



**FACTORS OF SUCCESSFUL WOMEN LEADERSHIP
IN SAUDI ARABIA
FACTORES QUE EXPLICAN UN LIDERAZGO FEMENINO DE ÉXITO EN
ARABIA SAUDITA**

*PhD Dissertation Prepared by
Manal Matouq Kattan*

*Under Supervision of
Dra. Carmen de Pablos Heredero*

&

Dr. Jose Luis Montes Botella

Dra. Vasilica Maria Margalina

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Universidad Rey Juan Carlos

Facultad de Ciencias Jurídicas y Sociales

Departamento de Economía de la Empresa (Administración, Dirección y Organización)

PhD Dissertation

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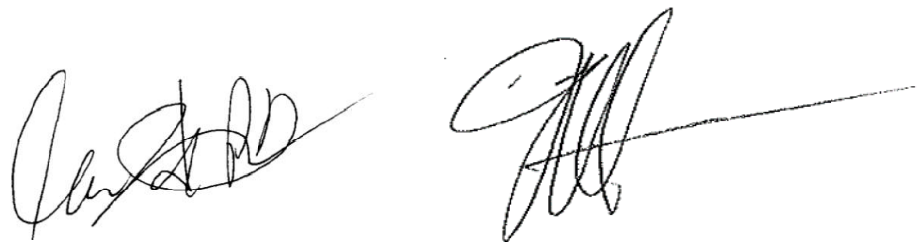
&

Dr. Jose Luis Montes Botella

Dra. Vasilica Maria Margalina

Madrid, 2015

Los directores de la presente Tesis Doctoral, Dra. Carmen de Pablos Heredero, el Dr. José Luis Montes Botella y la Dra. Vasilica María Margalina, damos por finalizado este trabajo titulado "Factors of successful women leadership in Saudi Arabia", realizado por Doña Manal Kattan. Lo consideramos concluido y que reúne los requisitos necesarios para su exposición y defensa ante el tribunal oportuno.

Two handwritten signatures in black ink. The signature on the left is cursive and appears to be 'Carmen de Pablos Heredero'. The signature on the right is also cursive and appears to be 'José Luis Montes Botella'.

Dra. Carmen de Pablos Heredero

Dr. José Luis Montes Botella

A handwritten signature in black ink, appearing to be 'Vasilica María Margalina'.

Dra: Vasilica María Margalina

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TABLE OF CONTENTS

Content	Page No.
ABSTRACT	1
RESUMEN	1
CHAPTER 1	11
INTRODUCTION	13
1. WOMEN'S LEADERSHIP MODEL	14
1.1 Explanation of the Model	15
THEORETICAL FRAMEWORK	16
2. CULTURE	16
2.1 Definition of Culture	16
2.2 Organizational Culture	16
2.3 Internal and External Culture	17
2.4 Saudi Culture	18
2.4.1 Women in Traditional (Tribal) Culture	18
2.4.2 Women in Islam	19
2.5 Women in Modern Kingdom	20
2.6 Saudi Organization's Culture	22
2.7 Leadership and Organization Culture	23
2.8 Saudi Woman Leadership and Effective Culture of the Organization	24
2.9 Measuring Organizational Culture	25
2.9.1 Support Orientation	26
2.9.2 Innovation Orientation	26
2.9.3 Coordination Orientation	26
2.9.4 Rules Orientation	27
Van Muijen et al. (1999)	28
Shim (2010)	28
Van Muijen et al. (1999)	30
3. EDUCATION	32
3.1 Definition of Education	32
3.2 Benefits of Education	32
3.3 Education in the Kingdom	33
3.4 Girls' and Women's Education	35

3.5 The Importance of Education upon Effective Leadership	37
3.6 Women’s Leadership and Education.....	38
3.7 Success of Women Leadership in K.S.A. and the Role of Education.....	38
3.8 Measurement of Education.....	39
4. SOCIETY	40
4.1 Definition of the Society	40
4.2 Societies and Woman	40
4.3 The Relationship between Society and Women Leadership	42
4.4 Saudi Society and the Status of Women.....	43
4.5 Saudi Society and Women Leadership.....	45
4.6 Measuring the Role of Society upon Women Leadership	47
5. LEADERSHIP SKILLS	49
5.1 Definition of the Skills	49
5.2 Skills of Effective Leadership	50
5.3 Factors That Have Big Influence on Building Skills.....	51
5.4 The Role of Skills in Achieving the Organization Objectives	52
5.5 The Difference between Women and Men in Leadership Skills.....	54
5.6 The Leadership Skills and Saudi Women	56
5.7 How to Measure Leadership Skills.....	57
6. EXPERIENCEAND KNOWLEDGE	59
6.1 Definition of Experience	59
6.2 Definition of Knowledge.....	60
6.3 The Role of Experience in Achieving Successful Leadership	61
6.4 The Role of Knowledge in Achieving Successful Leadership	62
6.5 The Impact of Experience and Knowledge on the Success of Women Leadership	63
6.6 The Impact of Experience and Knowledge on Saudi Women Leaders.....	63
6.7 How to Measure Experience and Knowledge	66
CHAPTER 2.....	67
THE EMPERICAL STUDY	69
1. The Proposed Model and Hypotheses	69
1.1The Proposed Model for Measuring Saudi Women Leadership Success and the Hypotheses....	69
1.2 The Proposed Model for Analyzing the Future Perspectives for Saudi Working Women.....	74
CHAPER 3	79
METHODOLOGY	81

1. Qualitative Analysis: in-depth Interviews	82
2. The Questionnaire for the Quantitative Analysis	83
CHAPTER 4.....	91
RESULTS AND DISCUSSIONS	93
1. SWOT Analysis of the in-depth Interviews	93
2. Questionnaire Analysis.....	107
3. Testing the Research Method Reliability	109
4. Results of the Model that Measures Women Leadership Success (Model 1)	154
5. Results of the Model that Measures Future Expectations for Saudi Working Women and Their Access in Leadership Positions (Model 2)	162
CHAPTER 5	169
CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS & FUTURE STUDIES.....	171
1. CONCLUSION	171
2. RECOMMENDATION.....	174
3. LIMITATIONS & FUTURE STUDIES	175
BIBLIOGRAPHY	177
APPENDICES.....	193
APPENDIX (A) THE QUESTIONNAIRE.....	193
APPENDIX (B): SUMMARY TABLES	203

LIST OF TABLES

Table	Page No.
<i>Table 1: Summary of Dimensions Supported by Literature (Own elaborated 2015).....</i>	30
<i>Table 2: Graduates at Bachelor Level by University (1995-1999).....</i>	34
<i>Table 3: Statistics of Saudi Students in 2006/2007</i>	35
<i>Table 4: Statistics of Saudi Students in 2007/2008</i>	35
<i>Table 5: Statistics of Saudi Students in 2008/2009</i>	35
<i>Table 6: The Questionnaires' structure</i>	83
<i>Table 7: The Technical Fiche.....</i>	87
<i>Table 8: Latent Variable Correlations Model 1.....</i>	154
<i>Table 9: Quality Criteria Overview Model 1</i>	155
<i>Table 10, Total Effects (Mean, STDEV, T-Values, p-values).....</i>	156
<i>Table 11: Cross Loadings</i>	159
<i>Table 12: Latent Variable Correlations Model 2.....</i>	162
<i>Table 13: Quality Criteria Overview</i>	163
<i>Table 14: Total Effects (Mean, STDEV, T-Values).....</i>	163
<i>Table 15: Cross Loadings</i>	165

LIST OF FIGURES

Figure	Page No.
Figure (1): Women's Leadership Model (Own elaborated, 2012).....	14
Figure (2): Components of Organizational Culture (Usono and Majewski, 2010).....	25
Figure 3: Model to Measure Organizational Culture (Usono and Majewski, 2010).....	31
Figure 4: The Proposed Model and Hypothesis for the Analysis of Saudi Women Leadership Success (Model 1)	69
Figure 5: The Model that Analysis Future Perspectives for Saudi women (Model 2).....	74
Figure 6: Shows Sample Distribution According to Ages	88
Figure 7: Shows the Participants Distribution According to Management Position	88
Figure 8: Sample Distribution According to the Field	89
Figure 9: Sample Distribution According to Academic Qualification	89
Figure 10: Sample Distribution According to Years of Experience before the Current Job	90
Figure 11: Sample Distribution of the Years of Experience in the Current Job.....	90
Figure 12: Path Values of Model 1.....	158
Figure 13: Path Values for Model2	164

FACTORS OF SUCCESSFUL WOMEN LEADERSHIP IN SAUDI ARABIA

ABSTRACT

Saudi woman face many types of sexual segregation, which hinders her opportunity to reach leadership positions, even that there are misconceptions in our society that she is not suitable for leadership, so we try here to focus on this subject in the light of lack of studies which investigate this matter. This paper aims to highlight the factors promoting success in leading organizations in general and the success of women in particular with highlighting the status of Saudi women in these factors. The main hypothesis is "the more the woman has factors of leadership, the more success she may achieve in leading organizations". We conclude that although Saudi woman still suffers from a lot of obstacles, but the cultural change, societal transformation, increase her education, skills, employment and technological developments that reduces the impact of lack experience and knowledge, increase their chances of success in leading organizations so we expect her bright future especially in light of keenness of King Abdullah to support woman role in society and enable her to lead. So we recommend Saudi women perseverance to take their rights and demonstrate their success in leadership. This study was conducted during the reign of King Abdullah bin Abdulaziz Al Saud.

Key Words: Saudi, Women, Leadership, Success Factors

RESUMEN

Las mujeres de Arabia Saudita se enfrentan a diferentes modalidades de segregación sexual, que limitan la oportunidad que pueden llegar a tener a la hora de ocupar posiciones de liderazgo. De hecho, se producen falsas creencias en nuestra sociedad que promueven la orientación de pensamiento que las mujeres no son aptas para el liderazgo. Por ello, en este trabajo nos centramos en los pocos estudios que se ocupan de este particular. Este trabajo destaca los factores que promocionan el éxito en las organizaciones en general y el éxito de las mujeres en particular destacando el estatus de las mujeres sauditas en estos factores. Nuestra hipótesis principal es "cuantos más factores de liderazgo posee la mujer, mayor éxito puede alcanzar cuando lidera organizaciones". Concluimos que aunque las mujeres sauditas todavía se enfrentan a un sinfín de obstáculos, los cambios culturales, las transformaciones

sociales aumentan sus habilidades educativas, el empleo y los desarrollos tecnológicos que suplen la falta de experiencia y conocimiento, aumentan sus posibilidades de éxito en las organizaciones lideradas. Por ello esperamos que en el reinado del Rey Abdullah se apoye el papel de las mujeres en la sociedad y se le facilite las posibilidades de liderar. En esta investigación se verifica que las mujeres saudíes perseveren a la hora de conseguir sus derechos y mostrar su éxito en liderazgo.

Este estudio ha sido realizado durante el reinado del Rey Abdullah bin Abdulaziz Al Saud.

Palabras clave: saudí, mujeres, liderazgo, factores de éxito

FACTORES QUE EXPLICAN UN LIDERAZGO FEMENINO DE ÉXITO EN ARABIA SAUDITA

Introducción

Liderazgo se define como un proceso en el que un individuo influye en un grupo de personas para conseguir un objetivo común. Esta definición es similar a la de Northouse's (2007, p3) *"El liderazgo es un proceso donde un individuo influye en un grupo de personas para conseguir un objetivo común"*.

