The Mediating Effect of Organizational Culture on the Relationship between Leadership Style and Organizational Learning in Iraqi Universities

[1]Wesam Ali Husien, [2]Saba Noori Alhamdany, [3]Mushtak Mahmood Khalaf AL-Sabawy

Abstract

Leadership style known as a power that effect followers, especially transformational and transactional leadership, which is highlighted as an important leadership style. However, transactional leadership considered as a second level while transformation leadership as a first level in terms of the power effect on followers. For both leadership style, an organizational learning is one of the problematic issues that stands critically for leaders and they have to decide about it. This research studies the effect of transformational and transactional leadership and compare between their effects on organizational learning. However, examine the effect of leadership style on organizational learning is not new research scope and the recent research findings have variable finding. Therefore, this research used the organizational culture as a mediating culture between leadership style and organizational learning. This it search run based on an individual analysis and used the private university in Iraq- Baghdad city. The collected data were among all the private universities using handed or administrative questionnaire. Moreover, Structural Equational Modeling used for data analysis. The finding were impressive and brought new to the knowledge that the transactional leadership is more power effect on organizational learning rather than transactional leadership and the organizational culture played a vital role on improving the organizational learning.

Keywords: *Organizational Culture, Structural Equational Modeling, organizational learning*

---

[1] University Of Fallujah, College of Administration and Economics
[2] University Of Fallujah, College of Administration and Economics
[3] University Of Kirkuk, College of Administration and Economics

I. Introduction

In the last few contract, organizational learning (OL) has been unified as a distinguishing corporation agent in the entrepreneurship literature (Elshanti,2018;Huber,2008). According to (Huber,2008) is defined as an information processes aim to store knowledge in the organizational memory and modification of values and norms on the individual and organizational level. Despite the extensive literature linking OL to innovation(Hock-Hai Teo and Xinwei Wang,2006 ;Smeds,1997) only a little studies have tested its predecessors, (Kurland,etal,2010) Thence, the radix of OL remain ambiguous, and researchers should stir toward the study of minimal searched areas, such as leadership style to explain and prophesy OL(Alsalami,et al,2016) highlighted that it is a substantial research organizer to check how leadership style emboldens or impede OL. The restricted number of current studies do not illustrate how leadership style influences OL. Due to the display slightly varying consequences: positive(Cabeza Pulles,et al,2017) negative(Brown and Duguid,2008). To ameliorate our understanding of this specific research topic and fill this paramount hiatus in our comprehension. we introduce organizational culture as a vital driver factor to elucidate this relationship. regardless of the abundant benefactions made over recent years from both the leadership style standpoint and that of universities OL we found little studies that bind the two. Thus employing the notion that in the scope of knowledge, OL remains substantially untouched by theory and empirical research on leadership style(Dimovski et,2008) .However, the study has also shown problems linked to cost and time spent on preserving relationships, and the connotation of boost, blindness, inertia, and myopia. Furthermore, studies such as those of(Janićijević, 2015). Specify that the presence of a greater or lesser OL depends on the organizational culture developed by the universities .OL is defined as a system of assumptions, values, norms, and attitudes which the members of organization have developed (Janićijević, 2013, pp. 23). As such, organizational culture impacts every decision, action or interaction in the organization, and it also impacts numerous components of organization and management. Therefore, the organizational culture approach serves as a key link between the leadership style possessed by the universities

and its transformation, adaptation, and use for the development of OL. Thus, the role of OCs can explain existing doubts about the relationship between the leadership style and OL. This paper serves to fill the gap identified in the literature, offering a solution to the dispute surrounding the divergent effects of each type of leadership style on the OL.The objectives of the study were; to commence the hypothetical model for the elucidation of leadership style and organizational learning; to detect the causal relationship among the variables which affects the organizational learning level; to investigate the goodness of fit between the variables by using the actual data collected.

II. Research Background

2-1 Organizational Learning

Organizations that have high attention to organizational learning are able to manage their experience and create processes for knowledge transfer, and adjust their behavior to reflect new knowledge and experience. Organizational Learning rejects constancy through continually evaluating experimentation. (Giuri, Rullani, & Torrisi, 2008) states that members of organizations of all levels, not just top management, continues to perform environmental observations in order to obtain important information, changes in strategies and programs necessary to obtain a benefit from changes in the environment, and working with methods, procedures and evaluation techniques continuously improved. Organizations that are willing to experiment and be able to learn from their experiences are more successful than organizations that do not do it (Hallett, Wheelen, & Hunger, 2006). In order to make a sustainable business, adaptable business environment, organizations must be able to increase the capacity of learning (Lancaster, 1989).

Some academic researchers are continue to move actively in the management model of organizational learning. Dramatizing this transition to be a commitment from staff to stimulate them to master new high skills, that convert the team's to be self-management and flattening organizational hierarchy (Ellström, 2010a). The management styles that support the recent concept, called Organizational-learning process, which depends heavily on workplace to inspires all the staff in different level, share ideas, and knowledge. Where to drive continuous development and improve service delivery.

literature review on organizational learning indicates many facilitation of organizational learning, among others: Environmental monitoring, Focusing on customers, Vision organization, Open communication and cooperation among working groups, The employees contribution in management decision, Research, mastering new skills and professional development and, Professional growth opportunities, Appropriate work environment, and Diversity of Employee.

According to (Huber, 2008), Organizational learning has different insights for instance is "An information processes aim to store knowledge in the organizational memory." While Dimovski & Škerlavaj, (2005) state that an organizational learning concept is formulated based on four categorize; first is Information Acquisition. Second, Information Distribution. Third Information Interpretation, and Fourth is Organizational Memory. Extending on this categories, (Dimovski & Škerlavaj, 2005 & Cegarra-Navarro & Sabater-Sánchez, 2005) add more details on information-processing perception to contain "behavioral and cognitive changes", which have to turn an impact on organizational performance.

An Information Acquisition refers to the information sources in any organization at any level to reflect the information resources in modern organization. This category represented in the organization by three factors: "information acquisition from internal sources", "information acquisition form external sources," and "employee training." When assigned adequate importance, these three factors tolerate staffs to update continuously their work-related information base. The second category is information distributions, which explain the way of reaching the informational to all the employees through an identified channel, even staffs who acquainted with the objectives that take part on cross-functional teams, and others are depending on systems that facilitate transferring best practices such as information system, organized meetings, and formalized mechanisms. The third category is Information interpretation, which meant by translating the information to be properly understood by employees to be usable for assembling conceptual schemes and developing a meaningful business model. The way of information translation can take several way such as individual contacts, telephone conversations, written memorandums, letters, special reports, and the official chain of command, (Daft & Lengel, 2008), besides some modern media such as videoconferences, e-mail, or an intranet. In addition, Information interpretation varies in the way people get together in order to understand the information acquired and distributed (Dimovski, Škerlavaj, Kimman, & Hernaus, 2008). Some ways might be "official" such as expert reports, official memorandums, seminars, and similar events. Other might be "non-official" and involve team and personal meetings. The last category Behavioral and cognitive changes refer to the last stage of organizational learning, and imitate in complementary changes (Goh & Richards, 1997). Spector & Davidsen, (2006) state that "learning is fundamentally about change." If no behavioral or cognitive changes occur, organizational learning has not in fact happened and the only thing that leftovers is unemployed potential for development (Fiol & Lyles, 1985; Garvin, 1993; Cegarra-Navarro & Sabater-Sánchez, 2005).

2- 2 Leadership Style

Leadership styles defined and categorized based on former classifications that have comparable contrast to demonstrate the leadership style. According to (Horner, 1997) leadership style is relations-oriented vs. task-oriented and directive vs. participative leadership (Heller & Yukl, 1969). There is some models conceptualized leadership style as a dual integrative relationship among leader and their followers. The most valuable verified of such models is Bass's (1985, 1998) framework of transactional leadership and transformational leadership. Bass's model was developed within superior organizational contexts ((Yabe & Takatsuki, 2009)), and it has been effectively functioning to the study of leadership (Lowe, Kroeck, & Sivasubramaniam, 1996). Therefore, (Cannella & Monroe, 1997) contribute to this idea by approaching new progressing in behavior theory, transformational leadership, and visionary leadership theories that can support the leadership theories by a realistic view of top

management. Based on that, Bryman, Stephens, and a Campo's (1996) approach a new leadership vs. traditional leadership contrast extend the Bass model.

According to Burns (1978), it is very important in leadership style studies, theoretical or practical models to demonstrate the transformational leadership and organizational effectiveness. Bass (1998) and (Howell & Avolio, 1993) supports the styles. While perhaps right, at the level where the staff can change the management style. In terms of academic research, that is important statement practically and theoretically, where this is not an easy thing, because transformational management style is very different because of business conditions that increasingly make them different. Moreover, while original notions of emotional (Goleman, Boyatzis, & Mckee, 2009), narcissistic Disch, (2009), and compassionate leadership (Kanov et al., (2004) highlight the CEO's empathy and self-confidence as a critical elements of organizational learning, other research such as Rendall, (2004) has highlighted transformational leaders share all these characteristics. In contrast, transactional leadership follows House and Mitchell's (1974) path-goal theory somewhat closely and models of charismatic, inspirational, or visionary leadership (Shamir, Zakay, Breinin, & Popper, 1998); (Westley & Mintzberg, 1989)), which present many similarities to transformational leadership.

