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The Role of Knowledge in Leadership Management

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Abstract
Strategic planning, an umbrella term used to include and summarize such activities as planning, performance measurement, program budgeting, and the like, has proven to be very useful but limited. It is a technical fix that gets at only part of the question of organizational effectiveness and only deals with some of the dilemmas organizations face. The efforts of public administrators to control organizational endeavours are essential, necessary, and aligned with current best practices. But the control mechanisms ultimately prove to be only part of the puzzle. In the face of such realities, the notion of strategic thinking emerges to fill the gaps and overcome the limitations that experience with strategic planning has proven to exhibit. This paper presents an integration of leadership ideas, strategic thinking and traditional planning activities in an effort to make important connections and important distinctions. The result is an outline of the foundations of strategic thinking.
Keywords: Leadership, Strategic Planning, Strategic Thinking, Organizational Philosophy, Management

1. Introduction

Transformational leadership enhances the motivation, morale, and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the project and the collective identity of the organization; being a role model for followers that inspires them and makes them interested; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that enhance their performance.

Transformational leadership consists of six behaviours: articulating a vision, setting a positive example, communicating high performance expectations, showing sensitivity to individual, followers' needs, encouraging a team attitude and providing intellectual stimulation.

Major changes are taking place in the roles of women in society and organizations worldwide, fuelling a high level of research interest in gender and leadership Kolb (1999). Four elements of transformational leadership are Individualized Consideration, Intellectual Stimulation, Inspirational Motivation and Idealized Influence.

It is widely recognized that firms need continuous improvement and upgrading in their operations and capabilities to retain a competitive edge in this very tentative and dynamic market environment (Bessant, John, Kaplinsky, & Morris, 2003). Project team achieves project success through the technical and managerial capabilities. Collective experience of team members can help the organization in developing capabilities through lesson sharing they have learned during their project course. It is important for the project oriented companies to develop the mechanism of inter-project and intra-project learning to preserve the learning so that they can improve their competitiveness.

It is very important for the organizations to create the mechanism for capturing the tacit knowledge as intangible (knowledge-based) assets serve as a source of competitive advantage because they are unique in nature and culturally embedded to the company and that is why they are very difficult to copy (O'Dell & Grayson, 1998). It is therefore very important to develop such capabilities that will help in developing the sustainable competitive advantage. Here question rises about how to develop these capabilities that will help preserving sustainable competitive advantage?

Learning has been studied extensively these days as source of competitive advantage where the organizations learn and share the knowledge in knowledge base firms (project oriented) to gain the competitive advantage over its competitors. Project oriented organizations have the specific characteristics, particularly because of the temporary nature of the work processes and vibrant nature of the work environment (Huemann, Keegan, & Turner, 2007). In project oriented organizations it is very important to examine that how project members share what they have learned and how to enable learning in more effective way. Workplace learning give rich theoretical perspectives on how this shared learning can be more effective for organization.

Purpose of this paper will to focus on "situated learning theory" from the workplace learning literature and use project reviews (PR) and communities of practice (COP) to measure the shared learning practices in organizations. Collective learning from projects and carrying these experiences to other projects in the organizations can increase the other projects efficiency and effectiveness. Within the organization learning occur at different levels; individual, group, organizational level. Organizational learning without individual learning is not very useful because individual employees are responsible to carry out all the operations in the organization. There are two possible ways to share the project learning to other members; "project review" is the more structured from while the "communities of practice" is the more informal way of sharing learning with others.

Strategic management field has extensively studied resources (assets) as source of competitive advantage. This paper will also focus on "Resource base view" of firm as source of competitive advantage for the organizations, where the intangible assets (learning) are used for capability development. It will be tested empirically in this paper that how capability develop through learning and knowledge sharing.

Objectives of the Study
The objective of this study is to investigate if there is any effect of project reviews and communities of practice on capability development in organizations while the learning enablers moderate the relationship. The Study is an effort to find out the importance of knowledge sharing in project oriented organizations and how knowledge sharing contributes in capability development.

Research Questions

1. *To what extent project review contribute in capability development?*
2. To what extent community of practice contribute in capability development?
3. What degree learning enablers strengthen the relationship between project reviews and capability development?
4. What degree learning enablers strengthen the relationship between community of practice and capability development?

2. Literature Review

In this part there is a literature review of transformational leadership, its determinants, transformational leadership in public/private sector and gender role in it.
The style in which leaders idealized, motivates, coordinates, take and encourage ideas from their subordinates is called Transformational Leadership Style (Greenburg and Baron, 2009).

Webb (2003) has conducted a study on leadership behavior connected with followers' job satisfaction, motivation and work toward extra effort in various schools, colleges and universities. The results of the study show that there is significant positive association between the motivation and transformational leadership. Webb, Kerry S. (2003).

The book of Bass and Riggio also told that transformational leaders have more satisfaction and success in employees than non transformational leaders (2006).

In two studies Dumdum, Lowe, & Avolio, 2002; Lowe et al., 1996 (noted in Bass & Riggio,2006) found transformational leadership has very high correlation with employee satisfaction and among all determinants of transformational leadership that ranges from r = .51 to r = .81(Bass & Riggio, 2006). Similarly, the current study found high correlation between components of transformational leadership and subordinate satisfaction with the leader r value ranging from .607 to .760 and .798 for the summated transformational leadership.

So the Transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms and means. The determinants and components of transformational leadership if follows adequately will result in immense success in organization. These include follower's role, identity and sense of belonging to the project and the collective decision making, so there is a strong learning organization perspective too. Being a role model for followers that inspires and provide vision to them, challenging followers to take responsibility for their work, and understanding the strengths and weaknesses of followers, so the leader can guide and use followers with tasks that enhance their performance and satisfaction which ultimately leads to the organization success.

There are four components of transformational leadership. Originally it was believed that there are three components of transformational leadership: charismatic inspirational, intellectually stimulating and individually considerate. However, later factor analyses suggested that the charisma factor has been subsequently called Idealized Influence, was separated from the inspiration factor (Inspirational Motivation) had form the 4I's. This review is based on the later four components of transformational leadership. However, further sub-division of idealized influence into its attributes and behaviour is also possible (Bass and Riggio, 2006).

Idealized influence is the role model that reflected by leaders showing ideal personality, which can me observe and follows during project. As Yammarino and Dubnisky 1994 (cited in Bass, 1985) "Idealized influence and charismatic influence used side by side", it is the important components of the transformational leadership. Using idealized influence, transformational leaders serve as role models for their subordinates. "The leaders are idealized, respected and trusted. Their subordinates identify them with their good personality and attracted to follow them.(Bass and Riggio: 2006, p. 6).

These leaders are willing to sacrifice their own interests for the good of their subordinates and organization.