El liderazgo tiene un papel esencial en cualquier organización, su éxito conlleva el éxito de la organización. Este éxito requiere de un conjunto de factores, capacidades y comportamientos en un líder. Estos factores incluyen: cultura, sociedad, educación, habilidades para el liderazgo, experiencia y conocimiento, etc.

A lo largo de su carrera, las mujeres necesitan más habilidades que los hombres para conseguir éxito en la forma en la que ejercen el liderazgo puesto que la cultura tradicional restringe, en la mayoría de las sociedades, sus oportunidades de conseguir posiciones de líderes. En esta investigación se va a discutir cómo influyen estos factores en el liderazgo femenino.

Objetivos del trabajo

Los objetivos principales de este trabajo son:

- Destacar los factores que promocionan éxito en el liderazgo en organizaciones en general y para el caso de las mujeres en particular.
- Destacar el estatus de las mujeres Saudís en relación a estos factores.
- Crear un modelo que muestre los factores más importantes en el éxito del liderazgo femenino.

Justificación del trabajo

La mujer saudí se encuentra con muchos tipos de segregación, que obstaculiza su oportunidad de alcanzar posiciones de liderazgo. Hay preconcepciones en la sociedad saudí que explican que no es apropiada para alcanzar posiciones de liderazgo.

Modelo de Liderazgo Femenino

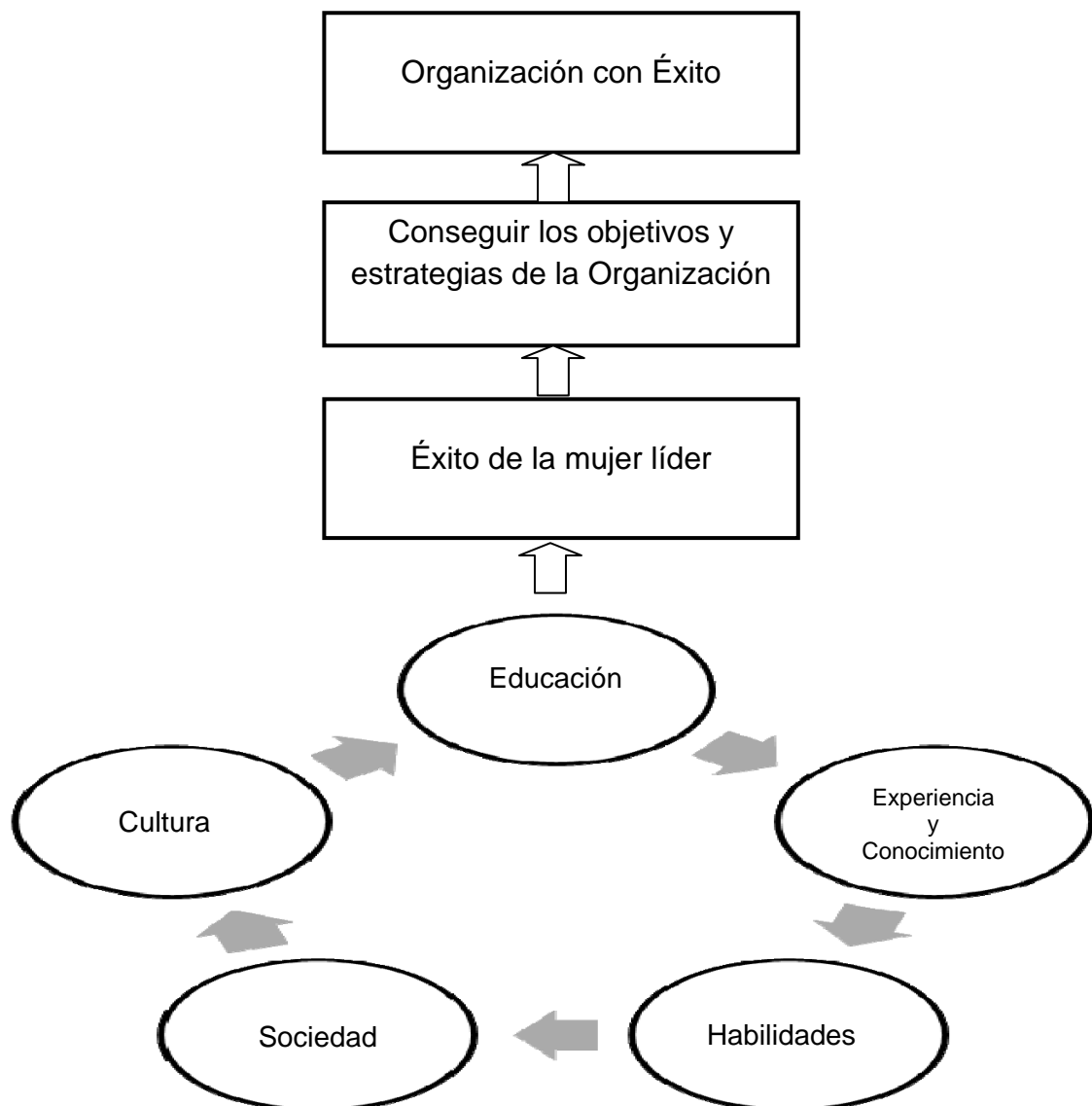


Figura (1): Modelo de liderazgo femenino (Elaboración propia, 2012)

Hipótesis principales del trabajo

Cuanto más factores de liderazgo tiene la mujer, más éxito puede conseguir en las organizaciones que lidera (Jago, 1982; Badawi, 1997 and AlShehabi, 2000).

Factores que afectan al liderazgo femenino

1. Cultura

La cultura organizativa son los valores, actitudes, experiencias, creencias compartidas por los trabajadores de una organización. Cualquier organización está afectada por el entorno social. Por ello las mujeres que lideran cualquier organización también están sometidas a las influencias de la sociedad en dos aspectos:

Primero: la mujer no podría alcanzar posiciones de liderazgo si la cultura de la sociedad no se lo permitiese o si tuviese que enfrentarse a muchos obstáculos que tienen impactos negativos en su capacidad de alcanzar posiciones de liderazgo.

Segundo: las mujeres líderes se enfrentarán a muchas dificultades para dirigir a empleados especialmente a hombres al éxito.

Las dimensiones más importantes para medir cultura incluyen; orientación de apoyo, orientación hacia la innovación, orientación a la coordinación y orientación a las reglas.

2. Educación

Cuanto mayores cualificaciones educativas tienen las mujeres líderes, más éxito pueden conseguir (Barney, 1996; Teece, 2007; Peteraf, 2009)

El proceso de educación puede hacer posible que los individuos piensen claro y actúen de forma efectiva para conseguir objetivos auto seleccionados (Berg, 2011). La educación conduce al proceso de modernización de cualquier país desarrollado y contribuye a hacer al país más civilizado. Todos los gobiernos están interesados en desarrollar educación, para desarrollar capacidades de las personas (Webb, et al., 2010). Los títulos académicos son importantes para ganar posiciones de liderazgo (Nissar, 2010). Cuanto mayores son los certificados educativos, más oportunidades de conseguir posiciones de liderazgo. El gobierno Saudí ofrece a las estudiantes mujeres de las mejores ofertas de becas académicas. El Ministro de Educación superior muestra que las mujeres con graduados y post graduados alcanzan el 60% de las estudiantes.

La medida del factor de educación depende de los certificados académicos del líder, pero a veces el líder tiene éxito incluso si no cuenta con títulos académicos, como el caso de Bill

Gates, uno de los líderes más famosos en el mundo que dirige una de las empresas más grandes en el mundo, aunque no posee títulos académicos.

3. Sociedad

Cuanto más moderna es la sociedad más positiva es la visión sobre que la mujer participe en la sociedad, y más oportunidades puede tener en posiciones de liderazgo. Por ejemplo, los pensamientos de la sociedad pre-industrial no están al mismo nivel que la industrial o la postindustrial (McKay et. al., 2009). Los tipos de sociedad configuran diferentes visiones de mujeres, y esto se refleja en su participación en la fuerza de trabajo, y en cómo consiguen posiciones de liderazgo.

4. Habilidades de liderazgo

Cuanto más habilidades para liderazgo tiene una mujer, más éxito puede conseguir (Caliper, 2005; Falimban, 2011). Ser un líder efectivo demanda de habilidades duras y blandas, que se pueden entrenar (Jarnestrom, 1995). Algunos autores (Sabattini, 1999 and Caliper, 2005) muestran que las mujeres tienen mejores habilidades para el liderazgo que los hombres. Las mujeres líderes saudí han realizado cursos de entrenamiento que las han ayudado, como el seminario "Desarrollando habilidades de liderazgo en mujeres jóvenes". La medida de este factor depende en las habilidades efectivas que la mujer líder tenga. A medida que una mujer líder desarrolle sus habilidades de liderazgo, pueden conseguir mejores posiciones en las organizaciones.

5. Experiencia y Conocimiento

Hay una correlación positiva entre el conocimiento y la experiencia que las mujeres tienen y el éxito que pueden alcanzar (Fatany, 2007; Robert y Thomas, 2008). Cuanto más conocimiento profundo tienen las mujeres líderes, mayor es su habilidad para conseguir objetivos organizativos con éxito. Los obstáculos y la segregación que las mujeres sufren en la sociedad Saudí afectan sus esfuerzos para conseguir experiencia o conocimiento puesto que tienen un número limitado de oportunidades a la hora de conseguir trabajo y más difícil la oportunidad de conseguir una posición de liderazgo, así que es muy duro conseguir una experiencia amplia o un gran conocimiento.

Metodología de Estudio

Para conseguir los objetivos, se han aplicado métodos cuantitativos y cualitativos, lo que incluye la recolección de datos primarios a través de cuestionarios y el desarrollo de entrevistas en profundidad de forma consecutiva. Tres muestras aleatorias de mujeres Saudís y hombres se han analizado: una muestra de 12 mujeres para en análisis cualitativo, una muestra de 37 mujeres y una muestra de 50 mujeres y hombres para los análisis cuantitativos.

Análisis cualitativo: entrevistas en profundidad:

- Para completar la interpretación de los resultados, se ha realizado un análisis estadístico cualitativo de las entrevistas en profundidad. Para alcanzar este objetivo, se han realizado entrevistas directas con 12 mujeres que ocupan posiciones de liderazgo en el Reino de Arabia Saudita (KSA)
- Los datos derivados de la entrevista se han analizado por medio de análisis DAFO

El cuestionario del análisis cuantitativo

- El cuestionario se ha diseñado para generar resultados que pueden analizarse para ver si sirven a los objetivos del estudio.
- La muestra total es de 50 personas, 37 mujeres y 13 hombres.
- Se ha realizado análisis SEM de ecuaciones estructurales con variables latentes.

Resultados del Estudio

Los resultados muestran que las mujeres que tienen mayores habilidades para el liderazgo han recibido más formación y tienen más conocimiento y experiencia. Los resultados también indican la falta de experiencia de las mujeres Saudís a la hora de liderar organizaciones.

El análisis DAFO (compuesto por 12 participantes) indica que un 17% de la muestra tiene menos de 10 años de experiencia en posiciones de liderazgo, 42% tienen menos de 20 años, y un 25% cuentan con menos de 30 años mientras que sólo un 16% de los cuestionados tienen menos de 40 años de experiencia.

El conocimiento tiene un impacto negativo en la cultura. Significa que el conocimiento puede reducir el acceso a las barreras que tienen las mujeres para conseguir mejores posiciones. La relación entre edad y experiencia es positiva. Significa que cuanto mayor es la edad de la mujer, más conocimiento tiene.