According to Burns (1978) transformational and transactional leadership can be characterizes as the reverse ends of a variety. Bass (1985, 1998), however, views them as separate style, which tolerates a leader to be either transactional, transformational, both, or neither. Primarily (contingent-reward exchanges and active management by exception) used to encourages transactional leadership personalities (Avolio, Bass, & Jung, 1999). That is through setting objectives articulate obvious agreements about what the leader expects from organizational employees and how their efforts and commitment rewarded. Moreover, provide useful feedback to keep everybody on mission via operating within an existing system. Hence, transactional leaders seek to strengthen an organization's culture, strategy, and structure (Bass & Avolio, 1993b; Howell & Hall-Merenda, 1999). In some studies that investigate the transformational leadership and transactional leadership framework, researchers have found a high correlation reach to 0.7- 0.8 between both leaders (e.g., Avolio et al., 1999; Bass & Avolio, 1993b), which means both sets of leader behaviors are possible to be in the same character in varied quantities and intensities.

This is finding is consistent with Quinn's (1988) who make a competing values model, depends on the statement that leaders must develop "behavioral complexity" or the capability to perform competing leadership roles at the same time (Denison, Hooijberg, & Quinn, 1995). Therefore, Quinn demonstrates different approach about leadership styles. The different between two behaviors are roles and functioning, for transformational leadership behaviors act role is like an open systems that reflect (innovator and broker) and human relations (facilitator and mentor) models. While the act of

transactional leadership behaviors reflect the roles of the internal process (coordinator and monitor) and balanced objective (producer and director) model (Rendall, 2004). Furthermore, Quinn's model of "master managers" leaders' proficient at seemingly contradictory abilities is close to Bass's model that the best leaders are those who show both transformational and transactional behaviors. Transformational leadership has three essential functions. In the first place, transformational leaders seriously serve the other's needs, empower them, and rouse supporters to make incredible improvement. In addition, as a charismatic leader; established a dream, impress trust, certainty, and pride in meeting opportunities with them. At last, with the knowledgeable stimulation they offer learner of the same bore as the leader (Castanheira & Costa, 2011). In this model, the organizational bureaucratic will gets lower and it works as its personal changing operators. As contrasting to engaging selected employee, the organization gets to empower as a collective unit. Wang & Howell, (2012) cope that transformational leadership attention about the learner and gathering levels. The point is to empower people to "build up their maximum capacity, improve their capacities and abilities, and enhance their feasibility toward oneself and respect toward oneself". The impact of leaders is to reinforce their enthusiasm for the supporters as people. Transformational leaders attempt to understand learners' abilities, skills, needs, and offer them training to overthrow any limitations. At the gathering level, transformational leadership produces simple values, principles, and moves harmony to achieve cluster of objectives. In this context, leaders carry on just as toward all learners from the organizations, and the last have a typical recognition about the leader's conduct.

2-3 Effect of Leadership style on Organizational Learning

Research review of leadership style by (Vera & Crossan, 2004a) found fundamentally the connection between leadership styles and organizational learning is direct connection. Their research finding refer that an organizational learning requires the top management to be multi style transformational and transactional. Practically, the top management behaviors are playing different characters in the way of feed-forward learning and feedback learning. Transformational leadership in the best condition, linking changes to the existing order of organizational learning. While, transactional leadership is appropriate for conditions linking current learning and organizational build up, and improvement.

By looking at the different effect of different style of leadership on the organizational learning. The leadership potentially controls employees' freedom through changing the nature of their work activities in order to effect on their individual learning ((Snell & Chak, 1998); (Sarros, Tanewski, Winter, Santora, & Densten, 2002)). Therefore, for a reason of making high impact, the leadership might restructure the organization to give more control on individual and make sure the sharing of their idea, practices and experience ((Manor, Eisenbach, Friedlander, & Kark, 2004)).

Despite, leaders may follow different way to effect organizational learning such as encouraging teamwork, trust, cross training, heterogeneity, and connectivity, as well as productive meetings, confrontation when perspectives vary, and conflict as an opportunity for learning. Thus, Transformational leaders encourage the growth of organizational learning by motivating organizational through a change-positive environment. **First**, intellectually inspiring, they encourage employees to reformulate problems, approach old conditions in new ways, and take risks. **Second**, considerate employees when generating new learning opportunities, by providing them the accurate support, guidance, and coaching. These leaders consider the employees as unique needs for achievement and progression. **Third**, their own learning inspires others to learn and encourage employees by ingrain concepts and challenge in their work. **Fourth**, they are naturally playing important role models whom identify with, and simulate.

Furthermore, according to (Bass, 1985, 1998; Yukl, 1994) transformational leadership for achievement integrated objective, they inspires sharing and discussion among employees, inspiration teamwork. Moreover, they use their members' backgrounds and experiences to launch perfect mechanisms for conflict resolution. Transformational leadership have confidence in that employees sharing information, providing feedback, using individual members' skills, and removing obstacles to team performance, which increase trust and self-confidence within the team members ((Boehnke, Bontis, Distefano, & Distefano, 2003). In other context of leadership style, transactional leaders trying to reach the organizational stability and inspire learning in a context of organizational change. However, transactional leaders stress on controlling organizational learning and developing the necessary skills to do one's job. Therefore, both leadership styles are inspiring employees to achieve higher level of learning via concentrating on getting duties and accountability done. Both leaders' styles are inspiring employees to meet the organizational objectives through higher effective interactions within and across the organization divisions and through inspiration conversations that look for steady progresses in current ways of doing things (Bass, 1985).

The major different between transformational and transactional leaders are that transformational leaders are providing earlier investigation, taking risk, punctuated change, and multiple alternatives. While the transactional leader's focuses on previous logic, incremental change, efficiency, safety, and continuity (Bass, 1985). Moreover, transformational leadership is consistent and concentrates on handling and institutionalizing vital change, while transactional leaders look for goals effectiveness and incremental evolution of the current situation. Hence, transformational leadership is operative in renewing products, processes, and structures by taking continuing group learning, whereas transactional leadership is operative in emphasizing, refining, or taking advantage of the organization's current routines and memory assets. Based on the contingent view of leadership style, an Organizational-learning raise better under

transactional leadership, and get more benefit from transformational leadership. Organizational learning work to refresh, highlight, and improve existing learning, which is best suited to transactional leadership. While this contingent characterization is a vary structure view of the dominant progressions in an organization. Indeed, every organization faces the challenges of both change and stability (Vargas, 2015).

The leaderships usually have a strong effect on the acquisition and information distribution. Transformational leaders inspire open, honest, timely communication, foster dialogue, and collaboration between team members. They encourage the expression of varied opinions and ideas. They act like agents, rapid up knowledge acquisition and distribution via tolerating the expression of numerous understandings and ideas, through breaking old rules and beliefs, and inspiring novel insights they develop the progression of information interpretation, as well. Moreover, facilitate a cognitive and behavioral change in organizational employees resulting from previous phases of organizational learning.

In meta-analysis studies by (Burke & Hutchins, 2007) for the research scope between leadership behavior and team performance outcomes up to 2014. There is 50 practical research and there is only three involves organizational learning and none of them considered the transformational leadership, and organizational learning. Latest researches, by (Moreno-Jiménez, Cardeñosa, Gallardo, & De La Villa-Moreno, 2014) used data from 408 huge Spanish organizations and found that transformational leadership facilitates the organizational employee's capability to produce and use knowledge. Similarly, a research of 202 Spanish companies established a strong and confident effect of support leadership on organizational learning (Llorens Montes et al. 2005). Latest study in Israeli about non-profit schools presented that transformational leadership has a significant positive direct effect on organizational learning (y = 0.21) (Kurland and Hertz-Lazarowitz 2006). The effect of transactional leadership was quiet positive but slightly weaker (y = 0.15). Whereas strong theoretical discussion for the effect of transformational leadership on organizational learning happens, the role of transactional leadership is not so strong. Vera and Crossan (2004) suggest a theoretical model where good leaders are those that know how to shift between a transformational and a transactional style of leadership in accordance with the conditions in order to enable organizational learning. One might believe that transactional leaders encourage information acquisition and exchange, but only to the extent, that it clarifies role and task requirements or work for some other clear purpose. In a similar way, information interpretation is stimulated, yet not to the same degree as with a transformational leader. Therefore, some cognitive and behavioral changes in organizational employees do happen because of organizational learning.

Researchers studied the effect of transformational leadership on organization culture on learner outcomes and found that transformational leadership behaviors like Attributed charisma and appeal are the critical pointers of learner insightful and respecting leader, satisfaction with the leader and trust in leaders. Moreover, individualized consideration and organization culture are the vital pointers of learner's incorporation (Singh, 2003). Patton, Politis, & White, (2009) both researched and analyzed finding related to leader transformational organization practices and learner results. And results showed that learner success, brimming with feeling learning, motivation, data organization and learner appraisals of leader legitimacy are unequivocally compared with transformational leader who show bolster, motivation, sharpening, learned instigation and allure. Besides, learner availability to smear extra effort, their general satisfaction, and their perspective of leader reasonability are related to transformational leadership behaviors like idealized impact, intellectual incitement and attributed charisma. Pounder (2008) in like manner investigated learner activity in an organizational setting and found positive relationship between organizations and leader transformational initiative practices especially attraction, intelligent induction, powerful motivation, extra effort from learners, extended learner satisfaction and extended learner impression of leader sufficiency. Moreover, Pickron, Fava, & Scott, (2014) found that leader appreciated effect and individualized believed are discriminating pointers of learner aftereffects of passionate.