They set high standards for work environment ethics, trust, justice and are a role model for those standards. They build trust in people because those who work for them know they are working toward the common good. These are people who see the good in others first and when it is not obvious they work to build it out with concern for people. Leaders with idealized characteristics can do first about what they talk about (Avolio: 2005).

Inspirational motivation is used by leaders to attracts people toward the common and well decided vision of the organization with their effective communication. leadership is "communicating a vision with fluency, clarity and confidence, increasing optimism and interest, and giving interesting behaviors and talks that boost others" (Yammarino and Dubnisky, 1994, p.791).

Intellectual Stimulation, in it leaders encourage their followers' ideas and values for solving problems. Through intellectual stimulation, transformational leaders were able to show their followers new ways of looking at problems and issues. Such leaders encouraged and help their followers to use non-traditional thinking to deal with traditional problems and they give ear and eye to subordinates' ideas even if different from theirs routine (Muenjohn n.d, p. 4).

A recent study conducted in Neger Delta stated that it encourage and leads followers to think new methods and ways in an innovative ways by getting them involved in the process and ways of decision-making as well as problem solving that impact on their and collective social, economic, environmental and political wellbeing (Nwagbara, 2010, p.395).

Intellectual simulation had a statistically significant positive correlation with effectiveness and satisfaction in the quantitative study. According to this study Encouraging and expecting followers to challenge their own previous ways of doing things that help to keep on changing (Kirby. & King. n.d, p.310).

Leaders who are intellectually stimulating see the advantages of creating unity. By bringing together and integrating a diverse range of ideas and thoughts, they are able to create genuinely new ideas and initiatives. The goal of intellectual stimulation is to constantly generate the highest levels of creativity and optimism from the subordinates (Avolio, 2005).

Individualized consideration means to pay special attention to each individual follower's needs for achievement and growth by acting as an advisor, coach or mentor. Subordinates and colleagues are prepared to the higher levels of potential. Individualized consideration is practiced when new learning opportunities are created along with a supportive learning environment. Individual differences in terms of needs are recognized and explored. The leader delegates tasks as a means of developing followers. Giving tasks are monitored to sincerely identify if the followers need further support (Bass and Riggio, 2006).

The finding on Impact and effect of transformational leadership on followers motivation, satisfaction, thinking support the above idea in that the followers of transformational leaders experience a total identification with the leaders and their mission. Thus, "transformational leaders are seen as helpful, idealistic and friendly, and therefore followers would use friendliness strategy and working more frequently" (Krishnan, 2004, p.69).

James MacGregor Burns writing in his book 'Leadership' was the first to put forward the concept of transforming leadership. He said that it is a relationship of common stimulation that converts followers into leaders and may convert leaders into moral agents". Burns went on to also further define it by suggesting that, It occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation, ethics and morality.

Emotional intelligence is the ability to recognize emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively control emotions so as to promote emotional and intellectual growth" (Caruso, Mayer, & Salovey, 2002, p. 56).

Emotions are high intensity feelings that are produced by either internal or external stimuli, demand attention and interrupt routine processes and behaviors. While, this strength causes them to be more brief than moods. Once the emotional intensity has subsided because the individual has cognitively or behaviourally deal with the cause, the emotion can remain in a less intense feeling or mood (George, 2000).

feelings and emotions are intimately linked to the human experience and bound up in the ways that people think, behave, and make decisions (George, 2000).

Caruso, Mayer, and Salovey (2002) report that studies have found that the ability for a leader to identify self emotions and feelings first will also allows them to perfectly identify the emotions of others and groups, to express emotions accurately, and to differentiate between honest and phony emotional expressions. The ability to understand and experience another person's feelings or emotions, is an important component of EI and facilitates a leader's social support positive inter-personal relationships (George, 2000).

Bass (2002) reports that extensive empirical evidence finds significant correlations between 'transformational' leadership theory and emotional intelligence. Bass, B. M. (2002).

Cavallo & Brienza (2000) conducted a study on 358 managers across the Johnson & Johnson Consumer & Personal Care Group globally to distinguish leadership competencies of successful performers from low performers. 1400 employees were also surveyed to measure perceived successful leadership skills, particularly those of emotional intelligence. A strong relationship was found between superior performing leaders and emotional abilities, which suggests that emotional intelligence is a strong factor in effective leadership (Cavallo & Brienza, 2000).

Extending Palmer et al's (2001) methodology and studying 110 senior level managers, Gardner and Stough (2002) found that EI correlated highly with all components of transformational leadership and the strongest correlation was found between individual consideration and understanding emotions external (Gardner & Stough, 2002).

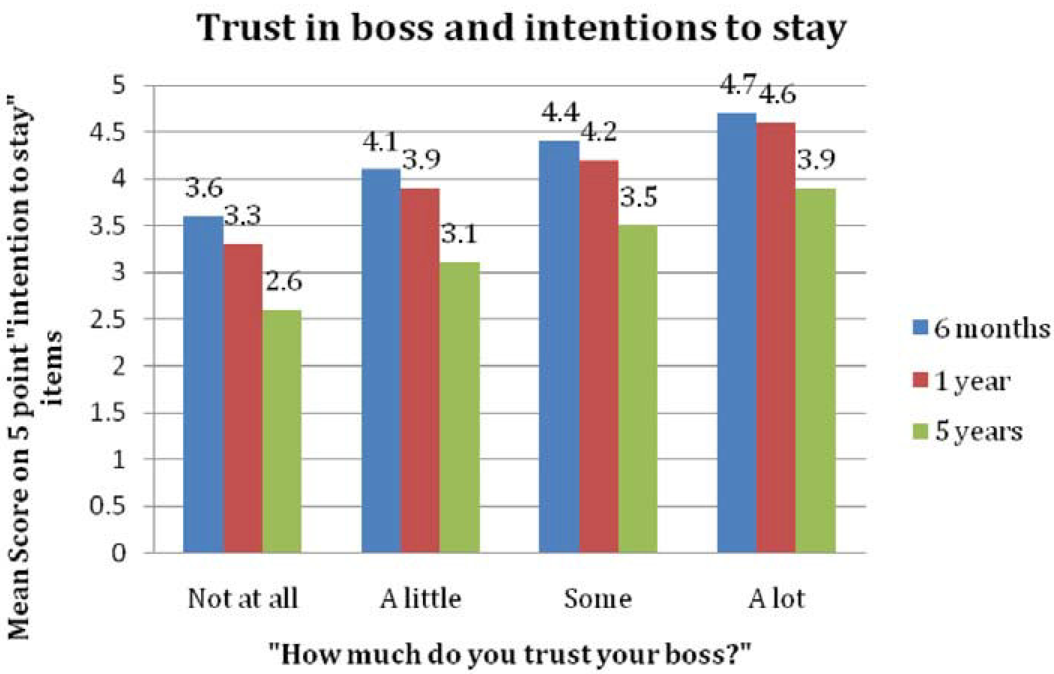
Three descriptions of trust are:
• The belief in the honesty, character, and ability of a leader.
• common faith in one's intentions and behaviors.
• A confidant reliance on the honor, honesty, or justice of another.