Invertir en educación puede contribuir a reducir o eliminar las barreras culturales, como se muestra en los resultados. Parece que se van a llevar a cabo cambios en la sociedad Saudí en lo relativo a las posiciones de las mujeres trabajadoras, como indica la relación positiva entre Sociedad. Pero, la relación entre Sociedad y la posición que ambos mujeres y hombres alcanzan en organizaciones Saudís es negativa. Por tanto, ambos, hombres y mujeres en Arabia Saudita han de enfrentarse a las barreras que les impiden acceder a posiciones más altas en las organizaciones. Hay una relación estadística positiva entre Cultura y Sociedad. Los resultados muestran que las personas que cuentan con más información y tienen más conocimiento ven positivas las políticas del gobierno que promocionan que las mujeres consigan posiciones de liderazgo en instituciones públicas. Y el conocimiento se puede aumentar a través de programas educativos y de formación. Más allá, esta clase de políticas muestran impactos negativos en la cultura.

Conclusión

- Hay varios factores que promueven el éxito de un líder, incluyendo educación, habilidades, experiencia y conocimiento. El objetivo de este trabajo consiste en analizar los factores que promueven éxito en el liderazgo de las organizaciones en general y en el éxito de las mujeres en particular destacando el estatus de las mujeres con respecto a estos factores.
- El estudio muestra un modelo que se representa los factores que influyen en el éxito del líder. Entre estos factores se encuentran la educación, las habilidades, la experiencia y el conocimiento que se relacionan positivamente con un entorno positivo como la sociedad y la cultura, que ayudan de forma positiva a que las mujeres tengan éxito en su liderazgo.
- Los resultados del trabajo indican que la educación es un factor importante que apoya el éxito de un líder.
- Además, se ha probado que cuanto mayor son las habilidades personales y profesionales de un líder, mayor éxito puede conseguir.
- El trabajo también muestra que la experiencia y el conocimiento apoyan el éxito de un líder, a medida que se tiene más experiencia y conocimiento más especializado, más éxito se consigue.
- El trabajo empírico también indica como las mujeres de Arabia Saudita están sometidas a mucha segregación sexista por parte de la sociedad local.

- La relación entre conocimiento y cultura y entre edad y experiencia también se ha analizado. Las barreras culturales impiden el acceso de las mujeres a posiciones de liderazgo y pueden reducir también el conocimiento que tienen.
- La relación fuerte entre cultura y sociedad se puede interpretar que trabajando en un contexto cultural de este tipo se pueden disminuir o eliminar también las barreras de la sociedad.

CHAPTER 1

CHAPTER 1

INTRODUCTION

Leadership plays an essential and vital role in any organization, as leadership abilities undoubtedly lead to the success of the organization, especially in light of contemporary developments such as globalization and severe global competition imposed by The World Trade Organization (WTO) and The General Agreement on Tariffs and Trade (GATT) when it makes borders open to international companies.

Leadership success requires the availability of several factors, capabilities and behaviors of leader that enhance his chances of success, and these factors are: culture, society, education, skills, experience and knowledge. (Reference?).

Women in particular are mostly indeed for more prominent abilities than men to be able to succeed in leadership, as the environment and traditional culture in most societies restrict their opportunities to get leadership positions and impede their success in leadership.

In Saudi society; women suffer from multiple forms of discrimination against them due to factors which are rooted in traditional Saudi culture and in the Saudi society structure.

We will try in this research to study factors that promote the success of leadership, according to the proposed model, which shall be latterly mentioned. We will try to address each factor and it's effects upon leadership success separately, starting from its definition, and investigate the impact on the success of leadership in general, and on the success of women's leadership in particular, and the reality status of Saudi women in these factors in the Saudi society. At the end of study, a conclusion for our research shall be mentioned in addition to some recommendations related to the subject. Figure 1 presents the model that according to which the literature review has been elaborated and validated in this research.

1. WOMEN'S LEADERSHIP MODEL



Figure (1): Women's Leadership Model (Own elaborated, 2012)

1.1 Explanation of the Model

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in ways that makes it more organized and coherent, which leads to achieve the objectives of the organization and strategies. This definition is similar to Northouse's (2007, p3) definition- "*Leadership is a process whereby an individual influences a group of individuals to achieve a common goal*".

Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education and knowledge, training, and experience (Jago, 1982).

This suggested model shows the most important factors associated with each other which make a successful women leader.

In general, education and continuous knowledge are essential factors that help any leader to succeed in his/her leading (Al-Shehabi, 2000). We find that the experience which is combined by the leadership skills either natural or acquired is one of the very important elements in achieving the success of the leadership.

In this study of Saudi citizens, it is found that the society's support, encouragement and the level of their culture are the main and basic components that achieve the success of the Saudi Women leaders and sustain this kind of leadership as well (Badawi, 1997).

When all these factors are available in women leaders, that will go to the success of leadership in general (AlShehabi, 2000), it drives to achieve the objectives and strategies of the organization that she led. As results it will achieve the success of that organization.

THEORETICAL FRAMEWORK

2. CULTURE

Hypothesis: the more culture supports equality between men and women, the more success women can achieve in their leadership

2.1 Definition of Culture

Culture is a term that has many different meanings. For example:

- Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts. The Center for Advance Research on Language Acquisition goes a step further, defining culture as shared patterns of behaviors and interactions, cognitive constructs and understanding that are learned by socialization (Zimmermann, 2015).
- The set of shared attitudes, values, goals, and practices that characterizes an institution, organization or group (Harper, 2001).

In the twentieth century, "culture" became important, although with different meanings, in different disciplines such as cultural studies, organizational psychology and management studies (Tomasello, 1999). The "term "culture," originally meant the cultivation of the soul or mind (Velkley, 2002).

2.2 Organizational Culture

Organizational culture is an idea in the field of organizational studies and management which describes the psychology, attitudes, experiences, beliefs and values (personal and cultural values) of an organization. It has been defined as "the specific collection of values and norms that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization (Hill, 2001).

While Webster (1989) mentioned that organizational culture is the fundamental shared set of beliefs and values that put the customer in the center of the firm's thinking about strategy and operations, Ravasi and Schultz (2006) affirm that organizational culture is a set of shared mental assumptions that guide interpretation and action in organizations by defining appropriate behavior for various situations. Although it's difficult to get consensus about the definition of organizational culture, several constructs are commonly agreed upon, namely that organizational culture is holistic, historically determined, related to anthropological concepts, socially constructed, soft, and difficult to change (Ravasi and Schultz, 2006).

Schein(2004, p. 26) defined organizational culture as"*A pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way you perceive, think, and feel in relation to those problems*".

Although we agree with all of those definitions, it should be noted that culture takes a long time to shape, therefore learning processes may affect the culture but it could not shape it, so that we defined the organizational culture as “the values, attitudes, experiences, beliefs shared by staff in the organization, and most of them are influenced by the society culture”. Additionally, this definition relates to our study, as the society and culture of the Kingdom of Saudi Arabia (K.S.A.) no doubt has influences upon any organizational performance, particularly for women in leadership.

2.3 Internal and External Culture

All organizations are comprised of both an internal and external culture. The internal culture that spreads among its employees is made up of psychology, attitudes, experiences, beliefs and values. Internal culture may also contain many sub-cultures. As sub-cultures within organization emerge upon people who can easily classify themselves and others into various social groups (Ouchi 1980).

The other type of culture is the external culture which represents forces outside the organization, and it is out of its control although it may affect organizational performance. And as Martin (1983) explained, the core values of the firm’s dominant culture may be directly challenged by the core values of another culture, society culture or internal counter culture.

The external culture is part of broad conditions that may affect organizations, such as the society culture, economic conditions such as interest rates, changes in disposable income, and stage of the business cycle, and can also be impacted by political/legal conditions -federal, provincial, local governments, general stability, and the largest influence results from socio-cultural conditions- expectations of society (values, customs and tastes) (2003 Pearson Canada Inc.). Cultural differences in the international contexts where we, and firms interact, may prove that an effective use of emotional intelligence(EI) becomes even more critical.

2.4 Saudi Culture

All organizations are affected by the external factors of the environment in which they operate. Additionally, female leaders are impacted by the society and culture in two key aspects:

First: Women are unable to obtain leadership positions if the prevailing society and culture does not allow that, otherwise a woman is likely to face many obstacles that have negative impacts on her reaching leadership positions. This is particularly true of developing countries, where few women reach leadership positions, although the situation is improving in developed nations.

Second: Female leaders will face many difficulties to lead employees to success, especially men to success if they have negative values against women, as they will not fully co-operate with her in achieving the organization's goals, and may in contrast seek to fail the woman's decisions in order to prove that men are better than women in leading organizations. Although Schein's (2010) model argues that leaders can create culture and must manage and sometimes change culture, and we agree with him, but it is very difficult to change the culture of people who have held negative opinions about women for a long time and this culture has its roots in the history than to change culture of people who have fair values about woman.

In fact, both of the above aspects exist in the Kingdom of Saudi Arabia (Saudi Arabia), and in order to explain that further, we shall highlight the culture of Saudi Arabia

The culture of Saudi Arabia has two bases. First: religious base, Second: traditional (tribal) base, although both of them are merged and effected by the modernization of Saudi today as explained below.

2.4.1 Women in Traditional (Tribal) Culture

Saudi Arabia has a traditional (tribal) culture and like many traditional cultures in different countries, women have a restricted will. In the past, a girl was considered as a source of misery and burden. Some baby girls were buried alive, as it was thought that women brought shame and poverty to families (Beck and Nikki, 1978).

Saudi historian Al-Fassi (2009) considers the historical origins of Arab women's rights, using evidence from the ancient Arabian kingdom of Nabataea. Al-Fassi found that Arab women in Nabataea had independent legal personalities, and she suggests that women lost many of their rights through ancient Greek and Roman law prior to the arrival of Islam (Al-Fassi, 2009).

In pre-Islamic Arabia, women's status varied widely according to laws and cultural norms of the tribes in which they lived. In some tribes, such as Makkah (Mecca) -wherein the prophet

of Islam, Muhammad (peace be upon him), was born- a tribal set of rights was in place. Women were emancipated even in comparison with many of today's standards (Shaikh, 2010). There were instances where women held high positions of power and authority, for instance our prophet Mohammed (peace be upon him) worked with Khadija (may God bless her soul); who was a great trader and he married her later.

But in most tribes, women lacked of rights whatsoever and they were treated no better than a commodity. Not only they were enslaved, but they could also be inherited as a possession. They were subordinate to their fathers, brothers, and husbands.

In fact this culture restricted women's rights not only in Arab peninsula, but it was also spread in the whole world in Medieval ages, and this situation still occurs in some rural areas in Saudi and other countries, as we can see Sati, an Jauhar* in India. Also; in ancient Chinese culture women's role was largely restricted to their homes, even according to English Common Law, which was placed from the 12th Century onward, all property which a wife held at the time of a marriage became a possession of her husband. French married women suffered from restrictions on their legal capacity which were removed only in 1965 (Haddad, 1998).

Islam instructions seek to change those wrong ideas, and offer women a lot of free will and reserve their rights, as Islam considers woman is the same of man in many things specially worship.

2.4.2 Women in Islam

Anyone wishing to understand Islam and women must first separate the religion from the cultural norms and style, and practices of a society. As an example, female genital mutilation is still practiced in certain pockets of Africa and Egypt, but is viewed as an inconceivable horror by the vast majority of Muslims (Maqsood, 2010).

The Quran is addressed to all Muslims, and for the most part it does not differentiate between male and female. Man and woman, it says, "were created of a single soul," and are moral equals in the sight of God. Women have the right to divorce, to inherit property, to conduct business and to have access to knowledge.