III. The Mediating Effect of Organizational Culture

Organizational culture initially from anthropology and sociology prospective, which demonstrate organizational culture as a "component of the social system and assumes that it is manifested in organizational behaviors". In contrast, semiotic perspective assumes that culture is "an image of an organization, which resides in individual interpretations and perceptions." Therefore, Cameron and Quinn identified the organizational culture based on an index pattern. While there is something to do in organization is refer to anthropological trends, the something to have in organization is refer to sociological approach. Schein stated that organizational culture is a "pattern of shared basic assumptions learned by a group of people" Where they can face the problem of external adaptation and internal integration in all aspect of think, and feel in relation to those problems. Thus, organizational culture viewed as a shared mental model that influences how individuals behave, and how they interpret behaviors. In Grieves's and Schein's definitions, The words "learned" and "taught" are the important components that distinguishes culture from biologically inherited. According to Schein's for better understanding of organizational culture, there are three levels artifacts, espoused beliefs, values, and underlying assumptions. The artifacts level is associated with the carnal evidence of culture such as the organization's structure and processes that one can easily observe. The demonstrate level, are espoused

values, that show how people react and behave. At the third level, basic underlying assumptions refer to the shared values by the whole group. Moreover, about the interrelation between these levels, there is no linear causal relationship; each level influenced by another level. Thus, integration of these theoretical approaches is very necessity in order to understand the organization's culture effects.

Through analyzing the findings of the culture studies, the study of culture is essential to understand the way every individual behaves, processes stimuli, and determines what is valued. Once organizational culture emerges, leaders behave within a social context. For example for the studies related to the leadership, the literature review highlights that transformational leaderships have a significant effect on organizational learning and there is a The major gap exists regarding the lack of attention to the role of organizational culture as a mediator on this relationship. Schein stated that organizational culture and leadership are two sides of the same coin; neither to be really understood by themselves. (Bass, Avolio, Jung, & Berson, 2003) mentioned, "The organization's culture develops in large part from its leadership while the culture of an organization can also affect the development of its leadership" (p.112). Therefore, how organizational culture and leadership are related. Thus, it is important to refer that studying an organizational culture and leadership are critical for understanding and forecasting organizational effectiveness.

An organizational cultural context draws people actions, beliefs, and widely held values. Therefore, leaders interact with the organizational culture to control what and how they should pay attention and the way to react to follower's behavior, which means organizational culture works as main supportive for leaders and leadership based on common values is impossible. Moreover, organizational Culture regulates a large part of what leaders do and how they do it. In contrast, leadership style forms an organizational culture through the daily practices effect of tasks, and staff behaviors and leadership considered as the major player effecting an organizational culture. During the organizational form processes, the organizational owner and leaders behaviors values, and beliefs reflected on their organization culture. Leaders need to modify key aspects of the organizational culture, when possible to fit with new directions desired by the leadership and membership of the organization. Moreover, Bass noted that transformational leaders regularly perform to change culture with a new vision and revision of its shared assumptions, values, and norms. (Sendjaya & Sarros, 2007) propose that leadership is a far great predictor of culture. Additionally, (Stone, 2015) underlined that the effect of leadership on organizational culture is much stronger causal link than the reverse. According to (Aydogdu & Asikgil, 2011) and (Hutahayan, Astuti, Raharjo, & Hamid, 2013) transformational leader has an important role in creating organizational culture and affect positively.

Łatuszyńska, (2017) stated, "A culture must be established that enables each organization to operate within its knowledge demands." The dominant idea of research into organizational learning is the idea of organizational culture, because it highlights the context within which learning happens, and it offers the context for understanding how the results of past learning becomes deep-rooted in organizational norms and routines. Specific factors of culture may affect the process of organizational to learning and may influence what and how it taught. Furthermore, the challenge for most leaders is to find the capacity in other by creating a culture that facilitates learning. Ogbonna & Harris, (2000) found that supportive and participative leadership indirectly and positively linked to performance via innovative and competitive cultures. Furthermore, Simosi & Xenikou, (2010) suggested that the association between leadership styles especially transformational style and performance is mediated by the nature and form of the organizational culture that exists. In light of earlier arguments.

IV. THEORETICAL FRAMEWORK AND RESEARCH HYPOTHESIS

The recent researches about organizational learning and leadership style have stressed on the major roles and duties of transformational leadership. However, these researches have a miner states about leadership style and the nurture of the relationship itself Spender, (1996); Manor et al., (2004); Halaby, (2007); Harris, (1990); Ulrich, Jick, & Glinow, (1993). Moreover, the way of leadership might follow to contribute on organizational learning. Such researchers Wefald & Katz, (2011) and Janssens & Steyaert, (1999) proposed that organizational learning is already in the leadership campsite and they argued that leadership has to be proficient to react to the future changes and challenges. In addition, need to initiate a procedure that improves day-by-day learning. About the fundamental leadership procedures, there is no enough discussion yet that explore the initial role of leadership style on organizational learning. According to Sisson & Ryan, (2016) and Senge, (2017) an exploratory research required to describes leadership behaviors related with learning, taking to develop a new style rather than build on past leadership framework. This research is to form on former research in both leadership and organizational learning and propose understandable relationships between them using an organizational culture as an intervening variable. The proposition of this research about leadership style and organizational learning, think through adjacent and distant leadership procedures on the part of augmenting the growth and flows of organizational learning. Although the variance among adjacent and distant leadership is not visible in the literature, it is critical to the study of leadership style because of the social distance between leaders and followers (Watts, Ness, Steele, & Mumford, 2018; Antonakis & Atwater, 2002). In transformational leadership, often the studies about the behavior vital feature and the findings are approaching that leadership with charismatic character can either cascade from higher to steadily lower levels or can avoid the hierarchy and effect directly to lower levels Bass, Waldman,

Avolio, & Bebb, (1987); Pastor, Mayo, & Meindl, (2007); Weston, (2008). The charismatic leadership model initially built to define methods in which the leading association effects organizational learning (Bastedo, Samuels, & Kleinman, 2014). The natural effect can be through direct relations with the top management, or indirect, through middle and lower management's acknowledgements to the top executives through symbolic, ideologically based visions, sagas, and storytelling.

This research empirically examines the correlation between leadership style and organizational learning. Precisely, the research demonstrates the correlation of leadership style (transformational and transactional) with the organizational learning in context of drawn from a comprehensive range of organizations. The basic research objectives are to investigate on the different effect of both (transformational and transactional) leadership on organizational learning and find which one is high impact. There is an indication that leaders might have both characters (transactional and transformational) behaviors. Latest investigation has recommended that transformational characters shape on transactional characters (Wigle, Lee, & Singleton, 2006). In addition, in specific, on contingent reward behaviors Murphy & Ensher, (2008), for instance, notes that by steadily idolization transactional agreements, leaders form trust, dependability, and an image of reliability among organizational employees. These can give to the high levels of trust and respect related with transformational leaders. However, according to Konradt & Hoch, (2011) perception of "master manager." even leaders may demonstrate on transformational behaviors but still have to choose transactional behaviors when needed. Moreover, leaders required to be "ambidextrous" and have the capability of simultaneous of implement different progressions of action in order to handle the speed and difficulty of today's competitive environments (García-Lillo, Úbeda-García, & Marco-Lajara, 2016), and able to incremental and discontinuous innovation, exploration and exploitation, flexibility and control, and feed-forward and feedback learning. This prospect is reliable with García-Lillo et al., (2016) explanation of leaders who combine managerial leadership sensitive to the past and visionary leadership future oriented.

H1: Leadership style effect positively the information acquisition

Leader's capability to adapt transformational or transactional style are varies and it depends on their values, orientations, and preferences. Therefore, for emotional leadership characteristics, leaders have to evaluate their own capability through self-awareness and self-regulation to adapt their moods and behaviors to the desires of the circumstances (Cherniss, Cary; Goleman, 2001). Thus, the perfect leader may share the learning across the organization with the colleagues in the top management group and the followers, regardless on their limitations. This capability ensconced in the top management team and makes allowances for the combination progression.

H2: Leadership style effect positively the information distribution

Leaders who combined learning and knowledge in their administrative position with their top management teams would be able to connect with this move, not only for commitment to learning but also for their intent to complete the leadership profile desired for organizational learning (Stewart, 1998). Therefore, scholars have proposed that varied leadership styles within the dominant coalition might serve as well as an ambidextrous leader (Houk, GonzAlez, & Li, 1995). Generally, it is important to refer to the research finding by Senge (1990), and (Koolmees, Smeijsters, & Schoenmakers, 2008) the significance of organizational learning, is to understand behaviors in which leader can affect the learning process in organizations, which means there is a mutually stimulated relationship between leadership style and organizational learning.

H3: Leadership style effect positively the information interpretation

Therefore, Maani & Benton, (2004); Slater & Narver, (2006), and Wright, Dunford, & Snell, (2001) define the ability with respect to transformational leadership as one of the most vital resources of developing organizational learning, whereas latest models highlight the significance of a contingent model toward leadership and organizational learning (Vera & Crossan, 2004b).

Excluding the above mentioned, the literature scarcely state the correlation between leadership and organizational learning, specifically in the context of a transitional status. Only limited practical studies are present to date and even in these, the effect of leadership on organizational learning was not the main research focus. Therefore, Vera & Crossan, (2004b) state a practical research of both transformational leadership and transactional leadership styles and organizational learning. Nevertheless, the limited practical evidence does point out that confident kinds of leadership behaviors, such as supportive, empowering, and transformational leadership, do have a positive effect on organizational learning Gamba & Fusari, (2009); Kurland, Peretz, & Hertz-Lazarowitz, (2010); Shin & Zhou, (2003).