Mayer, Davis, and Schoorman suggests that three major factors determine organizational trust: characteristics of the trustor, characteristics of the trustee, and the perceived risk. The tendency of the trustor and the elements of trustworthiness that the trustee have influence the current level of trust.

Another benefit of organizational trust is present in the area of organizational justice. Researchers distinguish three aspects of organizational justice:
• *Distributive justice*: the fairness of outcomes within the organization.
• *Procedural justice*: the fairness in the process of reaching decisions about distributing outcomes.
• *Interactional justice*: the perceived fairness of interpersonal interactions and treatment in the organization.

Many researchers suggest there is a relationship between trust and procedural justice. The most detailed explanation for this relationship is proposed by Van den Bos, Wilke, and Lind.17 They suggest that people make use of the fairness heuristic: in situations where there is uncertainty whether to trust someone in authority, people look at the procedural justice within the organization. If the authority figure is idealized as fair, people are more likely to trust that authority.

Aside from just wanting all employees to trust the people they work with because that makes efficient and pleasant workplace, there are other compelling reasons to care about trust at work Regardless of gender, the more employees trust their boss, the greater their intention to remain with the organization for short or long period. That means that when trust is high, retention is likely to be high, in result saving your organization both resources, time and money.



The CIPD reports a significant lack of trust by employees in both their immediate managers and their senior managers. Overall only one third of employees say they have confidence or trust in their senior managers, resulting in part from a perceived lack of consultation on important decisions. The situation appears even worse in the public than in the private sector: 22% versus 39% respectively.

According to the CIPD: "The underlying problem originate due to a lack of trust and confidence in the ability, motivation or willingness of public sector employees, including front-line managers and professionals, to perform properly if given autonomy and discretion over service delivery. And part of this undoubtedly create from a long-standing pattern of often mutually untrusting relations between government and trade unions or employees.

Although it is widely suspected that a leader's use of humor can have an enhancing effect on follower performance, understanding. (Dun- can, Smeltzer, and Leap, 1990).

Duncan (1982) associated humor to stimulating and performing better communications as well as group cohesiveness, and linked these variables to better individual and group performance. In a later review of the literature on humor, Duncan *et al*. (1990) pointed to social psychological evidence of performance effects due to humor, as well as possible gender differences in response to humor.

Christopher and Yan (2005), in a discussion of organizational culture, suggested that humor can also help to build good interpersonal work relationships and thereby influence larger organizational goals.

From a broader viewpoint, evidence reported by Amabile, Barsade, Mueller, and Staw (2005),

George (1990, 1995), and Isen, Daubman, and Nowicki (1987) indicates that positive affect and mood are related to creativity and performance in a direct, linear manner.

humor helps relax muscle. With the sound of laughter and feel of happiness, one can develop positive emotions and environment which balance the negative influences brought about by pressure at work. It is a effective stress moderator variable (Argyle, 1997; Lefcourt et al., 1995).

Generally, males consider themselves to be more humorous than females. Men have higher likelihood to joke, tease, and kid than women (Wong 2010).

Women like to act in an appreciative way and rather be a listener to the jokes. They are less likely toproduce humorbythemselves (Freud1905,Ehrenzweig 1957,McGhee 1979a).

As a result, the use of humor may be one of the way through which an leader can hope to reduce social tension and facilitate work effort. Quite possibly, humor may be relied on more readily as a social influence method in an educational setting, relative to other organizational settings. Therefore, the use of humor may reveal stronger effects in an organization. It will increase effectiveness, efficiency, understanding, trust and wellbeing.

The employee job satisfaction is effected by in term of quality of living as well as the justice in services (Crossman and Abou-Zaki, 2003).

A high degree of spiritual leadership, as a driver of organizational justice and productivity, is necessary to optimizing the performance of organizational (Fry and Matherly, 2006).

So the justice is very necessary in making a healthy and quality working environment. It harmonizes and balance the environment.

Organization justice dimension was proposed by Bies and Moag in 1986 and is commonly known as interactional justice. They defined this type of justice as the fairness balance of the interpersonal and mutual dealing of the employees by the authority figure (Zainalipour et al.,2010).

The role that organizational justice plays a very important role in leadership, such as transformational leadership and leader member exchange. (e.g., Manog-ran, Stauffer & Conlon, 1994; Pillai & Williams 1996; Scandura, 1999).

Organizational justice plays an important role in leadership. Increases in ways and opportunities to state opinions and ideas have been shown to intensify subordinate perceptions of fairness and subordinates' evaluations of supervisors' leadership capabilities and vision, especially when subordinates have low decision control (Tyler, 1986).

Ethics

Leaders play a critical role in setting the tone for ethical climate in organization. Ethics is a vital component to make environment smooth and more workable. Specially in the tight schedule and resource environment of project it plays a important role.

The effects of leadership behavior on employees leads to organizational commitment of employees (Blau 1985: 278, Dick et al. 2001: 114, Demir 2008: 95).

Good ethical leadership includes leadership behavior such as comminication to people, supporting their efforts and ideas, giving them hope, solving their problems and needs, and participate them in decision-making and thinking process. (Rollinson et al. 2002: 383).

Ones who show concern for their followers and establish an open, friendly, and approachable group climate, So that everyone can express positive ideas and feelings about project. along with the ability to treat their co-workers equally (Lunenburget al. 2000: 137, Hanson 2003: 176).

Emotions and personal expectations are taken into consideration in it. Leaders try to follow the path they follow for the sake of happiness and satisfaction of their followers (House 1971: 322).

Ethical issues are faced by almost every function in business life including accountants, financial managers, purchasing people, and market research personnel. As boundary spanners, salespeople work without close supervision and are generally less produce there results ,and thus are most vulnerable to situations with ethical dilemmas (Weeks and Nantel, 1992).
So ethical behavior, dealing, communication plays a important role in effectiveness and success of the project.

Leaders Training

Leaders training is very necessary to polish the hard and soft skills of the leaders. It acts as a refresher for the leaders.

The amount of money organizations spend on leadership training the prevailing assumption seems to be that leadership is something that can in fact be taught or polish (Liberty and Prewitt, 1999; Dentico, 1999).

As the time pass it is a human nature to mold in right direction or polish the skills.