***Sati**: The ritual of dying at the funeral pyre of the husband is known as "Sati" or "Sahagaman". According to some of the Hindu scriptures women dying at the funeral pyre of her husband go straight to heaven so it's good to practice this ritual.

***Jauhar**: It is also more or less similar to Sati but it is a mass suicide. Jauhar was prevalent in the Rajput.

Since women are required to fulfill all the same obligations and rules of conduct as the men, some of the commands are unknown to Western tradition, differences emerge most strongly when it comes to pregnancy, child-bearing and rearing, menstruation and, to a certain extent, clothing (Maqsood, 2010).

Women may not be equal in the manner defined by Western feminists, but their core differences from men are acknowledged, and they have rights of their own that do not apply to men. It is generally accepted that Islam changed the structure of Arab society. According to Islamic studies professor Watt, Islam improved the status of women by instituting rights of property ownership, inheritance, education and divorce (Bashir, 2000).

The Sharia (Islamic Law) does not reject female leadership, but culture may prohibit that and at least they have negative impression on female leadership, although there have been many highly respected female leaders in Muslim history, such as Shajart al-Durr (13th century) in Egypt. In the modern era, there have also been examples of female leadership in Muslim countries, such as in Bangladesh and Pakistan. However, in Arabic countries, no woman has ever been head of state, although they have held many high positions such as minister, director, chairwoman, and even judge (Karam, 1998). So it is clear that Islam's instructions cannot be considered a deciding factor in the restriction of women attaining positions of leadership.

In Saudi Arabia, some aspects of traditional culture have been integrated with Islamic instruction, and this has led to confusion regarding Islam's influence on the leadership of women. In order to resolve this confusion, it is important to compare the behavior against other cultures with predominant Islamic cultures. For example, women have been forbidden from driving in Saudi Arabia, but are able to do so freely in other countries.

2.5 Women in Modern Kingdom

In general, the region of the Arab peninsula is characterized by gender inequality (Moghadam, 1993). This main obstacle creates difficulties towards women's rights and liberties as reflected in some laws. In Saudi Arabia women still strive for their rights, as the country is characterized by gender inequality, where all women, regardless of age, are required to have a male guardian (Asmaa, 2010).

Saudi Arabia is the only country in the world that prohibits women from driving. The World Economic Forum 2009 Global Gender Gap Report ranked Saudi Arabia 130th out of 134 countries for gender parity (Gender Gap Report, 2009).

In Saudi Purdah* requires women to avoid men and to cover most of their bodies. Many historians and Islamic scholars hold that the custom, if not requirement, of the veil predates Islam in parts of the Gulf region. They argue that the Qur'an was interpreted to require the veil as part of adapting it to tribal traditions.

Non-Mahram* women and men must minimize social interaction. As a result, most offices, banks, and universities shall have separate entrances for men and women according to law. Companies traditionally have been expected to create all-female areas if they hire women and this may handicap them to employ women as it represents an additional burden upon them (Al-Fassi, 2007).

Although now the strictness of the dress code and other restrictions upon women varies by region, in Jeddah, women have more freedom regarding veils and covering their clothes with an Abaya* whereas Riyadh and Buraidah are more conservative.

Now as the Kingdom joined the World Trade Organization (WTO), and encouraging foreign investments, also the developments seen in regulations in the Kingdom nowadays lead to more opening culture in the matter of women, in order that we can see many recent orders and rules that encourage the role of woman in the society. In late September 2011, King Abdullah has declared that women will be able to vote and run in the 2015 local elections, and be on his advisory council (BBC News, 2011).

Some "firsts" in Saudi women's employment occurred in 2013, when the Kingdom registered its first female trainee lawyer, (Arwa al-Hujaili), its first female lawyer to be granted an official license from its Ministry of Justice (Bayan Alzahran) and the first female Saudi police officer (Ayat Bakhreeba). Bakhreeba earned her master's degree in public law from the Dubai police academy and is the first police woman to obtain a degree from the high-level security institute. Furthermore, her thesis on "children's rights in the Saudi system" was chosen as the best research paper by the police academy (Alarabia, 2013). Saudi women were first allowed to ride bicycles, although only around parks and other "recreational areas" (Ramdani, 2013), also *Forbes* and *Time* magazines have named Lubna Olayan one of the world's most influential women (Forbes, 2013).

There are many changes witnessed in Saudi culture with regards to women, especially as now it is acceptable from the people to see women working as tellers, lawyers, waiters,

*Purdah: Type of baggy dress for woman, such as Abaya or Veil.

* Mahram person to a woman: one of her relatives, who can't married her (as her brother, uncle..etc), and Non-Mahram anyone else who can marry her.

*Abaya: a type of almost black colored baggy dress for woman, which covers all her body except her face.

salespeople, and other jobs more than before. In addition, female athletes from Saudi Arabia competed in the 2012 Olympic Games for the first time.

Sayidaty.net recently conducted a survey, in which 71 percent of respondents were women and 29 percent men, to highlight some of the major issues that the public sees as important. This confirmed that not all of Saudi society conforms to the ultra-conservative opinions, and most of them refuse not allow extremists to dictate their lives and impose their views and opinions on the whole of society (Saudi Gazette, 2013).

Despite the above advances, the empowerment of women in Saudi Arabia still has a long way to go. Progressive women who advocate modernity are still a minority. The conservatives still support gender segregation policies (Fatany, 2013), and still religion and society combine to foster significant social control, and there is still strict gender segregation sanctioned by the state and society but in lesser degree than before. These situations contradict with the position of women "Holy Qur'an" which offers women all the rights and capabilities to take their own decision. These societies, however control women's capabilities and change them according to their own interest and needs, as illustrated by AlAlhareth, and his colleagues (2015).

2.6 Saudi Organization's Culture

Walker (2003) and his colleagues considered that culture of an organization found in Islamic countries such as Saudi Arabia is impacted by tribal customs whereby a manager is supposed to behave like a father figure in most organizations. While Yavas (1997) points out that in such a culture style where by the manager is expected to make all decisions hampers the change process and performance of these organizations. Meanwhile, the study of Alanazi and Rodrigues (2003), revealed that the most Saudis like being directed and informed on what to do, more so, they prefer government involvement in the organization practices (Bhuiyan et al., 2001).

Cultural aspects as well as religious practices which restricted women have resulted in the country depending on overseas workforce, particularly pertaining crucial, expert technological and specialized positions (Al-Kibsi et al., 2007). In Saudi Arabia and in Arab culture in general, the candid feedback on performance might be viewed by the employees as unfriendly and hostile (Gopalakrishnan, 2002).

In October 2005, Saudi Arabia successfully joined the World Trade Organization (WTO) after 12 years of negotiation (Evans, 2005). Joining the WTO means that the kingdom's culture will need to be immersed in the melting pot of Western culture and may develop the ability to

implement regulatory decisions based on social, religious, and cultural issues may be restricted (SAM-Advanced Management Journal, 2007). Increased foreign investments in Saudi Arabia conform to international standards, and it is expected to have several impacts not only on the Saudi economy but also on its culture as well (SAM-Advanced Management Journal, 2007).

Now, leaders and managers in Saudi Arabia face great culture challenges in their endeavor to improve the performance of their organizations. The greatest challenges of all are cultural issues and work practices which limit employee's performance compared with those in Western companies. Keeping and raising a wide base of Saudi technical and skilled labor staff is a challenge because Saudis are more motivated by status and position. "*Many young Saudis have grown up in luxury, seeing their parents getting well-paid, high-status positions*" (Bell, 2005, p7).

In fact, we are suffering from a lack of research studies that explore issues relating to organizational culture in Arab countries in general and the Saudi context in particular (Al-Adaileh, 2011). A recent study revealed a statistically significant correlation between organizational culture and Knowledge Exchanging (KE) as a whole (0.75), which emphasizes the effective role of organizational culture factors on knowledge exchanging within the context of the study (Al-Adaileh, 2011).

A survey was done on organizational culture in some Saudi companies. The findings of the survey have indicated that Saudis' cultural practices have reduced performance and productivity of these companies. As Vecchio (2005) suggested, Organizational culture has a direct impact on the performance of the organization.

2.7 Leadership and Organization Culture

Schein (2010) suggests that an organization's culture develops to help it cope with its environment, and contends that many of the problems confronting leaders can be traced to their inability to analyze and evaluate organizational cultures. This way makes leaders the main key of solving organization cultural problems.

One of the primary responsibilities of strategic leaders is to create and maintain the organizational characteristics that reward and encourage collective effort.

- So managers must create meaning out of randomness, confusion, and ambiguity.
- And culture can be taught to new members although leaders can't control stories about themselves.

Productive cultural change will occur if leaders correctly analyze the organization's existing culture, and evaluate it against the cultural attributes needed to achieve strategic objectives. Consequently, leaders must first possess a clear understanding of the strategic objectives for their organization and identify the actions needed to reach those objectives.

Next conduct an analysis of the organizations existing ideologies, values and norms.

McGregor mentioned that if people are treated consistently in terms of certain basic assumptions, they come eventually to behave according to those assumptions in order to make their world stable and predictable (Schein, 2010).

2.8 Saudi Woman Leadership and Effective Culture of the Organization

The Sunni Wahhabi beliefs that spread in the kingdom of Saudi Arabia make strict gender segregation sanctioned by the state and society. In general this affects woman role in any organization.

Women may work outside the home in settings where they do not have contact with unrelated men. Women are employed in girls' schools and the women's sections of universities, social work and development programs for women, banks that cater to female clients, medicine and nursing for women, television and radio programming, and computer and library work. Sections of markets are set aside for women sellers.

According to Elaine (2007), societal changes that accompanied modernization also brought change to traditional and religious institutions. The Kingdom witnesses in the era of the Custodian of the Two Holy Mosques; King Abdullah bin Abdul-Aziz Al Saud great renaissance for women as he facilitates taking charge of high positions to them such as Minister of Education, and many other high positions, he allows woman to participate in Saudi parliament (Majlis AlShoura) and to elect municipal councils (Okaz, 2011).

Several number of women nowadays in Saudi Arabia succeed in changing the old thoughts about the women, and in fact they are playing an important role in changing Saudi's mind, they already embedded an ideal type of woman leadership that can lead the change of values and concepts against woman in their organization and in whole society and lead their organizations to success. Women leaders impose their respect to all and confirm the importance of woman in contributing with man in the development process in the country.

2.9 Measuring Organizational Culture

Researchers of organizational culture perceive the concept differently but their approaches can be considered to be based on either (a) values and (b) work practices (Usoro et al., 2006). The strong argument for using values is that most definitions of culture have values at their core. Organizational science researchers who emphasize organizational values in describing organizational culture include Hibbard and White (1998). Taking a values approach allows an in-depth study of organizations and values methods are frequently used in ethnographic and case studies. The drawback with the values approach is that practitioners and researchers cannot perform comparative studies on organizations. Thus, recent trends have been developed in the practice-based approach to dimensioning organizational culture.