H4: Leadership style effect positively the cognitive and behavioral change.

The findings at hand also recommend that leaders can effect some features of the organizational learning directly and others only indirectly. From this perception, the information-acquisition stage looks to be vital. It is greatest significance for leaders to simplify and inspire employees to use all of the available sources, channels, and means of both internal and external information acquisition. They should create opportunities for employees to meet and talk, be alert to

changes in the business environment, and above all create an open organizational culture wherein trust and cooperation are core values.

H5: Organizational culture mediates the relationship between leadership style and organizational learning

V. RESEARCH METHODOLOGY

i. Research Instrument

To confirm the validity and reliability, this research applied pilot study of the collected data. The questionnaires used for data collection adopted from recent researches like, OLIMP questionnaire Tekavčič, Dimovski, Peljhan, & Škerlavaj, (2010) for measuring organizational learning constructs. The OLIMP tool has been derivative and tested on several times at several researches. The questionnaire utilizes five-point Likert scales and contains four dimensions and nine sub- dimensions, totaling 36 items. In constant, Multifactor Leadership Questionnaire (MLQ) used to measure leadership styles. MLQ is one of the most commonly used tool for measuring transformational and transactional leadership. According to (Antonakis, Avolio, & Sivasubramaniam, 2003), B.M. Bass, (2000), it comprises 36 items representing the nine factors described above. Denison's Organizational Cultural, adapted from Fey & Denison, (2004), used to measure the organizational culture. The employees were asked to describe main aspects of their organization through 36-item using a five-point Likert.

ii. Research design and data collection

This research applied on an individual level as the unit of observation. The respondents evaluated the four constructs of organizational learning in their unit and rated their leaders (leaders of their organizational unit) regarding the various leadership behaviors specified in the earlier section. Simultaneously, evaluated their organizational culture, where random sampling is problematic, and one way deliberately sample for heterogeneity used to increase the generalizability of findings (Mark and Cook 1984). Deliberately method chooses who came from different organizational settings. The researcher can choose whether a selected model precisely defines the actions of individuals across these different contexts. Moreover, to reduces the impact of confounding variables, sample of participant selected based on place, cultural, legal, and political space (Triandis, 1994). At the private university in Baghdad city in Iraq the population is 1795 in eleven University. The research sampling technique was based on quota sampling handing questionnaire based on the employee number of each University. The sample size based on Sakaran table is 316. Questionnaire handed to 316 employee among all the

Baghdad state private universities (based on the quota of each university). Within the first three weeks of the mailing, 261 questionnaires had been completed and received successfully, for a response rate of 82%. After removing some questionnaires with a large number of missing answers. Via this research design, we were capable to achieve data for individual units of different sizes, from different practical backgrounds, and from various levels within the organizations. In addition, the units belonged to a wide-range of universities in terms of size. In this way, the effect of confusion and contextual variables was randomized and cancelled out which increasing the validity of the practical findings (Van de Vijver 2003).

<div align="center">

iii.   Analysis tools and model specifications

</div>

This research used SEM (structural equation modelling) for data analysis. The relationships between constructs tested with the correlation and covariance as inputs. Moreover, use multivariate normality to check the availability of non-normal data (skewness and kurtosis) and reporting Chi square fit indices Satorra & Bentler, (1988). According to Joreskog & Yang, (1996) for proper analysis, researchers need to provide several measures of model fit and use the Comparative Fit Index (CFI), to proof a highest accuracy in a wide variety of conditions, as the standard of model fit (Hu & Bentler, 1999)

VI. ANALYSIS AND FINDING

The average age of the respondents was 26 to 45 years; 60% of them were female and 40% are male. Most 35% have experience between 15 to 21 years as shown in table 1.

<div align="center">

Table 1: Respondents Demographic Profile

</div>

Demographic	Sub-Parameters	Frequency	Percent %
Age	26 to 30	89	28
	31 to 35	72	23
	36 to 40	62	19
	41 to 45	56	18

	More than 45	37	12
Gender	Male	126	40
	Female	190	60
Qualification	Diploma	29	9
	Degree	81	27
	Master	92	29
	Ph.D. (Doctorates)	68	21
	Others	46	14
Experience	1 to 7	53	17
	8 to 14	103	33
	15 to 21	109	34
	22 to 28	51	16
	29 and above	0	0

Validity and Reliability Testing

Validity testing applied to demonstrate the strength of factors representing the corresponding construct. Then evaluating the "reliability and validity" of the constructs through using Confirmatory factor analysis (CFA). The results exceed the threshold of 0.50 for convergent validity, which demonstrate statistical significant for all factor loadings (Beckett, Eriksson, Johansson, & Wikström, 2017). However, there is only one exception related to the transactional leadership about "active and passive management by exception MBE (a) and MBE (p)". Where, this result shows Transactional leadership as a problematic construct, Cronbach's alpha for the whole construct is 0.743. The demonstrated results in Table 2 showed a large gap between the Transactional leadership factors and the two management-by-exception factor. Moreover, Passive management by exception even has a

negative correlation with the overall transactional leadership construct. Active Management by Exception MBE (a) was the only factor that present indication for low reliability (Cronbach's Ị = 65). Dumdum et al. (2002) reported same finding in meta-analysis for MBE (p) factors. In contrast, MBE (a) and efficiency correlation reported low (0.08), where contingent reward and effectiveness correlation, reported as higher (0.45). Therefore, the two factors management-by-exception dimensions MBE (a) and MBE (p) have been removed from further analysis. Where, the contingent reward (CR) measurement serves as a proxy for transactional leadership in subsequent analyses.

Table 2, demonstrates combined values contains Cronbach Alpha, and Convergent validity (Final Factor Loading, t-value, CRI and AVE). All of the constructs achieve the recommended cut-off values using all three measures of construct reliability. The only exclusion is the information acquisition construct, which slightly fails the AVE internal consistency test, but meets the required Cronbach alpha value for exploratory researches (0.43) and satisfies the CRI criteria, which is considered the most strong of all three reliability criteria. According to Diamantopoulos and Siguaw (2000) threshold for CRI recommend setting at 0.60 and the Constructs that have more than that value have good composite reliability, which is the case with remain construct. The cut-off value for AVE is 0.50 (Hair et al. 1998). For the Cronbach alpha it is 0.70 for researches in advanced stages (Ị1), and from 0.50 to 0.60 (Ị2) for researched in exploratory stages (Nunnaly 1978; Van de Ven 1979).

Table 2. Factor loadings and construct validity

Construct	Items	Internal Reliability	Convergent Validity			
		Cronbach Alpha	Final Factor Loading	t-values	CRI	AVE
Transformational Leadership (TFL)	Idealized Influence (attributed) (IIB)	0.812	0.742	31.973	0.864	0.713
	Idealized Influence (behavioral) IIB		0.834	23.022		

	Inspirational Motivation (IM)		0.867	30.123		
	Intellectual Stimulation (IS)		0.878	28.861		
	Individual Consideration (IC)		0.815	36.412		
Transactional Leadership (TSL)	Contingent Reward (CR)	0.783	0.866	27.253	0.893	0.642
	Active Management by Exception A-MBE		0.437	5.164		
	Passive Management by Exception P-MBE		-0.322	-8.394		
Organizational Culture (OC)	Involvement (INV)	0.762	07.33	28.44	0.843	0.716
	Consistency (CON)		08.45	29.32		
	Adaptability (ADA)		08.56	29.76		
	Mission (MIS)		08.54	30.64		
Information Acquisition (InfA)	Internal Information Acquisition (IIA)	0.731	0.703	21.343	0.776	0.433
	External Information Acquisition (EIA)		0.854	18.592		
	Training as Information Acquisition (TIA)		0.692	23.331		
Information distribution (InfD)	Information Distribution via Systems (IDS)	0.833	0.815	28.221	0.801	0.694
	Information Distribution via Org Members (IDM)		0.866	26.452		

Information Interpretation (InfI)	Informal means of Information Interpretation (IMI)	0.781	0.719	24.126	0.854	0.568
	Formal means of Information Interpretation		0.764	28.683		
Behavioral and Cognitive Changes (Bcc)	Behavioral Changes (BC)	0.783	0.711	28.632	0.852	0.633
	Cognitive Changes (CC)		0.845	29.743		

The Cronbach's alpha values as depicted in Table 2 range from 0.671 to 0.912 with a coefficient alpha exceeding the lower limit for Cronbach's alpha (0.6) as suggested by Hair et al factor loading of 0.3 to 0.4 is accepted as minim. Therefore, variables with factor loadings below 0.4 were eliminated. Moreover, observing the values of composite reliability (CR) and the average variance extracted (AVE) to examine the convergent validity. Hair et al. (2006), suggests that the threshold for CR and AVE should be at least .60 and 0.50 respectively. All Constructs in the current study exceeding these values reflecting good composite reliability and average variance extracted.