In public service, leaders within this sector often find themselves in the middle of complex and unique situations. It is very difficult to cater all type of situations because of its detail in public sector organization. Because of democratic and constitutional requirements details and complexity (Rohr, 1986; Vinzant and Crothers, 1998).
So specially in public sector complex environment where many departments are connected to many in a process, it is very necessary for leadership effectiveness to be polish and trained. But it also has a importance in private organizations.

Followers' Empowerment
As positive role models, genuine leaders serve as a key input for the development of genuine followers (p. 347).

Gardener et al. (2005) described that followership is an integral part of good leadership and good followers are expected to reproduce good leader development (Gardner et al., 2005).

Positive leadership behaviors draw responses from followers, which feedback to further enhance the positive self concepts of both leaders and followers (Hannah et al., 2009).

Empowerment is measured by autonomy. Self determination reflects autonomy. (Sprietzer, 1995; Walumbwa et al., 2010b).

Followers' needs for competence and autonomy can be provided by helping them discover their talents, develop their strengths and empowering them to do tasks for which they have capacity to grow" (p. 364). (Gardner et al., 2005).

Leader-member exchange and communication
A leader must be able to communicate effectively, clearly and as per need of situation.
When CEOs and other senior executives in all industries and countries are asked to list the most important skills a manager must possess, the answer always includes good communication skills.

Managers spend most of their day spend in communication. According to studies of how much time managers spend on various activities show that communication occupies 70 to 90 percent of their time every day (Mintzberg, 1973; Eccles & Nohria, 1991).

An early Harvard Business School study on what it takes to achieve success and be promoted in an organization says that the successful individual is able to communicate, to make sound decisions, and to get things done with and through people" (Bowman, Jones, Peterson, Gronouski, & Mahoney, 1964).

Haas and Sypher (1990) said that the link between communication competence and individual job performance is important.

Gardiner and Tiggemann (1999) showed that in male dominated industries takes all of their resources, including human resources and including women. By failing to use potential of their female employees, organizations lose in two ways. First, they do not fully benefit from the unique talent and perspective that women can impart. The difference in men's versus women's leadership styles is seen as particularly important in light of the trends, team-based management and increased globalization. (Oakley, 2000; Adler, 1993; Rosener, 1995).

Women have the important role in the organization wellbeing. They also have important role in the effectiveness of organization.

Major changes are taking place in the roles of women in society and organizations worldwide, fueling a high level of research interest in gender and leadership (cf. Eagly, 2007).

Major changes and amendments are taking place in the roles of women in society and organizations worldwide, fueling a high level of research interest in gender and leadership (cf. Eagly, 2007).

Research suggests that socialization experiences and culture may cause men and women to hold different prototypes of effective leaders (Ayman, 1993; Schein, 2007).

In 1992, only 2% of those CEO's considered it likely that their company would have a female CEO within the next decade. (Oakley, 2000; Fischer,1992).

The landscape of theoretical approach Research has given various theories: whether or not the approach to leadership differs between men and women as different biological groups. whether this difference is one of style or real or perceived. Whether one leadership approach is more or less effective than the other and which is more likely to lead to success. Four schools of thought will be examined.

1 biology and sex;
2 gender role;
3 causal factors;
4 attitudinal drivers.

These dimensions are considered from the perspective of the male and female leaders, their supervisors and their subordinates. The first theory said that leadership is biologically determined, possible for men and therefore not possible for women. Much of the supporting work restricts leadership studies to male gender. The assumption for biological sex = male = leader does seem somewhat biased. Female have her own dimensions and strengths in leadership.

A second approach consider the role of socialization and give of gender role as a determinant of leadership. A third perspective gives the consideration of a different other contributing factors prevailing attitudes, women's self confidence, their past experience and the corporate environment. New thinking accepts that there may well be a difference in the way men and women approach leadership and then attempts to capture this difference in terms of real world implications.

While a few studies have found gender differences in leadership style, there may be difference but both effectiveness can not be challenged (Helgesen, 1990; Hennig and Jardim, 1977; Rosner, 1990). most research points to their absence (Bass, 1990; Dobbins and Platz, 1986; Donnell and Hall, 1980; Maccoby and Jacklin, 1974).

With the argument that men and women are biologically different in terms of leadership being difficult to believe, researchers are working on another direction, not only are men and women similar, women may be equally effective and successful.

Kolb (1999) and Shimanoff and Jenkins (1991) demonstrate in their research that there are far more similarities than differences in the leadership behaviors of men and women, and they are equally successful. As such, with few findings lending many researchers have found that there are few differences in the inborn abilities of male and female managers (Oakley, 2000; Dobbins and Platz, 1986; Powell, 1993), stereotypes believe and portray women as less capable leaders

than men. gender role is a better predictor of leader emergence than sex (Kent and Moss, 1994).

Kolb (1999) notes that there is no difference between males and females on scores on the masculinity scale. In fact, character and behaviors identified as masculine in Bem's historical (1974) study have been adopted by both sexes. This would conform to current thinking which said that it is not reasonable to judge a quality such as sensitivity as exclusively female or assertiveness as exclusively male.

It is believed that what may have started as a very simple question and answer Q: do men or women make better leaders? A: men are better leaders because biology made them so quickly grew in complexity. The consideration of causal factors does provide some insight into this complexity. Some factors that challenge a woman's leadership effectiveness includes women's attitude, women's self-confidence, women's prior work experience and the corporate environment.

Attitude toward leadership is a stronger predictor of leader effectiveness than masculinity (Kolb, 1999) but women may be at a disadvantage because the more passive, un leader like impression they have been socialized to give sends a message of incompetence (Claes, 1999; Lipsey *et al.*, 1990).

According to the sex role theory, being a man or a women means perform a general role as a function of one's sex. But this theory also uses the words masculine and feminine, emphasize that the feminine character in particular is produced by socialization into the female role. According to this approach, women learn and conceptualize much more sex role learning early in their lives, and this can lead to an attitude of mind that creates difficulties later, during their working lives. It's a form of `culture trap''.

The addition of self-confidence to the regression model for leadership significantly improved its predictive ability'' (Kolb, 1999).

(Kolb, 1999) suggests that measures of attitude, experience and self confidence should be examined for their value in leadership. These scales appear to be more predictive than masculinity of leader and have the advantage of not relying on gender label.

The corporate environment linked to attitude and self confidence of the environment. It is often in this demanding and challenging environment that women are expected to excel and are evaluated accordingly. There may be required more investigation in female case.
Women experience work environments in which they feel less welcome, and somewhat threatened by what they perceive as self serving dominant cultures.
Organizations are structured to protect male power and reward accordingly, for example, rewarding analytical rationality above perception, and task orientation over people orientation (Rigg and Sparrow, 1994).