A renowned figure in organizational cultural studies (Hofstede, 2001), demonstrated that organizations show more differences in practices than in values. Wilderom (2004) and colleagues agreed with this view, thus justifying practice-based approach especially when the interest is not to dig into the innermost depths of culture which social psychologists even say may lie beneath the threshold of our conscious awareness (Hall, 1976). To dimension culture from practice or behavior does not ignore values (and its unique configuration with norms and beliefs) because many researchers agree that values affect work practices (Park et al., 2004; Eldridge and Crombie, 1974). From an opposite direction, Wilderom et al. (2004) argued that values can be derived from existing practices within an organization. Cultural work practices include sharing of knowledge and information freely (Calantone et al. 2002; Park et al., 2004), risk taking (Van Muijen et al., 1999), and inclination to promote and follow rules (Van Muijen et al., 1999). For a systematic discussion of these practices, components of original culture onto four orientations as shown in figure 2:

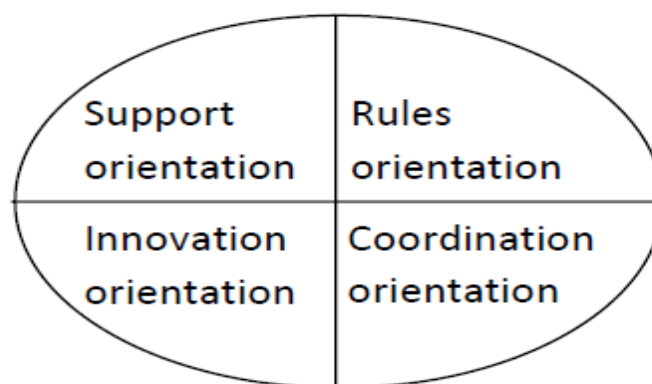


Figure (2): Components of Organizational Culture (Usoro and Majewski, 2010)

2.9.1 Support Orientation

Support dimension has a direct link with the study of Shim (2010). He defines support as a dimension of organizational culture while investigating the factors that influence child welfare employee's turnover from organizational culture and climate aspect.

Organizations vary in the extent to which they provide such supports to their members and the extent of such provisions reflect some aspect of their culture.

2.9.2 Innovation Orientation

Different studies support innovation as an organizational culture component expressed in various ways, for example, improvement orientation (Wilderom et al., 2004), adaptability (Denison and Fey, 2003), high performance work orientation (Mathew, 2007), achievement of constructive culture, and this component has a direct base to Van Muijen et al. (1999) and Shim (2010). Innovation presents also a link with the performance orientation and market orientation dimensions of organization culture model developed by Cunha and Cooper (2010). This is because to be innovative, one has to perform very well and needs to introduce new ideas to improve product and develop new markets. Innovation can also be connected to the proficiency dimension specified by Glisson (2007) in Organizational Social Context (OSC).

There could be many reasons for innovation but some of the major reasons specified by researchers are: openness to criticism (Van Muijen et al., 1999), sharing of knowledge (Mathew, 2007), sharing information freely (Park et al., 2004), encouragement of new ideas, and taking risks (Van Muijen et al., 1999).

2.9.3 Coordination Orientation

Coordination is an explicit element of organizational culture (Wilderom et al., 2004) but little attention has been given to this element in past studies of organizational culture. In an organization, different units depend on each other for information (Bakar, 2001; Nurmi, 1996). Inter-departmental coordination, organization structure and teamwork are defined as operational components for coordination (Gittell, 2009). Some empirical studies have already proofed it in different industries (De Pablos Heredero et al., 2012, 2013, 2014, 2015; Vinagre et al., 2014; Margalina et al., 2014; Margalina et al., 2015).

2.9.4 Rules Orientation

Every organization has at least some rules and regulations. Organizations make rules to ensure that tasks are performed with little or no problems. This element, rules, of organizational culture has foundations in the work of Van Muijen et al. (1999). Managers make rules to achieve consistency. Therefore rules dimension also matches with the consistency dimension of organizational culture in the work of Denison and Fey (2003). Rules also link with the rigidity and resistance of organization culture dimensions specified by Glisson (2007). In rigid cultures, members of the organizations strictly follow rules and there is little or no deviation from rules. As a result of strictly following the rules, there is little interesting new ways of performing tasks and there is a resistant to change in the organization. Opposite to rules dimension of organizational culture is autonomy. Wilderm et al. (2004) defined autonomy as a task related to the degree in which employees have decision latitude at the job level.

Usually, the rules of an organization govern their procedures and standards, and employees are obliged to comply with them. When managers follow rules other members are likely encouraged to emulate. Some organizations are more inclined to follow rules than others and the level of inclination is an aspect of organizational culture. Operational components specified for rules in Table 1 are: following procedures, complying with standards and managers' compliance to rules (Van Muijen et al., 1999).

Dimensions	Operational Components	Indication of Existence in Literature Review
Support Orientation	<p style="text-align: center;"><i>Personal problems</i></p> <p style="text-align: center;"><i>Training(personal development)</i></p> <p style="text-align: center;"><i>Work related problems</i></p> <p style="text-align: center;"><i>Managing conflict</i></p>	<p style="text-align: center;">OCI, Shim (2010) Cunha and Cooper (2010)</p> <p style="text-align: center;">Van Muijen et al. (1999)</p> <p style="text-align: center;">Shim (2010) Cunha and Cooper (2010)</p> <p style="text-align: center;">OCI, Shim (2010) Van Muijen et al. (1999)</p> <p style="text-align: center;">Rahim, M. A. (2015).</p>

Innovation Orientation	<i>Openness to criticism</i>	Shim (2010) Cunha and Cooper (2010) Van Muijen et al. (1999)
	<i>Sharing of knowledge</i>	Mathew (2007) Scarborough (2003) Calantone et al. (2002)
	<i>Sharing information freely</i>	Park et al. (2004) Cunha and Cooper (2010)
	<i>Encouragement of new ideas</i>	Shim (2010) Cunha and Cooper (2010)
	<i>Risk taking</i>	Van Muijen et al. (1999)
Co-ordination Orientation	<i>Inter-departmental</i>	Wilderom et al (2004) Denison and Fey (2003) Cunha and Cooper (2010)
	<i>Teamwork</i>	Shim (2010) Cunha and Gittel (2009) Denison and Fey (2003) Cooper (2010)
	<i>Organization structure</i>	Denison and Fey (2003)

Rules Orientation	<i>Following procedures</i>	<p>Glisson (2007)</p> <p>Wilderom et al. (2004)</p> <p>Denision and Fey (2003)</p> <p>Van Muijen et al. (1999)</p>
	<i>Following with standards</i>	<p>Glisson (2007)</p> <p>Wilderom et al. (2004) Denision and Fey (2003)</p> <p>Van Muijen et al. (1999)</p>
	<i>Following rules by managers</i>	<p>Glisson (2007)</p> <p>Denisionand Fey (2003)</p> <p>Van Muijen et al. (1999)</p>

Table 1: Summary of Dimensions Supported by Literature (Own elaborated 2015)

Finally we can conclude that the most important dimensions for measuring the organizational culture are: support orientation, rules orientation and innovation orientation. We can see these dimensions of organizational culture in figure 3.

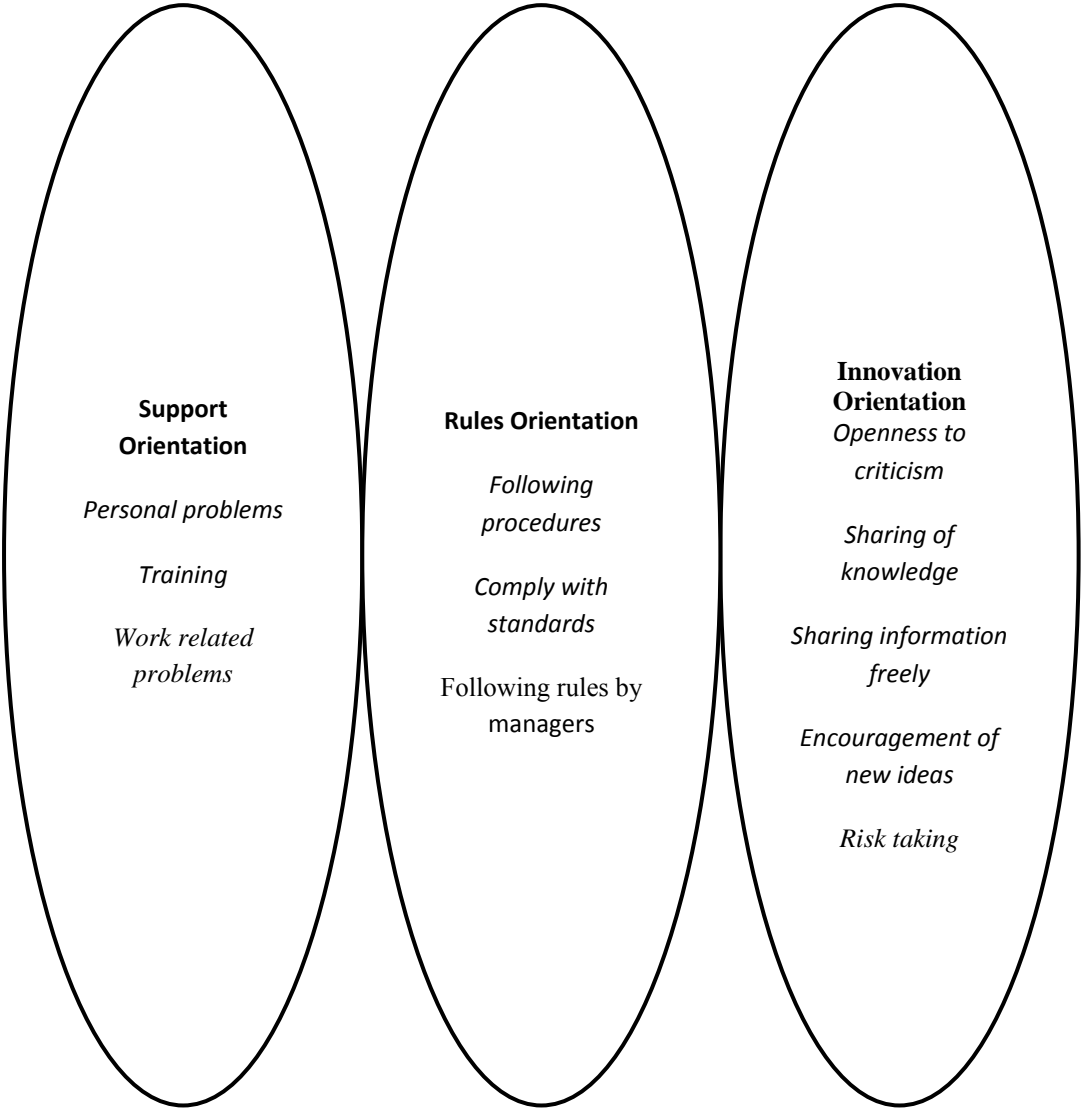


Figure 3: Model to Measure Organizational Culture (Usoro and Majewski, 2010)

3. EDUCATION

Hypothesis: the more educational qualifications the women leaders have, the more success they may achieve

3.1 Definition of Education

Education in the general sense is any act or experience that has a formative effect on the mind, character, or physical ability of a person. It can be defined as the act or process of acquiring knowledge during childhood and adolescence (Heritage Dictionary, 2000). While in its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another (Berg, 2011). Education can also be defined as the process of becoming an educated person (Kneller, 1964). This definition also refers to the fact that an educated person can be more relevant than the education process itself, and this occurs by knowledge or by self-learning without mention on how to distinguish amongst them.

Education can also be defined as the process of helping a person to be able to perceive accurately, think clearly and act effectively to achieve self-selected goals and aspirations (Berg, 2011). So, we define education as follows: *"it is a process of getting information, knowledge, skills, and values whether this process may be provided by educational institutions and organizations (formal or informal) or by the internet or self learning, whether collectively or individually, but for the purpose of our research we concentrate upon formal education by the educational institutions which award educational certificates for whom succeed in meeting the requirements of getting those certificates"*.

3.2 Benefits of Education

There are many benefits derived from the education process, as mentioned in the above definitions. It has formative effects on the mind, character, or physical ability of individuals, and transmits knowledge, skills, and values from one generation to another.