The finding of this research demonstrates the five factors of transformational leadership, three factors of transactional leadership, and shows the significant effect on organizational learning, including the effect of organizational culture as a mediating construct. Therefore, one of the sturdy character for leaders is using the scientific motivation to have learner's opinions of the subjects from individual points. Leaders handle their past encounters and ability with a specific end goal to explain the opinions of supporters and transfer more knowledge and skills to the followers (Mumford, Connelly, & Gaddis, 2003). Leadership perception depends on the way of permitting employees to the straight thinking, that assure clear understanding for future arrangement with the organizational leader. This way of relationship endures practicality on the follower's behavior and serves the development issue to improve follower's invention However; leaders are shaping work settings by adding leadership advancement. The leadership style had turned into a critical determinant of development. Precisely, transformational leadership has point out to inspire and increase development, which guarantees the long haul survival of an organization.

Table 3: Transformational Leadership (TFL) and Organizational Learning (OL) Correlation

	MEAN	S.D	TL	IIA	IIB	IM	IS	IC	OL
TL	43.71	3.64	1						
IIA	16	1.75	0.477**	1					
IIB	14.4	2.43	0.542**	0.322**	1				
IM	11.29	2.22	0.210*	-0.112	-0.283**	1			
IS	12.3	2.13	0.322*	0.32**	0.43**	0.32	1		
IC	11.54	2.53	0.435**	0.22**	0.34**	0.33	0.43	1	
OL	238.22	51.63	0.116*	0.171*	-0.083	0.310*	0.33	0.53	1

(**) significant level (0.01) - (2-tailed), (*) significant level (0.05) - (2-tailed).

The results finding in this study, confirm the positive correlation between transformational leadership and organizational learning as stated in table 3. Organizational learning requites and found an idealized effect, which is significant and positive. Moreover, the contingent reward empowers the employees to see the reliability conduct and the dependability of their leaders. The leaders secure concessions to the fundamentals of the employment and reward others in return for attractively doing the mission. The results demonstrate that transformational leadership identified with development, execution, and adjustment measures of learning in an organization.

Understanding the relationship between transformational leadership and organizational learning needs a deep analysis of organizational learning construct over different levels of investigation, which take into attention the related finding as well. From the employees points of view, the study regarding the value-based understandings agreements trust, reliability and impression of constancy about leaders, each of which structure a premise for powerful gathering execution.

Table 4: Transactional Leadership (TSL) and Organizational Learning (OL) Correlation

	MEAN	S.D	TRL	(CR)	A-MBE	P-MBE	OL
TRL	43.71	3.64	1				
(CR)	16	1.75	0.477**	1			

MBE(a)	14.4	2.43	0.542**	0.322**	1	
MBE(p)	11.29	2.22	0.210*	-0.112	-0.283**	1	
OL	238.22	51.63	0.116	0.171*	-0.083	0.310*	1

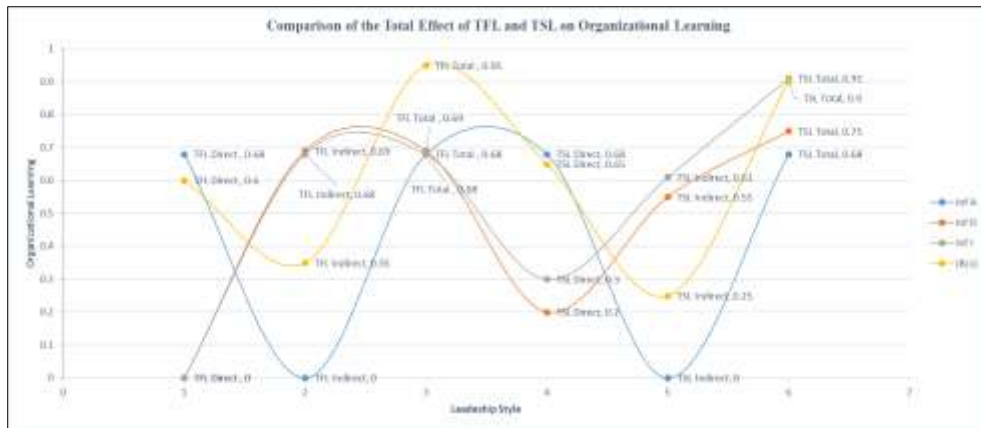(**) significant level (0.01) - (2-tailed), (*) significant level (0.05) - (2-tailed).

Understanding the development, provisions, and accomplishment of efforts get will restricted at all that opinions the employee's impression that they are most positively being paid consideration to or went to or suitable communication with the leader or they are engaged under close supervision, and so on. At the end of the day, re-designing and re-incarnating state of mind of employees in organizational learning is influenced, contrarily when they feel that it is the leader, who consistently takes what ranges to make, when and how to start critical thinking actions, and the preferences. Table 6 summarizes the direct and total effects of both leadership style on four organizational learning constructs. The total effects of transformational and transactional leadership are similar in their magnitude.

Table 6. Standardized direct, indirect, and total effects of the two types of leadership on organizational learning

Construct	Transformational Leadership (TFL)			Transactional Leadership (TSL)		
	Direct	Indirect	Total	Direct	Indirect	Total
Information Acquisition (Inf A)	0.38	0.11	0.49	0.52	0.23	0.75
Information Distribution (Inf D	0 *	0.69	0.69	0.2	0.55	0.75
Information Interpretation (Inf I)	0 *	0.68	0.68	0.3	0.6	0.9
Behavioral and Cognitive Changes (Bcc)	0.5	0.41	0.91	0.55	0.4	0.95

All structural coefficients (except those marked) statistically significant at $p > 0.001$;

* no significant relation

For testing the mediating effect of organizational culture, this study performed three-regression analysis. According to Ye, Makarov, Sebat, Xuan, & Yoon, (2009) there are three important criteria need to cover to testing the mediating construct. The three criteria categorized into three paths as below:

1.   Path A: The independent variable (Transformational leadership) should make significant contributions to the mediating variable, organizational culture.

2.   Path B: The independent variable (Transactional leadership) should make significant contribution to the mediating variable, organizational culture.

3.   Path C: The mediator (organizational culture) should make significant contributions to improve the effect on the dependent variable (organizational Learning).

Table 7: Fit Indices for measurement model.

Models	CIMN/DF	CFI	TLI	IFI	GFI	RMR	RMSEA
Leadership Style	1.643	0.887	0.922	0.932	0.953	0.041	0.051
Organizational Culture	1.512	0.975	0.958	0.936	0.921	0.043	0.054
Organizational Learning	1.77	0.966	0.948	0.985	0.977	0.050	0.050

Notes: TFL: Independent Variables; OL: Dependent Variable; OC: Mediator; p<0.001.

The result revealed that the entire hypothesized construct showed a good fit with the data collected from the sample within the Iraqi Private Universities in Baghdad. Tables 7, demonstrate the

construct values based on structural equational model which show all the constructs have reach the fit level and the standardized factor loading above (0.4). Therefore, the correlation is significant at $p<0.001$ (t-values >0.05) in support convergent validity. In addition the fit indices measurement met the recommended criteria (CFA, TLI, IFI, and GFI above 0.90, RMSEA and RMR<0.05, CIMN/DF<3).

Table 8: Mediation Regression analysis.

Variables	R2	β	t	Sig	F-value	Sig F-value
Leadership Style	0.093	0.315	6.334	0.000***	38.825	0.000***
Model-1: TFL	0.050	0.231	4.775	0.000***	23.334	0.000***
Model-2: TSL	0.76	-0.019	-0.587	0.609	334.121	0.000***
Organizational Culture	0.78	0.856	27.045	0.000***	734.463	0.000***
Organizational Learning	0.76	0.815	25.823	0.000***	316.187	0.000***

***$p<0.001$, **$p<0.01$, *$p<0.05$; TFL: Transformational Leadership; OC: Organizational Culture.

Once the mediator intervene the relationship between the independent and dependent variable, the regression coefficient reduced to non-significant (near zero) level. Thus, the Perfect mediation holds the independent variables no longer relate to the dependent variables. Therefore, reduction in the relationship between the independent and the dependent variables in the presence of the mediator, while remaining significant, is evidence of partial mediation.

VII. DISCUSSION

Theoretical Implications

This research examines the mediating effect of organizational culture on the relationship between leadership style and organizational learning at the same time considers the comparison effect of both leadership style (transformational and transactional). Based on the research finding the leadership style, either transformational or transactional, have a clear and strong effect on organizational learning, even though the effect is direct or indirect. These findings explain the proper correlation with the all variables related to the organizational learning, For instance, range from 0.90 to 0.98 correspondingly with the range from 0.88 to 0.94 for structural coefficients between information

distribution and information interpretation phases. Even though they have high correlations, according to the earlier empirical research by Spender, (1996) and Dimovski et al., (2008), they are different constructs. The results shown in table 6, presents the transformational leadership is slightly higher effect on the behavior and cognitive changes with total effect 0.95, which is obviously the most significant phase of the organizational learning and exciting finding of this research. While the total effect of transactional leadership on Behavioral and Cognitive Changes is 0.91.

The literature review arguments demonstrate, the transformational leadership has much effect among other leadership styles, regardless the situations or the business environment. Therefore, the finding of this research supporting (Vera & Crossan, 2004) theoretical developments that recommends the contingent method toward leadership and organizational learning. The explanation of such effect come through dual reason, the firs is the learning and information processes in the organization, certainly needs the leaders to take step forward on encouraging organizational employees toward changes of attitude and behavior in order to address changes in the internal or external business environment. Nevertheless, leader desire to make and observe directly the changes on the employee behavior and cognition, but the indirect effect through learning process is more likely to the organizational employees. The second reason is the power of leadership who has the guide, structure and able to simplify all the features of function and relationships among the employees groups. The leader secures promises on the requirements of the occupation and rewards others in exchange for adequately carrying out the mission. The employees can depend on their leaders honoring their efforts through active support or help in confrontations with supervisors. From the perception of followers, the reliable honoring of transactional agreements builds trust, reliability, and perceptions of consistency with regard to leaders, each of which form a basis for effective group performance (Bass et al., 2003).