It is also seen that entrepreneurship is much more better for women than for men since women may be driven to it. Women entrepreneurs, regardless of whether they are deliberate
entrepreneurs or corporate climbers, have found that the corporate atmosphere silent their ambition to pursue new challenges (Moore and Buttner, 1997).

Males have a tendency to be higher in aspects of vision creation, while females looks in general more vision implementation and follow-through, as well as employee and team development (Kabacoff, 1998).

Jacobs (1989) argues that opportunities for employment in male dominated occupations have increased, but men's resistance to women's presence has resulted in nearly as many women leaving these jobs. (Maume, 1999).

To build on previous work describing transformational leadership as an genderless leadership style, equally available to men and women (e.g. Hackman
et al., 1992).

There is active resistance by men in some societies and organizations. They generate institutional barrier to stall woman's advance in organizations. At a cultural level, they promote unity between men and sexualize, control and divide women (Rigg and Sparrow, 1994).

It seems that women are discourage to go higher in the leadership or when they reach some place try to fail them or do not obey them sincerely.

Women are good on people oriented leadership skills, men on business-oriented leadership skills. Overall, bosses see men and women as equally effective and successful, while look closely and direct assessment rate women as slightly higher than men in overall skills. (Claes, 1999; Kabacoff, 1998).

Women's leadership style is somewhat different from men's but men can learn and adopt women's style and use it effectively as well. In other words, effective leadership is not the restricted domain of either gender and both can learn good things from each other.

Women's in fact are more effective within the context of team based, consensually-driven organizational structures that are more common in today's world. It is false that women's leadership style is less effective than a man's is not fact-based but rather driven, by socialization.

When women attempt to prove their competence by acting like men, they are considered to be less than women. When there seems to be some merit in what would normally have been considered a female approach, men adopt it as their own.

Myers Briggs suggested that research focusing on the debate between male and female effectiveness, it seems quite clear that questions regarding leader effectiveness and leader appearance are better connected to the individual rather than to an individual's sex or even gender role.

In 1986, the Wall Street Journal stated that women in their working carrier ultimately crash into an invisible barrier, a concept introduced as 'the glass ceiling' (Hymowitz & Schellhard, 1986; Eagly & Carli, 2007). However, during recent decades, women have made significant gains in the workplace (Desvaux, Devillard-Hoellinger & Meaney, 2008).

Now we see it in the light of public/private organizations.

But how does it perform in the public sector? First of all we have to bear in mind that there are significant dissimilarities between public and private organizations (Dahl and Lindbloom, 1953; Downs 1967; Lindblom, 1977; Wamsley and Zald, 1973; Rainey, 1989).

To measure performance is more difficult to do in the public sector, in large part because public organizations usually performs multiple goals simultaneously and many of whose goals are noneconomic (Van Slyke and Alexander,2006).

Authority is more distributive, fragmented and outside pressures stronger, thus decisions are far more complex and difficult, leaving leaders in a continuous battle to find support of other *stakeholders* for their policies making and implementation (Tignas, Ticlau, Mora and Bacali, 2011).

A series of studies have proven that transformational leadership behavior is at least as common and effective in public organizations (Dumdum, Lowe, Avolio 2002; Lowe, Kroeck, Sivasubramaniam,1996) as it is in private ones.

But practice shows that opposition towards reforms comes from civil servants themselves because they see the changes as a threat to their own jobs and also they do not want change due to a lazy attitude. A survey regarding civil servants perception on PA Reform in Romania (Sandor and Tripon, 2008: 105)

To implement and practice the transformational leadership in public sector is difficult but equally effective as in private sector.

It should be noted that stress on mission may make transformational leadership particularly useful in public sector (Wright and Pandey, 2009).

Major differences lies to values, structure, legal framework, interest, purpose, culture and impact of decisions (ticlau, Mora, Tigna and Bacali, 2010). Add to this the specific environment of public administration which is traditionally observe as a system characterized by inactive, rigid, and immovable (Hinea, 2008: 51) and the fact that, modern public administration faces lot of politic, economic, technologic, and social challenges and pressures (Pollit and Bouckaert, 2000).

A lack of authority is a difference in the leader-follower relationship - public sector leaders often lack the range and power of rewards and the discretion and authority with which to incentivize arrangement and authorize difference among subordinates, including the freedom to hire and fire (Van Slyke and Alexander, 2006: 368).

So it is difficult to bring the changes in the structure of public sector due to lack of power to leaders, but it cannot decrease the effectiveness of transformational leadership.

Some authors claims that transformational leaders are likely to be both less common and less effective in public sector organizations than private sector organizations because the previous rely more on bureaucratic control mechanisms (Wright and Pandey, 2009: 75).

Studies have proven that transformational leadership behavior is at least as common and effective in public organizations (Dumdum, Lowe, Avolio 2002; Lowe, Kroeck, Sivasubramaniam, 1996) as it is in private ones. Dumdum, U.R., Lowe, K.B., Avolio, B.J. (2002).

One possible explanation is that public organizations are mostly seen as more bureaucratic then they actually are. Recent studies suggest that, on average, government organizations show only reasonable levels of bureaucratic control mechanisms such as centralization, formalization,and routinization (Wright and Pandey, 2009; Boyne 2002; Wright 2004).

People who go to Antarctica find themselves in an environment of extremes, such as the very low temperatures, and to combat this, they can adapt and wear big heavy clothes to keep warm. Animals and plants that live in this environment all year round don't have the benefit of thick jackets and sturdy boots – so what can they do?

Forget the four seasons. In Antarctica, there are really only two seasons – light and cold and dark and colder. Summer consists of about 4 months of 24-hour daylight, and winter is 4 months of 24-hour night, with 2 months at either end where the Sun is either coming or going. So, how can anything survive in a place that does not see the sunlight for months, with freezing temperatures that can be below -80°C?

Adaptation is an evolutionary process whereby an organism becomes increasingly well suited to living in a particular habitat. Natural selection results in helpful traits becoming more common in a population. This occurs because individuals with these traits are better adapted to the environment and therefore more likely to survive and breed. The timeframes for different types of adaptation are variable – behavioural adaptation can be a very quick process, whereas structural changes may occur over a very long period of time. Adaptation is also a common term to describe these helpful or adaptive traits. In other words, an adaptation is a feature of an organism that enables it to live in a particular habitat.

- Access to the articles Seals, Penguins and Life in the freezer
- Copies of the student handouts My trip to Antarctica and Antarctic adaptations
- Drawing materials

1. Discuss some of the animals and plants living in Antarctica and what students know about them. (Refer to the articles Seals, Penguins and Life in the freezer if students need extra information.)

2. Discuss the concept of adaptation and how it allows an organism to become increasingly well suited to its particular habitat.