An educated person has an access to optimal states of mind, it makes person able to perceive accurately, think clearly and act effectively to achieve self-selected goals and aspirations (Berg, 2011). No doubt that education contributes to personal and economic well-being, and creates knowledge base which leads to qualifications that may benefit in developing works (Australia Bureau of Statistics, 2006).

Education brings contemporary changes in the country, drives the modernization process of any developing country. It goes without saying that education is only a factor that can meet the requirements of modernity and latest scientific technologies of the world to uphold the dignity and glory of the country. Education also cultivates the intellect, creates change agents, develop spirituality, and models of a democratic society (Webb et al., 2010).

Educational achievements make persons qualified to get suitable jobs, to fill coronary heart positions, to promote in work, to lead enterprises successfully. Education contributes in making the country civilized, results in advancement and prosperity of any nation, and leads the progress of humanity. It helps in developing organizational citizenship behavior (OCB) (Damschroder et al., 2009; 2011)

3.3 Education in the Kingdom

The leaders of the Kingdom did all to catch up to the sequence of civilization starting from the reign of King Abdul-Aziz as since he founded the Department of Education in the year 1925 (1344 H) which would be the section responsible for spreading knowledge in the land, and the surveillance of it. Even if that interest was only about teaching boys at first, women got a part of that interest especially by the rising of the General Presidency of Girls' Education (Souad, 2007).

Education is at the forefront of the Saudi Government's priorities for a longtimes. As government considers it the bedrock for the progress of nations, the education sector has witnessed important developments since the founding of the first Ministry of Education. Thousands of elementary, intermediate and secondary schools have been established, in addition to colleges, higher institutes and several universities.

The Government provides free general and higher education (post secondary), and financial help for male and female students in some areas of general education. University students receive financial help and free housing. In addition meals, books, and transportation are provided at subsidized prices especially for female students who are provided with free transportation (Souad, 2007).

The number of students at all levels of education rose from 600,000 in 1969 - 1970 (1389 - 1390 H) to some 4 million in 1996. The average annual increase during this period was 7.1% for male students and 13% for female students. The number of schools and colleges run by the Ministry of Education (responsible for boy's education) and the General Presidency for girls' education increased from 3,283 in 1969 - 1970 (1389 - 1390 H) to 22,000 in 1994 - 1995

(1414 - 1415 H). Schools for boys rose from 2,654 in 1969 - 1970 (1389- 1390 H) to 10,419 in 1992 - 1993 (1412 - 1413 H), with an annual increase of 6%. Schools for girls grew from 453 in 1969 - 1970 (1389 - 1390 H) to 10,558 in 1994 - 1995 (1414 -1415 H), an annual increase of 13.8%. The number of graduates of higher education, male and female, increased from 808 in 1969 - 1970 (1389 - 1390 H) to 5,124 in 1979 - 1980 (1399 - 1400 H) and to 12,812 in 1984 - 1985 (1404 - 1405 H). In 1994 - 1995 (1414 - 1415 H) the number of male and female university graduates reached 23,074 (Saudi Ministry of Planning, 2000).

<i>University</i>	New Entrants			Graduates		
	Male	Female	Total	Male	Female	Total
<i>King Saudi University</i>	26,000	14,595	40,595	21,880	9,730	31,610
<i>King Abdul Aziz University</i>	27,176	17,936	45,112	15,002	12,970	27,972
<i>King Fahd University</i>	6,833	4,538	11,371	3,418	3,129	6,547
<i>King Fahd U. of Ptro. And Minrls.</i>	6,000	-----	6,000	3,322	-----	3,322
<i>Islamic University</i>	5,990	-----	6,000	3,322	-----	4,300
<i>Imam University</i>	33,280	7,285	40,565	24,515	4,085	28,600
<i>Umm AL- Qura University</i>	10,825	9,195	20,020	6,945	6,340	13,285
<i>Girls Colleges</i>	-----	75,396	75,396	-----	50,885	50,885
<i>Total</i>	116,104	128,945	245,049	79,382	87,139	166,521

Table 2: Graduates at Bachelor Level by University (1995-1999)
(Saudi Ministry of Planning, 2000)

According to the last statistics of the Ministry of Education in the Kingdom of Saudi Arabia, we can note that there is a progress in student numbers in different phases of education with time and this is a fact as Saudi Arabia has (2.7)increase rate of population.

The other thing which we can note here is the equality between the two genders in education, as female in the recent years (from 2006-2009) ranged from 49-50% of students, although the

last statistics (2011) of the Ministry of higher education shows that girls in undergraduates and post graduates reaches 60% of students.

Gender	Students	Total Students	Percentage
Male	2.170.456	4.313.523	50%
Female	2.143.067	4.313.523	50%

Table 3: Statistics of Saudi Students in 2006/2007

Gender	Students	Total Students	Percentage
Male	2.196.625	4.399.759	50%
Female	2.203.134	4.399.759	50%

Table 4: Statistics of Saudi Students in 2007/2008

Gender	Students	Total Students	Percentage
Male	2.525.014	4.962.450	50.9%
Female	2.437.436	4.962.450	49.1%

Table 5: Statistics of Saudi Students in 2008/2009

The Development of Education in K.S.A. (2006-2009) by (Ministry of Higher Education)

3.4 Girls' and Women's Education

In the past few decades, the Gulf Cooperation Council (GCC) women have made enormous strides in their access to education especially in UAE and Saudi Arabia, as 60 percent and 70 percent of university students respectively are women, and GCC governments regularly sponsor women who want to study abroad and bring new talents and skills back to their burgeoning economies (Eagly, 2007). According to the World Bank report, female students in

higher education in Saudi Arabia outnumber those in Jordan, Lebanon, and Tunisia (World Bank, 2008).

The percentage of women receiving an education has increased since 1960. However, women are prevented from taking some subjects such as engineering and architecture. In Saudi Arabia, women in the labor force are mainly in the education sector (World Bank, 2005). The first group of women graduated from a law program in 2008. Although women are not able to practice law, but the government has indicated that they are able to work in courts to assist female clients but this has still not happened (The World Bank, 2009). And although women comprise 58% of students in Saudi Arabia Colleges, they still represent only 14% of labor force.

According to Tabitha, (2008), there is enormous political will here, coming from the king himself to ensure that education fits in with the competitive global market place. This ensure there are many projects to develop women's education, and include Princess Nora bint Abdul Rahman University (PNU) as the first women's university in Saudi Arabia and largest women-only university in the world (Miller, 2011). It also includes the King Abdullah University of Science and Technology, a co-educational venture where women and men will share the same classrooms (Morgan, 2008). In addition, Saudi Arabia provides female students with one of the world's largest scholarship programs . By this program, thousands of women have earned bachelors, masters and doctorate's degree from Western universities (The World Bank, 2007).

The Saudi government has declared a goal of doubling university enrollment between 2010 and 2014. In order to help reach that goal, the government continues to build more public schools and provide high levels of funding, and has resulted in more than 300 higher education colleges for women in the country alongside universities, and women now represent more than 63.6% of the total number of Saudi university students and more than 20% of those benefiting from overseas scholarship program. This percentage is expected to increase in the coming years with the establishment of a number of new universities in major cities in the Kingdom. So the percentage of Saudi women graduating from universities is higher than in some Western countries (*Saudi Gazette*, 2012)

There are three prominent events in the field of women's education: First: King Abdullah created a government-funded scholarship program that has sent thousands of Saudi women to foreign universities since 2005. About 145,000 Saudis, including 40,000 women, are studying on scholarships this year in more than 30 countries.

Second: Saudi Arabia has established Princess Nora bint Abdul Rahman University, the world's largest women-only university.

Third: The King Abdullah University of Science and Technology, which opened in September 2009, is Saudi Arabia's first coeducational campus where men and women study alongside each other. From this analysis' perspective those three events can make big influences on women's education

3.5 The Importance of Education upon Effective Leadership

No doubt that there is a strong link between getting higher education certificates and becoming a more effective leader. Westbrook (2009) in his research suggests that there is a relationship between the educational qualifications of chief financial officers (CFOs) and the effectiveness of local district financial leadership in Alabama Public Schools.

Anderson (2005) stated that different universities certificates are identified with the majority of the managers especially between the ages of 26 and 45 and having obtained some form of qualifications that help them to be succeeding in their positions. Haymon (1992) mentioned that there is a positive connection amongst leadership and college student achievement. In contrast, Balcony (2006) stated that the principal function of leadership emerges from the college as an autocratic, democratic and laissez-faire leader, as there is a relationship amongst leadership style (transformational, transactional or laissez-faire) and educational achievement. As Balcony (2006) suggests, there are correlations between transformational leadership and educational achievement, but there is no correlation between the transactional relationship and laissez-faire with the academic achievement of pupils. And this is right as leaders can by their education get an access to optimal states of mind, and being able to perceive accurately, think clearly and act effectively to achieve self-selected goals and aspirations (Don and Berg, 2011).

So all governments are interested in developing education, and continuously try to reform it, in order to develop individuals' capabilities (Barney, 1996; Teece, 2007; Peteraf, 2009) specially leaders who are the main key of development and progress in any country, so many governments establish specialized colleges in management and leadership fields to teach future leaders how to manage or leading perfectly.

Academic degrees are important in order to gain high leadership ranks and to be more effective in those positions, this is why employers and policy makers value academic qualifications (Nissar, 2010). The more a person gets higher educational certificates, the more opportunity he gets to take leadership positions, and the more success he can achieve.

3.6 Women's Leadership and Education

Leadership can be learned, as we all have leadership potential, just as we have some ability to sing or run, some people may be better than others, but each of us has a starting point to build on with education, training and practice (DeKlein,1997).

Women success in leadership is about making the most of their talents and abilities, and that requires dedication and study in academic institutions that will stretch their intellectually.

It is noted that recently women are more enrollment than men in educational institutions whether preliminary, secondary or even high universities and they get more marks and achieve more percentage in average results than men in general. So, women are better than men in leading skills in the respect of education even if they are equal in other aspects (Younis, 2011).

Many principals judge the candidates to leadership positions by their academic qualifications. No bio-data résumé or curriculum vitae are acceptable without the inclusion of education qualifications. Therefore it is an unannounced rule of both the corporate world and the social world that a man's acquisition of academic qualifications is a giant leap towards opportunities in every walk of life, although women needs more academic qualifications to get the same position of men. For example, Heffernan (2002) said that future of business depends on women as a result of what it was mentioned above, so that Sharpe (2000), calls for appointment of female who get higher educational qualification more than men, as contemporary women are well prepared for leadership, get higher educational qualifications and have some advantages that men do not possess.

3.7 Success of Women Leadership in K.S.A. and the Role of Education

As we see above women in Saudi Arabia achieve highest levels of enrollment in different educational phases more than men. Girls represent now about 60% of students in educational institutions as a result of the government's effort to promote women's education, although they still represent only 14% of its labor force. Most of them work in education, 6% in public health, and 95% in the public sector (Miller, 2011). Women still face several obstacles to get leadership positions match with their educational qualification (DeAnne et al., 2011), and the qualifications they get, as female leaders are still less favorable than that of male ones in Saudi Arabia even if they get higher educational qualifications more than men, as Cheung (2010) mentioned the context of a culture effects gender expectations for women and men as men are still preferred.

No doubt that more opportunities to reach leadership positions by a person and achievement of more success are greatly linked with getting higher educational certificates. So it is noted that most women who already get leadership positions in K.S.A. have obtained university degrees, and the preferable for women who holds Master or PhD in their specialty from abroad, and they already draw a bright success in their position thanks to their higher qualifications rather than other factors of success in leading.

