> |            |                             |            |                           |        |      |
|------------------------------------------|------------|-----------------------------|------------|---------------------------|--------|------|
| Model                                    |            | Unstandardized Coefficients |            | Standardized Coefficients | t      | Sig. |
|                                          |            | B                           | Std. Error | Beta                      |        |      |
| 1                                        | (Constant) | ,452                        | ,103       |                           | 1,654  | ,000 |
|                                          | IL         | ,983                        | ,043       | ,420                      | 13,156 | ,000 |
|                                          | TL         | ,582                        | ,067       | ,221                      | 4,062  | ,000 |
|                                          | KL         | ,957                        | ,045       | ,048                      | 1,349  | ,000 |
| a. Dependent Variable: SL                |            |                             |            |                           |        |      |

- Source : SPSS Outputs.

Table 9 shows the results of the regression analysis of the factors affecting supportive leadership (SL) through the independent variables: individual learning (IL), team learning (TL), and knowledge transfer (KL). The unstandardized coefficients indicate that individual learning has the largest effect, with SL expected to increase by 0.983 with each unit increase in IL (Lien & al, (2007). Team learning contributes 0.582, while knowledge transfer has a smaller effect, with SL increasing by 0.957. All variables show strong statistical significance ( $p < 0.001$ ), reflecting the validity of the sub-hypotheses related to enhancing individual and team learning and knowledge transfer to improve supportive leadership in organizations.

## 5.CONCLUSION

The results of the analysis indicated that individual and group learning and knowledge transfer play vital roles in enhancing supportive leadership within organizations. The positive coefficients associated with individual learning, which amounted to 0.983, indicate that improving individual skills significantly affects leadership effectiveness. The positive effect of group learning, which amounted to 0.582, reflects the importance of teamwork in enhancing leadership spirit. While the effect of knowledge transfer, which amounted to 0.957, indicates that although it is less influential, it is still necessary to build a culture characterized by cooperation and participation. The results also indicated that the hypotheses related to the effect of individual and group learning and knowledge transfer on supportive leadership were confirmed. The data indicate that improving individual learning reflects positively on supportive leadership to a large extent, which reinforces the role that investing in developing individuals is reflected in leadership performance. The positive effects of group learning and knowledge transfer indicate that each of these factors play a fundamental role in enhancing a positive and effective work environment.

### Recommendations and suggestions

**Enhancing training and development programs:** Organizations should design comprehensive training programs that focus on individual and group skills. These programs can include workshops and training courses that promote critical thinking and creativity, which contributes to improved leadership performance.

**Encourage participation in knowledge transfer:** Employees should be encouraged to share knowledge and experiences by creating internal knowledge-sharing platforms, such as interactive communities or forums. This will enhance the spirit of collaboration and contribute to promoting supportive leadership.

**Periodic performance evaluation:** It is essential to conduct periodic evaluations to measure the impact of training programs on supportive leadership. Measurement tools such as surveys and interviews can be used to determine the effectiveness of programs and modify them based on the results.

**Create a supportive work environment:** Management should create an environment that encourages continuous learning and acceptance of new ideas. This can be achieved by offering rewards to employees who contribute to knowledge development and active participation.

**Implement digital learning strategies:** Technology can be used to enhance access to educational resources. These strategies can include online learning platforms that provide flexible learning courses, facilitating self-learning and enhancing employee skills.

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