3. Hand out copies of the student handouts My trip to Antarctica and Antarctic adaptations. As they read about the trip, students record which adaptations the Antarctic visitor learned about and which animals or plants have these adaptations. (With younger students or less able readers, use an IWB to read through the My trip to Antarctica handout as a group, annotating adaptations. Alternatively, the My trip to Antarctica handout is a Word document that can be altered to suit your students' needs.)

4. Discuss whether students think these animals could survive anywhere else in the world.

5. Design and draw an animal adapted to live in Antarctica, using labels to explain the adaptations.

Extension ideas

The diary mentions that adaptations can be behavioural or structural. Adaptations can also be physiological. Older students may like to explore these concepts. The articles Earthworm adaptations, Adaptations of marine organisms and Native bird adaptations discuss the three adaptation categories with reference to specific terrestrial and marine animals.

Got to go out on the ice near the water's edge. I was amazed at all the animals I saw! First, we saw a huge orca that was in the water. We kept walking, and we saw some seals lying on the ice, and it looked like they were sunbathing. That got me thinking, if I was lying on the ice, I'd be freezing, so how is it that all these animals can handle such cold temperatures?

I asked one of the scientists and he told me that the animals have adaptations – ways in which their bodies and behaviours are modified to survive in this harsh environment. Some of the adaptations were easy to spot (like feathers on penguins that help to keep them warm). Some of the other adaptations were quite unusual, such as special chemicals in the blood of some fish that stopped them from freezing.

Most of the animals down here have blubber, which is layers of fat that keep them warm. It works just like the insulation we have in our houses back home to keep the heat in. In addition to blubber, the birds have feathers, which they can puff up and trap air. Lots of the animals have water-repelling fur or feathers so their coats don't freeze.

Tomorrow, we are leaving to go home. The week has gone really fast, and I've decided that I want to come back to Antarctica soon.

Thank you for choosing Sales Management to use in your class! It has taken years to bring you the textbook and the accompanying materials. The material has been class tested numerous times in both academic and executive development classes. Students, salespeople, and sales managers have found the material to be educational, enjoyable, practical, and real-world.

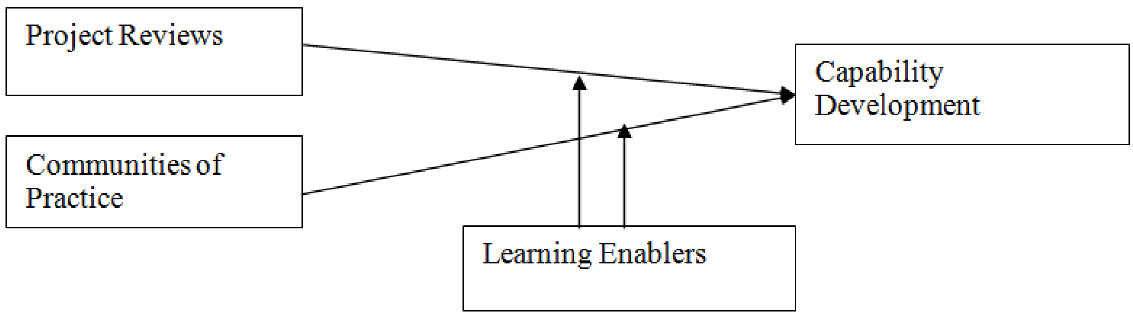
We have used this textbook with my different groups, such as undergraduates, graduates, organizations, in-house training, and Executive MBA programs. Primarily it is used for the undergraduate sales management course.

The instructor's manual was designed to assist instructors as much as possible in teaching the sales management course. It has been particularly written for those who have either never taught the course or not taught the course very often. It will also be a big help to the instructor looking for a different textbook to use for a change of pace

As you will see, an enormous amount of time and effort was expended to provide you valuable assistance. Having been in sales with Colgate, Upjohn, and Ayerst Laboratories for eight years, plus having taught the course over 30 times, I still welcome all the help I can get from time to time. So I know how much an instructor's manual can aid you. I sincerely hope it is a help to you!

A Caution Note: It is very challenging--if not impossible--to develop an Instructor's Manual error-free. Our team has worked very hard to provide you accurate information. However, please double-check the information. For example, we used a spell checker; it came with my PC, it plainly marks four my revue, mistakes I cannot sea, I've run this poem threw it, I'm sure your please too no, its letter perfect in it's weigh, my checker tolled me sew.

Today the business environment is very dynamic and it is characterized by the uncertainty; companies that are enthusiastic to survive in this rigorous environment must learn to react changes rapidly and thus it required the development of new competences (suikkia, Tromstedta, & Haapasalob, 2006) [6]. According to (Nyhan, 1998) [7] competence development is one of the most critical factors that ensure the companies competitiveness; he further said that organizations which try to implement the competence-based strategy are the learning organizations.



This study will help the managers understanding the importance of preserving the knowledge by sharing it to the other employees in project oriented organizations. As the paper theorizes that the different methods of knowledge sharing can help the organizations in capability development that will provide the sustainable competitive advantage to the organizations. As it is believed that the intangible, knowledge based competencies are difficult to imitate. In this dynamic environment where competition is rigorous and organizations has to change the way they deliver their services, organizations are in dire need to discover knowledge base competitive advantages.

This study gives a chance to the operating companies to revisit their internal policies of capturing knowledge and sharing it to the employees to develop the sustainable competitive advantage. Project is the one time unique and challenging activity; if the lesson learned from one project are not communicated and transferred to other employees; the employees can never avoid the costly mistakes and can never complete the projects effectively and efficiently. So practically HR department of the Companies can use the results of this study to maximize the effectiveness of their projects by knowledge base capability development.

Delimitations of the study
There are different forms of learning in organizations like networking, coaching, mentoring etc but the current study is only limited to the "Project Review" and "Communities of practice". Other forms of learning can be included in study to measure their affect on capability development.

The study will only be limited to two industries i.e. Telecom industry and Developmental sector but there are so many others industries which are completely project oriented and can be incorporated to generalize the results of this study. The study is also limited to the few cities of Pakistan, so to generalize the results of the study we should broaden the geographical region of study.

The participation of the participant in research will be informed and voluntary in nature, and all the personal information of employees will be kept confidential throughout the study and their names, designations and age will never be disclosed to any one at any point of time. But there has been limited research that considers under what circumstances the relationship between transformational leadership and follower outcomes is stronger or weaker. Specially in light of gender and public/private organizational difference.

THE MODEL

The model for this research is as follows:

emotional intelligence (EQ)

trust

humor

justice

ethics

leaders training

followers' empowerment

leader-member exchange and communication

Transformational Leadership

3. Data and Methodology
The current study is explanatory in nature and the researcher will study the causal effects of Independent variables (Project Reviews and Communities of Practice) on dependent variable (capability development).