The way they have obtained education may have influence on the success of leadership, where the traditional methods of teaching do not result in good leaders, although modern methods of education which encourage creative thinking, searching, solving problems by scientific methods, building right opinions, democracy, open mind, good communications, work in groups may lead to better leaders. This is why education policy makers always seek to develop education to reflect the modern method of teaching, and Saudi leaders when they choose women in leadership positions, they consider this point and prefer women who get their educational qualifications from abroad in which they use modern methods of teaching, for example Nora bint Abdullah al-Fayez, a US educated former teacher, was made deputy education minister in charge of a new department for female students, a significant breakthrough in a country (Borger and Julian, 2009).

3.8 Measurement of Education

According to Hughes (2009), the best leaders should possess higher levels of education, self-belief, authenticity, drive, self-awareness and integrity. Of course, this requires some degrees of education especially in management and leadership, so national centers in several countries have been established to develop the next generation of leaders (Wigham, 2006) as there is a strong link between getting higher education certificates and becoming an effective leader (Westbrook, 2009).

As a leader obtaining high educational certificates is more successful in his achievements, holders of master degrees are preferred than undergraduate persons to hold leadership positions, as they acquire more abilities to achieve success and of course PhD persons are more successful. Although not all leaders who obtained PhD can become successful leaders, or those who obtained Master degree if other factors of success were not counted, and may a leader successes without getting high educational degree such as Bill Gates one of the most successful leaders in the world, who manages the International Business Machines (IBM) Co.;

one of reputable companies in the world, although he did not have higher educational certificates.

Gordon, a leadership expert at Roffey Park; management training specialist mentioned that each organization must measure leadership differently, as organizations have different goals, so each organization shall specify the qualifications required for leader positions, and measuring the effectiveness of leadership by emphasizing on the process, rather than on the results of finding talented leaders (Embley, 2006).

Marks or grades cannot be used to establish comparisons amongst leaders, because different schools and colleges' exams can result in different grades. Some people think wrong if a school's standardized scores are high, the leader is more effective. We think it is not a condition, we can use marks and grades gingerly, only if we use standardized test scores, although we can use marks and grades to pick the best leaders with other factors.

4. SOCIETY

Hypothesis: the more society encourages equality between men and women, the more success women can achieve in their leadership

4.1 Definition of the Society

Society, or human society, *is a group of people related to each other through persistent relations, or a large social grouping sharing the same geographical or virtual territory, subject to the same political authority and dominant cultural expectations* (Lenski, 1974). Human societies are characterized by patterns of relationships (social relations) between individuals who share a distinctive culture and institutions. Also a society may be described as an economic, social, or industrial infrastructure, ethnic groups, made up of a varied collection of individuals (Jenkins, 2002). But we prefer the first definition for the purpose of the research as we mean by Society: "Saudi citizens who live in Saudi territory and shared the same culture".

4.2 Societies and Woman

Anthropologists tend to classify different societies according to the degree to which different groups within a society have unequal access to resources, prestige, or power. Almost all societies have developed some degree of inequality among their people and the relation

between men and women is part of this inequality. Sociologists place societies in three broad categories: pre-industrial, industrial, and postindustrial (McKay et al., 2009).

Tribal Societies the statuses within the tribe are relatively equal among men, and decisions are reached through general agreement. The family forms the main social unit, this type of organization requires the family to carry out most social functions, including production. Women there suffer from many aspects of unequal treatment. Many countries nowadays witness some sort of this type of societies with some changes. It may represent 40- 60% of population in some countries such as Saudi Arabia, Libya, and Yemen.

Agricultural Societies greater degrees of social stratification appeared therein. For example, women previously had higher social status because they used to share labor more equally with men in such agricultural societies. However, as food stores improved and women took on lesser roles in providing food for the family, they increasingly became subordinate to men (Prakash, 2003).

Capitalism is marked by open competition in a free market, in which the means of production are privately owned, this was the key feature of **Industrial Societies** that relied heavily on machines powered by fuels for the production of goods. This produced further dramatic increases in efficiency. The increased efficiency of production of the industrial revolution produced an even greater surplus than before, however, inequality became even greater than before among men while the women gets more power, and better position than before (McKay et al., 2009).

Post-industrial Societies are societies dominated by information, services, and high technology, more than the production of goods. They include government, research, education, health, sales, law, banking, and so on.

The cultures of post-industrial societies and lifestyles of all of these stem from Western Europe. They all enjoy relatively strong economies and stable governments, allow freedom of religion, have chosen democracy as a form of governance, promote an equal treatment between women and men, in theory and in law, while in practice they are still semi equal (McKay et al., 2009).

Information technologies have impacted society and culture (Orlikowski and Scott, 2008). It therefore covers the effects of computers and telecommunications on the home, the workplace, schools, government, and various communities and organizations, as well as the emergence of new social forms in cyberspace and this encourages spread the call for women rights (feminism) all over the world, as well as their application to improve social inclusion, public services, and quality of life (McKay et al., 2009). As access to electronic information

resources of the 21st century, special attention was extended from the information society to the increased at the beginning knowledge society and that facilitates several shapes of digital life such as technology enhanced learning, e-government, mobile and worldwide internet services, and that enhances the opportunities of women to take initiative to contribute in the societies in an equal way with men and straggle for taking charge of leadership positions (Castells, 2004).

3.3 The Relationship between Society and Women Leadership

Historically, most societies consider that gender precluded most females from becoming leaders. There was a tendency for adult women to be stereotyped as less well-suited than men for leadership roles, so we can witness throughout human history how women have not traditionally been found as leaders.

The types of society shaped different views for women, and this reflected upon their participation in workforce, hence taking charge of leadership positions.

Societies over time developed cultures that support masculinity against feminism with help of economic factors rather than social factors that help to maintain this stereotype (Hofstede, 2001). Till now the perception of women as "outsiders" in work because of their physical differences still spreads especially in most of developing countries.

In this view, all social practices are structured in relation to gender. This includes the social practice of organizing businesses, schools, governments, and the like, and including leadership positions in the design of these organizations. Because social practices replicate the reproductive division of people into male and female, they are said to be "gendered." Thus, gender becomes a property of institutions although the human and historical processes create them. It becomes a characteristic of not individual people but collectivities. To think of gender and leadership in this way, is a considerable factor of success. Doing so provides an explanation for the difficulties women traditionally have experienced ascending to leadership positions and performing leader roles with comfort and ease.

Thus, a woman who aspires to leadership positions must overcome both her childhood socialization, which discouraged development of some essential qualities, and a popular perception of the maleness of leadership both of which tangibly reduce the chance she will be judged qualified. In addition to socialization and stereotyping, other barriers to females' upward mobility into leadership positions include: (a) discrimination against them in personnel decisions involving promotion, selection, and supervision; (b) a dearth of women

and men willing to mentor women; (c) management development opportunities that are based on job rotation (Acker, 1992).

In addition, the assumption those leaders are to be men have come under scrutiny by a growing body of scholarly writing on the subject of gender and leadership.

Interest in gender and leadership started in the United States in the early 1970s, when women slowly began to seek and gain entry into management (Peter, 1997).

The human capital theory presaged an argument that emerged in the mid-1980s: that a company's profits could be bolstered by the special qualities women possess a proclivity for cooperative decision making (Caliper, 2005), ability to share power and communicate well, experience in nurturing the development of others, and comfort with less hierarchical organizations (Lowen, 2010).

Hennig (2003) argued that differences between women's and men's ability to carry out responsible jobs are minimal, once women attain the appropriate job qualifications.

In the other side, many organizations in advanced societies have social, environmental, and economic impacts that have effects on people, their communities, the environment and their thoughts one of this impact supports women work in different jobs (Amato, et al., 2009).

The modernization, economic factors, technology factors, liberalization trends helps women to call for their rights, and establish many feminism movements that support women rights (Altintas, 2008), and with globalization, and information and communication revolution help those thoughts spread over the world, and have some influences, although women still not have the same leadership positions equal to their percentage in society, even in the United States and Western Countries (Calas, 1993).

4.4 Saudi Society and the Status of Women

The Kingdom of Saudi Arabia consisted of four distinct regions and diverse populations. Each region has sustained some measure of nomadic and semi-nomadic population. These tribes comprise 40-60% of the population, and as a result, tribal identities and values are paramount among the population and among those in towns and villages who recognized a tribal affiliation, however, this is decreasing among cities people along time.

Family-tribal values and the interpretations of Islam were at the heart of Saudi society. The general public response was supportive of the Islamic scholars (Ulama) and the actions of the state. Indeed, there was a broad consensus of support for such rulings precisely because they

corresponded to the values of modesty and sex segregation that were enmeshed in religion and in the honor of the family.

Massive oil revenues had brought undreamed of wealth to the kingdom. Affluence, however, proved a two edged sword. The dilemma that Saudi society still face desire to preserve their cultural and religious heritage while realizing the advantages that such wealth might bring. The regime sought to acquire Western technology while maintaining those values that were central to Saudi society (Sabbagh, 2009).

Contemporary Saudi society witnesses new status categories based on education abroad and economic advantages began to undermine the importance of tribal affiliation to status and were having a homogenizing effect on this barrier to social integration and this, of course, helps women to take release from tribal restrictions.

To some extent, as secular education became more valued and greater economic rewards accrued to those with technical and administrative skills, the status of the Islamic scholars (Ulama) declined, and traders constituted an additional elite status category based on wealth, and this encourage woman to work out side families.

Over the past four decades, one striking outgrowth of Saudi development has been rapid migration of the population to the cities. In the early 1970s, an estimated 26 percent of the population lived in urban centers. In 1990 that figure had risen to 73 percent, and this represented a dramatic change in the attitudes of some families, not only toward the nuclear families, but about the limits of sex segregation.

Official figures published by the Saudi government indicated populations of 27 million about 8.4 of them are foreigner workers, and this also support the direction to more involve women in participate in workforce to decrease the need for foreigner workers, and money transferred out side Kingdom of Saudi Arabia (K.S.A.).

Saudi Society after five decades of intense modernization, the country's urban infrastructure was highly developed and technologically sophisticated. Excellent hospitals, clinics, schools, colleges, and universities offered free medical care and education to Saudi citizens. Shopping malls displayed Paris fashions; supermarkets sold vegetables flown in from the Netherlands; restaurants offered Tex-Mex, Chinese, KFC, Pizza or haute cuisine; and amusement centers with separate hours for male and female with single-family houses but among opposition voices there was another contrast, some demanded representation to ensure that the governing system would enforce Sharia (Islamic law), whereas others demanded representation to ensure protection for the individual from arbitrary religious or political judgments.

Now, globalization, modernization, revolution of information technology, satellites, and internet, liberalization, feminism movements, world organization, outside pressure, with other internal factors such as women education, immigration to towns, society urbanization, foreign workers, Saudi development, effects of generation help women placed in areas of public space.

4.5 Saudi Society and Women Leadership

In spite of the limitations imposed by sex segregation values spread in Saudi society, the number of working women, and the kinds of places in which they worked, was growing. In the early 1990s, women were employed in banks, including banks exclusively for women, in utility and computer operations, in television and radio programming, and in some ministries. They worked as clerical assistants, journalists, teachers and administrators in girls' schools, university professors, and as social workers. In medicine, women served as doctors, pharmacists, and, more recently, as nurses and occupied leadership position in those fields.

By the 1990s, women had proved themselves competent to succeed in employment and leadership positions that had been culturally perceived as men's work, and, in the academic field they had shown that they could be more successful than men. Women had also carved out for themselves positions of respect outside the family, whereas previously an aspect of respect for women came from being unknown outside the family.