A **second** factor that might have an effect on the context. While in its essence transformational leadership might be universally effective (Bass 1997), its efficiency show a discrepancy across different contexts. In a same way, the efficiency of transactional leadership may also differ across different contexts. Specifically in rapidly changing transitional economies, where several leaders have not yet understood higher practices and skills of leadership, the kinds of behaviors stated by Transactional leadership might be quite operative than in nations with a long practice of management practice and skill. Contingent reward leaders explain individual tasks, responsibilities, and opportunities, find a common meaning as to what is reasonable and only give rewards for satisfying the requirements. They highlight objectives-setting, providing guidelines, descriptive structures, and settings. These potentials were missing in the formerly predominant leadership styles of past. Furthermore, without a concrete base of transactional leadership, transformational leadership may not fully develop. It is possible that organizational learning belongs to a group of leadership conclusions for which Transactional leadership

is specifically effective. In their meta-analysis, Judge and Piccolo (2004) investigate the "efficiency of several leadership behaviors against six criteria" and found that contingent reward leadership was more effective than transformational leadership for three of them "follower job satisfaction, follower motivation, and leader job performance." The meta-analysis did not contain organizational learning as a criterion. However, since contingent reward types of behaviors are vital facilitators of the organizational learning, encouragement this feature of transactional leadership may be fair as important as transformational leadership.

Practical Implications

All leadership styles want to create the proper opportunity for followers to acquire the proper learning and desired knowledge. Either by stablishing groups or distributing learning channel under their supervision. In this context, leaders have the particularly strong effect on the acquisition of information. While they have to invest more time on meet, discuss ideas, and facilitate interpretations based on wider perspectives. This level of learning care, need the organization to adopt the learning as one of the major objective on their vision and mission, which will endorse on the individual encouragement and empowerment. Moreover, leader will encourage employees to act upon the vision and mission objectives and support changes that will contribute to organizational learning.

Practically, leaders are focusing on improving transformational style rather than transaction, while this research endorse in new important issue, which is leaders have to focus on developing both types of leadership style, depending upon the situation. Both leadership style has to build trust and respect among the organizational environment. Moreover, they have to accomplish specific work objectives, on clarifying expectations, and on providing rewards for the successful completion of tasks. Therefore, leaders have to build superior and solid transactional foundations in order for them to be able transforming behaviors and inspire followers to go beyond their self-interest and utilize further work to achieve the organizational vision to becoming a learning organization.

In contrast, this research found that leaders could be able to effect organizational learning directly and indirect as well, which is vital finding. Therefore, leader has to work on facilitate and encourage employees to use all of the available sources, channels, and means of both internal and external information acquisition. They should create opportunities for people to meet and talk, be alert to changes in the business environment, and above all create an open organizational culture wherein trust and cooperation are core values.

The Research Contribution

This study makes an important contribution to the organizational learning filed and leadership as well. First, make a comparison effect of both type of leadership and examine the direct and indirect

relationship with the organizational learning. Second, empirically prove the importance and the effect of transactional leadership and the role of organizational culture to improve such effect. Third, reduce the gap between transformational leadership and transactional leadership, particularly once the organizational culture is involved for developing an organizational learning. Forth, bring to the future leader mind that no more individual transformational or transactional leader but future leaders has to have both skills and functions

VIII.   CONCLUSION

This study shows the significant effect of transformational leadership and transactional leadership on organizational learning. When results were analyzed, it is found that effect of transformational leadership in organizational learning is positive & significant and higher than transactional leadership. This demonstrates that transformational leadership when followed in totality is contrarily identified with organizational learning. This is supported by the suggestion that the idea is normal for transformational leaders and will meddle with advancement.

The effect of leadership is most noteworthy on cognitive and behavioral changes, which refers to last and obviously the most important imperative period of the organizational learning. The transactional leadership effects cognitive and behavioral changes in two ways. To begin with, it influences them through the past data preparing periods of the organizational learning methodology and also leaders energizes changes in the mindset or conduct of authoritative individuals to address changes in the inner or outside organizational environment. The relationship in the middle of learners and leaders affects investigation by employees and gatherings. At the gathering level, the level of operational self-rule that leaders provided for venture improvement groups was emphatically identified with learning adequacy and these connections were stronger for the more exploratory undertakings.

This study sought to develop a comprehension of the relationship between key transformational leadership and organizational culture. The information investigation created the significance of principals' transformational leader conduct to the advancement of a community organizational culture. Further study will look at the components by which principals exercise transformational leadership and the different sort of affect such leader conduct has upon organizational learning, is fundamental. Preferably, this study will make known sample of organizational conduct that are extending intense of leadership behavior attempt to improve in this time of advancement, change, and weakness.

REFERENCES

1. Alsalami, E., Behery, M., & Abdullah, S. (2016). Transformational Leadership and Its Effects on Organizational Learning and Innovation: Evidence from Dubai. *The Journal of Applied Management and Entrepreneurship*, *19*(4), 61–81. https://doi.org/10.9774/gleaf.3709.2014.oc.00006

2. Antonakis, J., & Atwater, L. (2002). Leader distance: A review and a proposed theory. *Leadership Quarterly*, *13*(6), 673–704. https://doi.org/10.1016/S1048-9843(02)00155-8

3. Antonakis, J., Avolio, B. J., & Sivasubramaniam, N. (2003). Context and leadership: An examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire. *Leadership Quarterly*. https://doi.org/10.1016/S1048-9843(03)00030-4

4. Aydogdu, S., & Asikgil, B. (2011). International Review of Management and Marketing The Effect of Transformational Leadership Behavior on Organizational Culture : An Application in Pharmaceutical Industry. *International Review of Management and Marketing*, *1*(4), 65–73.

5. Bass, B. M., Avolio, B. J., Jung, D. I., & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology*, *88*(2), 207–218. https://doi.org/10.1037/0021-9010.88.2.207

6. Bass, B. M., Waldman, D. A., Avolio, B. J., & Bebb, M. (1987). Transformational Leadership and the Falling Dominoes Effect. *Group & Organization Management*, *12*(1), 73–87. https://doi.org/10.1177/105960118701200106

7. Bastedo, M. N., Samuels, E., & Kleinman, M. (2014). Do charismatic presidents influence college applications and alumni donations? Organizational identity and performance in US higher education. *Higher Education*, *68*(3), 397–415. https://doi.org/10.1007/s10734-014-9719-z

8. Beckett, C., Eriksson, L., Johansson, E., & Wikström, C. (2017). Multivariate Data Analysis (MVDA). In *Pharmaceutical Quality by Design: A Practical Approach* (pp. 201–225). https://doi.org/10.1002/9781118895238.ch8

9. Berkes, F., & Davidson–Hunt, I. J. (2007). Communities and social enterprises in the age of globalization. *Journal of Enterprising Communities: People and Places in the Global Economy*, *1*(3), 209–221. https://doi.org/10.1108/17506200710779521

10. Boehnke, K., Bontis, N., Distefano, J. J., & Distefano, A. C. (2003). Transformational leadership: an examination of cross-national differences and similarities. *Leadership & Organization Development Journal*, *24*(1), 5–15. https://doi.org/10.1108/01437730310457285

11. Bontis, N., Crossan, M. M., & Hulland, J. (2002). Managing an organizational learning system by aligning stocks and flows. *Journal of Management Studies*, *39*(4), 437–469. https://doi.org/10.1111/1467-6486.t01-1-00299

12. Brown, J. S., & Duguid, P. (2008). Organizational Learning and Communities-of-Practice: Toward a Unified View of Working, Learning, and Innovation. *Organization Science*, *2*(1), 40–57. https://doi.org/10.1287/orsc.2.1.40

13. Burke, L. A., & Hutchins, H. M. (2007). Training transfer: An integrative literature review. *Human Resource Development Review*. https://doi.org/10.1177/1534484307303035

14. Cabeza Pulles, D., Llorens Montes, F. J., & Gutierrez-Gutierrrez, L. (2017). Network ties and transactive memory systems: leadership as an enabler. *Leadership and Organization Development Journal*, *38*(1), 56–73. https://doi.org/10.1108/LODJ-11-2015-0247

15. Cannella, A. A., & Monroe, M. J. (1997). Contrasting perspectives on strategic leaders: Toward a more realistic view of top managers. *Journal of Management*, *23*(3), 213–237. https://doi.org/10.1177/014920639702300302

16. Castanheira, P., & Costa, J. A. (2011). In search of transformational leadership: A (Meta) analysis focused on the Portuguese reality. In *Procedia - Social and Behavioral Sciences* (Vol. 15, pp. 2012–2015). https://doi.org/10.1016/j.sbspro.2011.04.045

17. Cegarra-Navarro, J. G., & Sabater-Sánchez, R. (2005). E-learning: organizational requirements for successful feedback learning. *Journal of Workplace Learning*, *17*(5/6), 276–290. https://doi.org/10.1108/13665620510606715

18. Cherniss, Cary; Goleman, D. (2001). Emotional Intelligence : Issues in Paradigm Building. *The Emotionally Intelligent Workplace*, (Chapter Two), 1–13.