Population frame
Employees working in the telecom sector and developmental sector will be the population of the study.

Sample selection
To study the affect of PR and COP on CD, the data will be collected randomly from the employees working in the projects of telecom sector and developmental sector.

Unit of analysis
Employee of telecom sector and developmental sector will be the unit of analysis for the current study.

Instrument of Data Collection
A personally administered questionnaire will be used for this particular study. Questions will ask to study the impact of IV (PR, COP) on the DV (CD). Already validated questionnaire with high croanbach alpha will be used for the current study, though the face validity internal reliability of the scale will be ensured after the pilot testing.

Sampling Size
The total sample of 200 employees will be collected for the particular study.

Sampling Technique
Non probability, convenient sampling will be used for the study as the sample frame is not available.

Data Collection Methods
Primary data will be collected for the current study; structured close ended, self administered questionnaire will be handed over to the respondents to collect the data.

$$PV_{it} = a_1PV_{it-1} + a_2INV_{it} + a_3EXTECH_{it} + a_4RINTRA_{it} + a_5RINTER_{it} + a_6POP_t + a_7RER_t + a_8INC_t + \mu_i + e_{it} \quad (9)$$

Where PV is the product variety in sector i, INV is the national technological innovation in sector i, EXTECH are the national technological spillovers, RINTRA are the intra-industrial R&D spillovers resulting from abroad, RINTER are the inter-industrial R&D spillovers resulting from abroad, POP is the growth rate of population, RER is the real effective exchange rate, INC is the foreign income per capita, μ is the specific effect of a sector, e is error term, i and t are the sectoral and temporal indexes.

According to Arellano and Bond (1991) to deal with a possible skew of omitted variables related to the specific effects, it is necessary to differentiate the equation in level (equation 9). The resulting equation of first difference takes the following general form:

$$PV_{it} - PV_{it-1} = a_1 (PV_{it-1} - PV_{it-2}) + a_2 (INV_{it} - INV_{it-1}) + a_3 (EXTECH_{it} - EXTECH_{it-1}) + a_4 (RINTRA_{it} - RINTRA_{it-1}) + a_5 (RINTER_{it} - RINTER_{it-1}) + a_6 (POP_t - POP_{t-1}) + a_7 (RER_t - RER_{t-1}) + a_8 (INC_t - INC_{t-1}) + e_{it} - e_{it-1} \quad (10)$$

This equation of first differences makes it possible to eliminate the sector specific effect and consequently the skew of invariant variables omitted in time.

4. RESULTS

Table 1

Test of Comparison of Averages of the Products Variety Between the Groups of Manufacturing Sectors During the Period 1987-2007

Group of Sectors	Number of Observations	Average of the Products Variety	Difference in Averages (t-statistics)
TLP sectors	63	0.124	-0.084 ** (-2.277)
TMP sectors	63	0.208	
Total	126		

(**) Significant difference in averages to the threshold of 5%

Table 2
Results of the of GMM Estimates with Dependent Variable: Products Variety

PVt	Coefficient (t-Student)
PV_{t-1}	0.1707 (0.99)
INV	0.2187 (0.29)
EXTECH	0.3594 *** (2.94)
$RINTRA_t$	0.0002 (0.21)
$RINTER_t$	-0.0003 *** (-4.27)
INC	0.0002 ** (2.26)
RER	10.7950 (-0.72)
POP	8.1542 * (1.68)
Constant	-44.0423 *** (-2.68)
Test of validity of the instruments of Hansen	chi2(118) = 0.00 p-value = 1.000
Test of validity of the instruments of Sargan	chi2(118) = 123.61 p-value = 0.344
Test of autocorrelation of Arellano-Bond	
Arellano-Bond test for AR(1) in first differences:	Z = -1.93 p-value = 0.053
Arellano-Bond test for AR(2) in first differences:	Z = 0.96 p-value = 0.339

Number of Observations: 120 Number of Sectors: 6
(***) Significant at a threshold of 1% (**) Significant at a threshold of 5% (*) Significant at a threshold of 10%

Tests of Comparisons of Averages and Variances of the Number of Patents Deposited Between Groups of Manufacturing Sectors During
The Period 1987-2007

0: technologically less powerful sectors
1: technologically more powerful sectors
Two-sample t test with equal variances

Group	Obs	Mean	Std.Err	Std.Dev	[95% Conf. Interval]	
0	63	2.365079	.2582996	2.05019	1.848746	2.881413
1	63	8.873016	.6946847	5.513889	7.484361	10.26167
Combined	126	5.619048	.4700364	5.276146	4.688787	6.549308
Diff	-6.507937	.7411515	7.9748830	-5.040990		

diff = mean (0) - mean(1) t = -8.7808
Ho: diff = 0 degrees of freedom = 124
Ha: diff < 0 Ha: diff! = 0 Ha: diff > 0
Pr(T < t) = 0.0000 Pr (|T| > |t|) = 0.0000 Pr(T > t) = 1.0000

Variance ratio test

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
0	63	2.365079	.2582996	2.05019	1.848746	2.881413
1	63	8.873016	.6946847	5.513889	7.484361	10.26167
combined	126	5.619048	.4700364	5.276146	4.688787	6.549308

ratio = sd(0) / sd(1) f = 0.1383
Ho: ratio = 1 degrees of freedom = 62, 62
Ha: ratio < 1 Ha: ratio != 1 Ha: ratio > 1
Pr(F < f) = 0.0000 2*Pr(F < f) = 0.0000 Pr(F > f) = 1.0000

Test of Comparison of Averages of the Products Variety Between the Groups of Manufacturing Sectors During the Period 1987-2007

0: technologically less powerful sectors
1: technologically more powerful sectors
Two-sample t test with equal variances

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
0	63	.1239048	.0210683	.1672247	.0817898	.1660197
1	63	.2076857	.0301653	.2394294	.1473862	.2679852
Combined	126	.1657952	.0187025	.2099356	.1287806	.2028099
Diff	-.083781	.0367943	-.1566071	-.0109548		

diff = mean(0) - mean(1) t = -2.2770
Ho: diff = 0 degrees of freedom = 124
Ha: diff < 0 Ha: diff != 0 Ha: diff > 0
Pr(T < t) = 0.0122 Pr(|T| > |t|) = 0.0245 Pr(T > t) = 0.9878

Variance ratio test

Group	Obs	Mean	Std. Err.	Std. Dev.	[95% Conf. Interval]	
0	63	.1239048	.0210683	.1672247	.0817898	.1660197
1	63	.2076857	.0301653	.2394294	.1473862	.2679852
Combined	126	.1657952	.0187025	.2099356	.1287806	.2028099

ratio = sd(0) / sd(1) f = 0.4878
Ho: ratio = 1 degrees of freedom = 62, 62
Ha: ratio < 1 Ha: ratio! = 1 Ha: ratio > 1
Pr(F < f) = 0.0027 2*Pr(F < f) = 0.0053 Pr(F > f) = 0.9973