19. Crossan, M. M., Lane, H. W., White, R. E., & Djurfeldt, L. (2008). Organizational Learning: Dimensions for a Theory. *The International Journal of Organizational Analysis*, *3*(4), 337–360. https://doi.org/10.1108/eb028835

20. Daft, R. L., & Weick, K. E. (2011). Toward a Model of Organizations as Interpretation Systems. *Academy of Management Review*, *9*(2), 284–295. https://doi.org/10.5465/amr.1984.4277657

21. Daft, R. L., & Lengel, R. H. (2008). Organizational Information Requirements, Media Richness and Structural Design. *Management Science*, *32*(5), 554–571. https://doi.org/10.1287/mnsc.32.5.554

22. Dimovski, V., & Škerlavaj, M. (2005). Performance effects of organizational learning in a transitional economy. *Problems and Perspectives in Management*, *3*(4), 56–67.

23. Dimovski, V., Škerlavaj, M., Kimman, M., & Hernaus, T. (2008). Comparative analysis of the organisational learning process in Slovenia, Croatia, and Malaysia. *Expert Systems with Applications*, *34*(4), 3063–3070. https://doi.org/10.1016/j.eswa.2007.06.024

24. Disch, J. (2009). Generative Leadership. *Creative Nursing*, *15*(4), 172–177. https://doi.org/10.1891/1078-4535.15.4.172

25. Ellström, P. E. (2010). Organizational learning. *International Encyclopedia of Education*, *10*(4), 47–52. https://doi.org/10.1016/B978-0-08-044894-7.00006-3

26. Ellström, P. E. (2010). Organizational learning. In *International Encyclopedia of Education* (pp. 47–52). https://doi.org/10.1016/B978-0-08-044894-7.00006-3

27. Elshanti, M. (2018). Transformational Leadership Style and Organizational Learning: The Mediate Effect of Organizational Culture. *International Journal of Economics & Management Sciences*, *06*(06). https://doi.org/10.4172/2162-6359.1000483

28. Fey, C. F., & Denison, D. R. (2004). *Organizational Culture and Effectiveness: Can American Theory Be Applied in Russia? SSRN*. https://doi.org/10.2139/ssrn.577141

29. García-Lillo, F., Úbeda-García, M., & Marco-Lajara, B. (2016). Organizational ambidexterity: exploring the knowledge base. *Scientometrics*, *107*(3), 1021–1040. https://doi.org/10.1007/s11192-016-1897-2

30. Giuri, P., Rullani, F., & Torrisi, S. (2008). Explaining leadership in virtual teams: The case of open source software. *Information Economics and Policy*, *20*(4), 305–315. https://doi.org/10.1016/j.infoecopol.2008.06.002

31. Goh, S., & Richards, G. (1997). Benchmarking the learning capability of organizations. *European Management Journal*, *15*(5), 575–583. https://doi.org/10.1016/S0263-2373(97)00036-4

32. Goleman, D., Boyatzis, R., & Mckee, A. (2009). Primal leadership. *IEEE Engineering Management Review*, *37*(3), 75–84. https://doi.org/10.1109/emr.2009.5235507

33. Halaby, C. N. (2007). Panel Models for the Analysis of Change and Growth in Life Course Studies. In *Handbook of the Life Course* (pp. 503–527). https://doi.org/10.1007/978-0-306-48247-2_23

34. Hallett, D. J., Wheelen, T. L., & Hunger, J. D. (2006). *Strategic Management and Business Policy (3rd Edition). The Journal of the Operational Research Society* (Vol. 41). https://doi.org/10.2307/2582945

35. Harris, S. G. (2007). The fifth discipline: The art and practice of the learning organization, by Peter Senge, New York: Doubleday/Currency, 1990. *Human Resource Management*, *29*(3), 343–348. https://doi.org/10.1002/hrm.3930290308

36. Heller, F. A., & Yukl, G. (1969). Participation, managerial decision-making, and situational variables. *Organizational Behavior and Human Performance*, *4*(3), 227–241. https://doi.org/10.1016/0030-5073(69)90007-5

37. Horner, M. (1997). Leadership theory: Past, present and future. *Team Performance Management: An International Journal*, *3*(4), 270–287. https://doi.org/10.1108/13527599710195402

38. Hock-Hai Teo & Xinwei Wang.(2006). Organizational Learning Capacity and Attitude Toward Complex Technological Innovations: An Empirical Study. Journal of the American Society for Information Science and Technology,57(2)264-279.

39. Houk, K. N., GonzAlez, J., & Li, Y. (1995). Pericyclic Reaction Transition States: Passions and Punctilios, 1935-1995. *Accounts of Chemical Research*, *28*(2), 81–90. https://doi.org/10.1021/ar00050a004

40. Howell, J. M., & Avolio, B. J. (1993). Howell Avolio 1993. *Journal of Applied Psychology*, *78*(6), 891–902.

41. Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling*, *6*(1), 1–55. https://doi.org/10.1080/10705519909540118

42. Huber, G. P. (2008). Organizational Learning: The Contributing Processes and the Literatures. *Organization Science*, *2*(1), 88–115. https://doi.org/10.1287/orsc.2.1.88

43. Hutahayan, B., Astuti, E. S., Raharjo, K., & Hamid, D. (2013). the Mediation Effect of Organizational Culture and Organizational Commitment in Relationship Between

Transformational Leadership To Organizational Citizenship Behaviour. *Interdisciplinary Journal of Contemporary Research in Business*, *5*(5), 618–626.

44. Janssens, M., & Steyaert, C. (1999). The world in two and a third way out? The concept of duality in organization theory and practice. *Scandinavian Journal of Management*, *15*(2), 121–139. https://doi.org/10.1016/S0956-5221(98)00010-4

45. Joreskog, K. G., & Yang, F. (1996). Nonlinear structural equation models: The Kenny-Judd model with interaction effects. *Advanced Structural Equation Modeling: Issues and Techniques*, (May), 57–88.

46. Janićijević,N.(2015). Impact of Organizational Culture on Organizational Learning and Knowledge Management. ENTRENOVA 10(11). Innovation Research & Policy Network (IRPN). y: http://ssrn.com/link/.

47. Kanov, J. M., Maitlis, S., Worline, M. C., Dutton, J. E., Frost, P. J., & Lilius, J. M. (2004). Compassion in Organizational Life. *American Behavioral Scientist*. https://doi.org/10.1177/0002764203260211

48. Konradt, U., & Hoch, J. E. (2011). A Work Roles and Leadership Functions of Managers in Virtual Teams. *International Journal of E-Collaboration*, *3*(2), 16–35. https://doi.org/10.4018/jec.2007040102

49. Koolmees, H., Smeijsters, H., & Schoenmakers, S. (2008). How to improve your knowledge intensive organisation: Implementing a knowledge management scan within public and private sector organisations. *Proceedings of the European Conference on Knowledge Management, ECKM*, 367–376.

50. Kurland, H., Peretz, H., & Hertz-Lazarowitz, R. (2010). Leadership style and organizational learning: The mediate effect of school vision. *Journal of Educational Administration*, *48*(1), 7–30. https://doi.org/10.1108/09578231011015395

51. Lancaster, M. (1989). Summary for Policymakers. *Climate Change 2013 - The Physical Science Basis*, *53*(4), 1–30. https://doi.org/10.1017/CBO9781107415324.004

52. Łatuszyńska, M. (2017). System Dynamics Modeling in Behavioral Decision Making (pp. 243–253). https://doi.org/10.1007/978-3-319-62938-4_16

53. Lejeune, C. (2009). Organizational learning and capabilities: An integrative conceptual framework. *Ns6.Ucl.Ac.Be*. Retrieved from http://ns6.ucl.ac.be/cps/ucl/doc/iag/documents/WP_6_Lejeune.pdf

54. Leong, S. H. . (2002). Internet Copyright — Singapore. *Computer Law & Security Review*, *16*(3), 180–186. https://doi.org/10.1016/s0267-3649(00)88914-1

55. Lowe, K. B., Kroeck, K. G., & Sivasubramaniam, N. (1996). Effectiveness correlates of transformational and transactional leadership: A meta-analytic review of the mlq literature. *Leadership Quarterly*, *7*(3), 385–425. https://doi.org/10.1016/S1048-9843(96)90027-2

56. Maani, K., & Benton, C. (2004). Rapid team learning: Lessons from team New Zealand America's cup campaign. *Organizational Dynamics*, *27*(4), 48–62. https://doi.org/10.1016/s0090-2616(99)90029-3

57. Manor, O., Eisenbach, Z., Friedlander, Y., & Kark, J. D. (2004). Educational differentials in mortality from cardiovascular disease among men and women: The Israel Longitudinal Mortality Study. *Annals of Epidemiology*, *14*(7), 453–460. https://doi.org/10.1016/j.annepidem.2003.10.011

58. Moreno-Jiménez, J. M., Cardeñosa, J., Gallardo, C., & De La Villa-Moreno, M. Á. (2014). A new e-learning tool for cognitive democracies in the Knowledge Society. *Computers in Human Behavior*, *30*, 409–418. https://doi.org/10.1016/j.chb.2013.04.027

59. Mumford, M. D., Connelly, S., & Gaddis, B. (2003). How creative leaders think: Experimental findings and cases. *Leadership Quarterly*, *14*(4–5), 411–432. https://doi.org/10.1016/S1048-9843(03)00045-6

60. Murphy, S. E., & Ensher, E. A. (2008). A qualitative analysis of charismatic leadership in creative teams: The case of television directors. *Leadership Quarterly*, *19*(3), 335–352. https://doi.org/10.1016/j.leaqua.2008.03.006

61. Northouse, P. G. (2010). Multifactor Leadership Questionnaire (MLQ). In *Leadership: Theory and Practice* (p. 456). Retrieved from http://www.sagepub.com/northouse5e/articles/LQ_CH03.pdf

62. Ogbonna, E., & Harris, L. C. (2000). Leadership style, organizational culture and performance: Empirical evidence from UK companies. *International Journal of Human Resource Management*, *11*(4), 766–788. https://doi.org/10.1080/09585190050075114

63. Pastor, J. C., Mayo, M., & Meindl, J. R. (2007). Managing Leadership Images. In *Next Generation Business Handbook: New Strategies from Tomorrow's Thought Leaders* (pp. 142–156). https://doi.org/10.1002/9780470172223.ch9

64. Patton, A., Politis, D. N., & White, H. (2009). Correction to automatic block-length selection for the dependent bootstrap by D. Politis and H. White. *Econometric Reviews*, *28*(4), 372–375. https://doi.org/10.1080/07474930802459016

65. Pickron, C. B., Fava, E., & Scott, L. S. (2014). The Influence of Face Processing Biases on Eye Gaze Following and Object Processing During Infancy. *Journal of Vision*, *14*(10), 1268–1268. https://doi.org/10.1167/14.10.1268

66. Porter, M. E., & Kramer, M. R. (2009). Valuing Modularity as a Real Option. *Management Science*, *55*(11), 1877–1896. https://doi.org/10.1287/mnsc.1090.1070

67. Rendall, D. J. (2004). *Comparison of values of social enterprise leaders and leaders of nonprofit and for -profit organizations*. *ProQuest Dissertations and Theses*. Retrieved from http://search.proquest.com/docview/305045944?accountid=143960

68. Rheem, H. (1995). The learning organization: Building learning capability. *Harvard Business Review*, (2), 10. Retrieved from http://search.ebscohost.com.hrt-proxy.libraries.vsc.edu/login.aspx?direct=true&AuthType=ip,cookie&db=edsgao&AN=edsgcl.16716262&site=eds-live&scope=site&profile=eds-ccv

69. Sarros, J. C., Tanewski, G. A., Winter, R. P., Santora, J. C., & Densten, I. L. (2002). Work alienation and organizational leadership. In *British Journal of Management* (Vol. 13, pp. 285–304). https://doi.org/10.1111/1467-8551.00247

70. Satorra, A., & Bentler, P. M. (1988). Scaling corrections for chi-square in covariance structure analysis. *Proceedings of the Business and Economic Statistics Section of the American Statistics Association*, 308–313.

71. Smeds,R.(1997). Organizational Learning and Innovation through Tailored Simulation Games: Two Process Re-engineering Case Studies. Knowledge and Process Management 4 (1) pp 22-33.

72. Saxby, H. (2009). Research to Practice? Implications of Research on the Challenging Behaviour of People with Learning Disability Chris Kiernan (Ed). Clevedon: BILD, 1993. pp. 368. £19.95 (softback). *Behavioural and Cognitive Psychotherapy*, *23*(01), 81. https://doi.org/10.1017/s1352465800017690

73. Sendjaya, S., & Sarros, J. C. (2007). Servant Leadership: Its Origin, Development, and Application in Organizations. *Journal of Leadership & Organizational Studies*, *9*(2), 57–64. https://doi.org/10.1177/107179190200900205

74. Senge, P. M. (2018). The Leaders New Work: Building Learning Organizations. In *Leadership Perspectives* (pp. 51–67). Routledge. https://doi.org/10.4324/9781315250601-6

75. Shamir, B., Zakay, E., Breinin, E., & Popper, M. (1998). Correlates of charismatic leader behavior in military units: Subordinates' attitudes, unit characteristics, and superiors' appraisals of leader performance. *Academy of Management Journal*, *41*(4), 387–409. https://doi.org/10.2307/257080

76. Shin, S. J., & Zhou, J. (2003). Transformational leadership, conservation, and creativity: Evidence from Korea. *Academy of Management Journal*, *46*(6), 703–714. https://doi.org/10.2307/30040662

77. Shrivastava, P. (1983). a Typology of Organizational Learning Systems. *Journal of Management Studies*, *20*(1), 7–28. https://doi.org/10.1111/j.1467-6486.1983.tb00195.x

78. Simosi, M., & Xenikou, A. (2010). The role of organizational culture in the relationship between leadership and organizational commitment: An empirical study in a Greek organization. *International Journal of Human Resource Management*, *21*(10), 1598–1616. https://doi.org/10.1080/09585192.2010.500485

79. Singh, H. (2003). Building Effective Blended Learning Programs. *Issue of Educational Technology*, *43*(6), 51–54.

80. Slater, S. F., & Narver, J. C. (2006). Market Orientation and the Learning Organization. *Journal of Marketing*, *59*(3), 63. https://doi.org/10.2307/1252120

81. Snell, R., & Chak, A. M. K. (1998). The learning organization: Learning and empowerment for whom? *Management Learning*, *29*(3), 337–364. https://doi.org/10.1177/1350507698293005

82. Spector, J. M., & Davidsen, P. I. (2006). How can organizational learning be modeled and measured? *Evaluation and Program Planning*, *29*(1), 63–69. https://doi.org/10.1016/j.evalprogplan.2005.08.001

83. Spender, J. C. (1996). Organizational knowledge, learning and memory: Three concepts in search of a theory. *Journal of Organizational Change Management*, *9*(1), 63–78. https://doi.org/10.1108/09534819610156813

84. Stone, K. B. (2015). Burke-Litwin Organizational Assessment Survey: Reliability and Validity. *Organizat*, *33*(2), 33–50. Retrieved from https://search-proquest-com.prox.lib.ncsu.edu/docview/1692916220/fulltextPDF/AC66FB2215E34157PQ/1?accountid=12725

85. Tekavčič, M., Dimovski, V., Peljhan, D., & Škerlavaj, M. (2010). *Cultural Differences and Homogeneity in Strategic Alliances: The Case of Trimo Trebnje (Slovenia) and Trimo Vsk (Russia). SSRN*. https://doi.org/10.2139/ssrn.1582355

86. Triandis, H. C. (1994). Theoretical and methodological approcahes to the study of collectivism and individualism. In *Individualism and Collectivism: Theory, Method and Applications* (pp. 41–51).

87. Ulrich, D., Jick, T., & Glinow, M. A. Von. (1993). High-impact learning: Building and diffusing learning capability. *Organizational Dynamics*, *22*(2), 52–66. https://doi.org/10.1016/0090-2616(93)90053-4

88. Vargas, M. I. R. (2015). Determinant Factors for Small Business to Achieve Innovation, High Performance and Competitiveness: Organizational Learning and Leadership Style. *Procedia - Social and Behavioral Sciences*, *169*, 43–52. https://doi.org/10.1016/j.sbspro.2015.01.284

89. Vera, D., & Crossan, M. (2004). Strategic leadership and organizational learning. *Academy of Management Review*. https://doi.org/10.5465/AMR.2004.12736080

90. Wang, X. H. F., & Howell, J. M. (2012). A multilevel study of transformational leadership, identification, and follower outcomes. *Leadership Quarterly*, *23*(5), 775–790. https://doi.org/10.1016/j.leaqua.2012.02.001

91. Watts, L. L., Ness, A. M., Steele, L. M., & Mumford, M. D. (2018). Learning from stories of leadership: How reading about personalized and socialized politicians impacts performance on an ethical decision-making simulation. *Leadership Quarterly*, *29*(2), 276–294. https://doi.org/10.1016/j.leaqua.2017.04.004

92. Wefald, A. J., & Katz, J. P. (2011). Leaders: The Strategies for Taking Charge. *Academy of Management Perspectives*, *21*(3), 105–106. https://doi.org/10.5465/amp.2007.26421248

93. Westley, F., & Mintzberg, H. (1989). Visionary leadership and strategic management. *Strategic Management Journal*, *10*(1 S), 17–32. https://doi.org/10.1002/smj.4250100704

94. Weston, M. J. (2008). Transformational Leadership at a National Perspective. *Nurse Leader*, *6*(4), 41–45. https://doi.org/10.1016/j.mnl.2008.06.001

95. Wigle, T. J., Lee, A. M., & Singleton, S. F. (2006). Conformationally selective binding of nucleotide analogues to Escherichia coli RecA: A ligand-based analysis of the RecA ATP binding site. *Biochemistry*, *45*(14), 4502–4513. https://doi.org/10.1021/bi052298h

96. Wright, P. M., Dunford, B. B., & Snell, S. A. (2001). Human resources and the resource based view of the firm. *Journal of Management*, *27*(6), 701–721. https://doi.org/10.1016/S0149-2063(01)00120-9

97. Yabe, T., & Takatsuki, S. (2009). Migratory and sedentary behavior patterns of sika deer in Honshu and Kyushu, Japan. In *Sika Deer: Biology and Management of Native and Introduced Populations* (pp. 273–283). https://doi.org/10.1007/978-4-431-09429-6_20

98. Ye, K., Makarov, V., Sebat, J., Xuan, Z., & Yoon, S. (2009). Sensitive and accurate detection of copy number variants using read depth of coverage. *Genome Research*, *19*(9), 1586–1592. https://doi.org/10.1101/gr.092981.109