Tests of Spécification and Résultats of Estimates
Dépendant Variable: Products Variety

Dynamic Panel-Data Estimation, One-Step System GMM

PV	Coef.	Robust. Std.Err.	z	P>|z|	[95% Conf. Interval]	
PV						
L1	.1706813	.1723773	0.99	0.322	-.1671721	.5085346
INV	.218668	.7419089	0.29	0.768	-1.235447	1.672783
EXTECH	.3593948	.122161	2.94	0.003	.1199636	.5988259
RINTRA	.0001623	.0007758	0.21	0.834	-.0013583	.0016829
RINTER	-.0002625	.0000615	-4.27	0.000	-.0003831	-.0001419
RER	10.79488	4.94032	-0.72	0.470	-40.07737	18.48761
INC	.0001842	.0000815	2.26	0.024	.0000245	.000344
POP	8.15422	4.856641	1.68	0.093	-1.364622	17.67306
Cons	-44.04225	16.43696	-2.68	0.007	-76.2581	-11.8264

Arellano-Bond test for AR(1) in first differences: z = -1.93 Pr > z = 0.053
Arellano-Bond test for AR(2) in first differences: z = 0.96 Pr > z = 0.339
Sargan test of overid. restrictions: chi2(118) = 123.61 Prob > chi2 = 0.344
Hansen test of overid. restrictions: chi2(118) = 0.00 Prob > chi2 = 1.000
Group variable: i Number of obs = 120
Time variable: t Number of groups = 6
Number of instruments = 127 Obs per group: min = 20
Wald chi2 (7) = 440.78 avg = 20.00
Prob > chi2 = 0.000 max = 20

Dynamic Panel-Data Estimation, One-Step System GMM

PV	Coef.	Robust Std. Err.	z	P|z|	[95% Conf. Interval]	
PV						
L1.	.1526909	.1831849	0.83	0.405	-.20643449	.5117266
INV	.2162747	.7067774	0.31	0.760	-1.168984	1.601533
INC	.0002056	.0000877	2.34	0.019	.0000337	.0003776
POP	8.292571	4.844697	1.71	0.087	-1.202861	17.788
cons	-46.28226	16.61317	-2.79	0.005	-78.84347	-13.72106

Arellano-Bond test for AR(1) in first differences: z = -1.94 Pr > z = 0.053
Arellano-Bond test for AR(2) in first differences: z = 0.97 Pr > z = 0.333
Sargan test of overid. restrictions: chi2(82) = 96.63 Prob > chi2 = 0.129
Hansen test of overid. restrictions: chi2(82) = 0.00 Prob > chi2 = 1.000

Group variable: i	Number of obs = 120
Time variable: t	Number of groups = 6
Number of instruments = 91	Obs per group: min = 20
Wald chi2 (7) = 2921.10	avg = 20.00
Prob > chi2 = 0.000	max = 20

Dynamic panel-data estimation, one-step system GMM

PV	Coef.	Robust Std. Err.	z	P>|z|	[95% Conf. Interval]	
PV						
L1.	.1646413	.1778953	0.93	0.355	-.1840271	.5133097
INV	.1873374	.7028184	0.27	0.790	-1.190161	1.564836
EXTECH	.3928634	.1252406	3.14	0.002	.1473963	.6383304
RINTRA						
L1.	.0017025	.0007706	2.21	0.027	.0001923	.0032128
RINTER						
L1.	-.0001186	.000057	-2.08	0.037	-.0002303	-7.00e06
RER	7.603025	16.97558	0.45	0.654	-25.66849	40.87454
INC	.0000398	.0000646	0.62	0.538	-.0000868	.0001664
POP	5.898083	5.055086	1.17	0.243	-4.009704	15.80587
Cons	-25.99538	13.59094	-1.91	0.056	-52.63314	.6423824

Arellano-Bond test for AR(1) in first differences: z = -1.94 Pr > z = 0.053
Arellano-Bond test for AR(2) in first differences: z = 0.87 Pr > z = 0.383
Sargan test of overid. restrictions: chi2(82) = 97.16 Prob > chi2 = 0.121
Hansen test of overid. restrictions: chi2(82) = 0.00 Prob > chi2 = 1.000

Group variable: i	Number of obs = 120
Time variable : t	Number of groups = 6
Number of instruments = 91	Obs per group: min = 20
Wald chi2(7) = 842.68	avg = 20.00
Prob > chi2 = 0.000	max = 20

5. CONCLUSION

Staying abreast of current research to benefit your teaching practice is one of the best things you can do for yourself and your students. It's also something I feared I would not have time for once I was leading my own classroom. I was right. As a student I was required to read research, which was excellent for my professional growth and development. It was a gift my teachers gave to me, and even though I enjoyed it, I didn't truly appreciate it at the time. The problem arose when reading research for my professional development was not required, but rather something I was to find time for on top of everything else on my plate as a new educator. Unfortunately, with all the demands and time constraints of teaching, reading professional literature went to the bottom of the to-do list.

When planning curriculum, usually the last thing on your mind is "what does the latest research have to say about teaching my topic." And yet, making time for research is well worth the effort and can strengthen your teaching skills as you work with students, plan student assignments, and anticipate and respond to teaching situations.

The importance of staying current Being a professional in a field under constant scrutiny, economic cuts, and high-stakes testing means that now more than ever teachers need to motivate and engage students in their learning. Your commitment to ongoing professional development and staying current on the latest research will go a long way in helping you stay energized and enthused in the classroom.

This commitment also means reviewing and revising lessons on a yearly or semester basis. Although it's tempting to simply keep reusing proven plans, one of the best uses of your time will be to see how they fit into the current conversation in the research field. Are the strategies and technologies you're using still relevant, or is there a new technique you should try? Keeping your students engaged and motivated is worth the investment in time updating your lessons. You will serve your students best by applying your knowledge base to their learning needs.

I found that I learn best when learning is self-directed, related to life-experiences, goal oriented, relevant, practical, and respectful. When applying these strategies to students, I include telling them why it is important to learn the skills and concepts by relaying real-world connections, the importance to future learning, the relevance to their lives, and how the information can transfer to other content areas. It is important for students to feel a sense of responsibility for their learning and you will help them by relating learning to important areas.

When returning to the research databases as I pursued my doctorate, I realized the mistake I made which disconnected me from the goals I had for my teaching practice. I felt like I was returning to my passion and I decided I wanted to remain connected to these strategies and keep my students informed of them. I hope to inspire you to learn from my mistake and encourage you to excel in your practice even as you are starting out.

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