Urbanization fostered new institutions, such as women's charitable societies, that facilitated associations and activities for women outside the family network, and press and internet allow women to call for their rights (Al-Homoud, 2001).

Government and private groups actively sought ways to expand the areas in which women might work. The issue became more pressing as the number of female university graduates continued to increase at a faster rate than the number of male graduates, as the level of education rose, the request of women to get jobs and leadership position increases.

Although the conservative view favored complete separation of women from men in public life, with the education of women devoted to domestic skills, reject their charging in leadership positions, driving cars while the liberal view sought to transform "separation values" into "modesty values," allowing the expansion of women's opportunities in education, work, taking responsibilities, leadership positions.

The government leader has made every effort to modernize the society and increase the role of women in the public life, education, work, leadership, elect for municipality councils,

parliamentary (Magles Alshowra), and being ministers. But the progress is still very slow (Al-Ahmadi, 2011), as the king considers the traditions, history, heritage, religion groups, and the society culture may contradict with vast and fast contribution of women in the public life and leadership positions.

And in this matter we agree with Castells (2004) that cybernetic culture with Internet development stressing the roles of the state, shapes, social movements and social activists, business, and networking logic which consist a paradigm of new capitalism, as reaction new social movements that may produce thoughts to maintain identities such as religious movements that reject fast social changes but as a result of interaction a new cultural landscape society are emerged and this interprets what is happening now in Saudi Arabia.

A research conducted in 11 cities around the Kingdom of Saudi Arabia using a random sample of 3000 male and female citizens to poll their opinion on all aspects of female's workforce participation. Various issues were addressed such as preferred female work environment, role of male guardians in career decisions, society's acceptance of women being ministers, diplomats, religious scholars, and sports trainers, and many other controversial issues. The results showed that despite the various regions within the Kingdom, Saudi society strongly supports women's employment and participation in national development. And with respect to the more socially sensitive issues such as women's driving, assuming leadership positions (Omar, 2010), 86% of Saudis receiving unemployment benefits are women, and 40% of those women have been graduated from universities and colleges (Sullivan, 2013).

The World Economic Forum 2009 Global Gender Gap Report ranked Saudi Arabia 130th out of 134 countries for gender parity. It was the only country to score a zero in the category of political empowerment. The report also noted that Saudi Arabia is one of the few Middle Eastern countries to improve from 2008, with small gains in economic opportunity (Report, 2009).

New York-based Human Rights Watch said in a December report that Saudi women are still treated as "legal minors, no matter how old they are." (Report, 2013)

As Saudi women take jobs that were previously not open to them, they're creating a new workplace dynamic in the country. More Saudis now accept the idea of women working in jobs such as law or real estate (Abu-Nasr, 2013).

Women were previously forbidden from voting or being elected to political office, but King Abdullah declared that women will be able to vote and run in the 2015 local elections, as well as be appointed to the Consultative Assembly (Okaz, 26/09/2011) According to the statement published in the Saudi News Agency, King Abdullah promise has been fulfilled by

contribution of Saudi women in local election of August 2015 for the first time since the foundation of the Saudi Kingdom (<http://arabic.rt.com/news/784536>).

Saudi leader and officials acknowledge that change is coming but slowly especially in such a conservative society in order to avoid bad effects on the stability of the society.

4.6 Measuring the Role of Society upon Women Leadership

No doubt that women leadership influenced by the society characteristics and the society culture, which are influenced by the economic and Technology factors.

As Key (2007) said: Violence against women is a violation of human rights, rooted in historically unequal power relations between men and women. So we think not only violence but also every discrimination conducts against women including not to give them the equal opportunity to assume leadership positions like men has its roots from the history and the society characteristics.

For instance, some countries still undeveloped and can be called “The Fourth World”, which denoting the sub-population(s) socially excluded from the global society; usual usage denotes the nomadic, pastoral, and hunter-gatherer ways of life beyond the contemporary industrial society norm (Castells, 2004). And of course they do not have the same values and norms that support women leadership that spreads in post-industrial countries. While in tribal or semi tribal societies such as Saudi, the women leadership faces many obstacles to get the leader position, so women leaders will be fewer than industrial societies (Price and Brown, 2009).

There is an evidence suggesting, however, that gender inequalities increase the risk of violence by men against women and inhibit the ability of those effected to seek protection (Mario, 2009), so this can be withdrawn for women leadership, as in the society has traditional cultures which support gender inequalities increase the difficulties that face women in getting leadership positions and in succeed leading of men, of course this is right and fact in many developing countries which still have traditional societies.

So, many societies with a strict Islamic background have often ranked at the bottom of the list in terms of women in leadership positions (parliament) even the more affluent Arab societies like Kuwait and Saudi Arabia, as well as Egypt, Jordan and Lebanon (Abu Zayd 1998).

Culture continues to be a significant influence on the proportion of women leaders even with the introduction of prior structural and institutional controls; although there is evidence that these cultural barriers have been fading among the younger generation in postindustrial

societies as a result of the process of modernization and value change (Norris and Inglehart, 2000).

Of course women leadership in industrial societies will be lesser than in post-industrial societies, which provides many opportunities to women to get equal treatment with men.

Information societies which developed into knowledge societies provide women with important tools to lead organization effectively such as easy getting information and knowledge, and easy communications that facilitate work (Hughes, 2009).

There are global trends toward increasing internationalization that leads to a more common organizational culture worldwide (i.e., increasing cultural convergence) (Drenth and Hartog, 1998), although values are still quite dissimilar (Graen et al., 1998). Increasing globalization of business will lead to a decrease in the importance of culture and restriction of society, despite that the position of women in different societies may link with civil society which includes among others, non-government organizations (NGOs), community based organizations (CBOs) philanthropic and religious organizations, academic institutions, the media, workers unions and both ordinary and elite individuals. So, as the civil society is strong especially the societies that support women leadership such as feminist movements, as the women reach leadership positions easily in higher levels than other societies which have poor civil society

Evidence shows that school, society and media interventions can promote gender equality, also community interventions can address gender norms and attitudes through different communication means (Mario, 2009), Media interventions can also contribute to alter gender norms and promote women's rights; Public awareness campaign and other interventions delivered by television, radio, newspapers and other media can be effective for altering attitudes towards gender equality norms (Mario, 2009).

Also the national and international frameworks that promote gender equality are needed to be developed by laws or international conventions especially in societies with rigid gender roles (Koenig, 2003). So any country produces law frameworks and joints the convention on the elimination of all forms of discrimination against women, the most comprehensive treaty on women's human rights, which came into force in 1981, has been ratified or acceded to by 165 states worldwide. That calls for equality between women and men in all civil, political, economic, social and cultural rights and it emphasizes the importance of equal participation of women with men in public life (Norris and Inglehart, 2000), and the leadership of women is a sort of this equality.

We can add here the factors of satellites, internet, new technologies, and other means of globalization, privatization, and open markets, WTO's effects and the nature of developing countries societies that has a big sector of youth, who are able to use new technologies proficiently in addition to international pressure and domestic pressure from the Civil Society Organizations (CSOs) for more freedom and democratic progress will have a big influence in changing societies and their cultures towards more equality treatment of women, and that will enable woman to get higher leadership positions.

So, we can measure the effects of society over women leadership by knowing the type of society, and by measuring the phase of development in that society.

5. LEADERSHIP SKILLS

Hypothesis: the more skills the woman leader has, the more success she may achieve

5.1 Definition of the Skills

Skill is an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills) (Jarnestrom, 1995).

Skills can be divided into soft skills and hard skills: where the concept of soft skills come from a sociological term relating to a person's Emotional Intelligence Quotient (EIQ), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people (Paajanen, 1992). Soft skills complement hard skills (part of a person's IQ), which are the occupational requirements of a job and many other activities.

Hard skills are specific, teachable abilities that can be defined and measured while soft skills are less tangible and harder to quantify. Examples of hard skills include job skills like typing, writing, math, reading and the ability to use software programs; soft skills are personality-driven skills like etiquette, getting along with others, listening and engaging in small talk. In business, hard skills most often refer to planning, organizing, controlling, and so on. Both hard and soft skills are needed to become an effective leader that can be learned by training (Jarnestrom, 1995).

So, skill is the learned capacity to carry out pre-determined results often with the minimum outlay of time, energy, or both. Skills can often be classified into domain-general skills and domain-specific skills (Collins, 2009).

For example, in the domain of work, some general skills would include time management, teamwork, leadership, self-motivation and others, whereas domain-specific skills would be useful only for a certain job. Skill usually requires certain environmental stimuli and situations to assess the level of skill being shown and used.

5.2 Skills of Effective Leadership

Explaining and understanding the nature of good leadership skills is probably easier than practicing it, whereas good leadership requires deep human qualities, beyond conventional notions of authority (Welch, 2001).

In the modern age good leaders are an enabling force, helping people and organizations to perform and develop, which implies that a sophisticated alignment be achieved of people's needs, and the aims of the organization (Whetten and Cameron, 1998).

Good leadership more importantly requires attitudes and behaviors which characterize and relate with skills which people develop (Greenleaf, 1970), as many capabilities in life are a matter of acquiring skills and knowledge and then applying them in a reliable way. Good leaders are followed chiefly because people trust and respect them, rather than the skills they possess.

Leadership skills are different than those required to be a manager, for example, many think that planning is a leadership activity, when in reality it is about management. Vision is the skill that leaders have but managers' lack (Mintzberg, 1973).

HR.com presented a survey in October of 2004 that listed the top 27 skills development issues of human resource managers. Leadership development came in second, just behind performance management, from those leadership skills: resolving conflict, self-awareness, stress, communication skills, power and influence (Whetten, 2010).

These 27 skills are grouped into four areas:

- Leading change
- Building coalitions
- Business acumen (management ability)
- Results driven

To be an effective leader, one needs an exclusive set of human relations and interpersonal skills. Leadership essence is being able to influence. To influence one needs a number of component skills. Some are fairly easy to develop; others take a long time to protect.

There is a direct correlation between the implementation of shared leadership practice and product improvement, higher morale, and innovative problem solving, which leads to a more hospitable environment for instituting change to be better.

For employees who want to take on greater leadership roles at work, the first and most important step is to speak up. In a constructive, problem-solving way, speaking up shows initiative (Nice, 2011). He also suggests the following skills by advising leaders how to imply these skills, such as:

- Take initiative
- Be respectful
- Be confident

Crom (1978) also provided tips for managers who want to encourage leadership skills and draw guidelines how to achieve it: from this tips: Don't let titles set the tone, Delegate responsibility, led by example, most importantly to maintain a positive work environment.

Some other writers are taking about other skills like: trust, inspiration, attitude, decision-making, and personal characters. As good leadership depends on attitudinal qualities, not only management processes, some authors show us examples of highly significant leadership qualities and skills such as: integrity, honesty, humility, courage, commitment, sincerity, passion, confidence, positivism, wisdom, determination, compassion, sensitivity, intelligence, adjustment, extraversion, conscientiousness, openness to experience, general self-efficacy (Vader and Alliger, 1986; Kickul, 2000; Judge, 2002; Rotundo and McGue, 2006). Rather than many qualities of effective leadership, like confidence and charisma, continue to grow from experience in the leadership role and be skilled by training such as cognitive abilities, motives, values, social skills, expertise, and problem-solving skills; integrations of multiple attributes; distinguish between those leader attributes that are generally not malleable over time and those that are shaped by, and bound to, situational influences; how stable leader attributes account for the behavioral diversity (Zaccaro, 2007).

5.3 Factors That Have Big Influence on Building Skills

Leaders must first figure out what skills needed for leadership, and know how to build leadership skills (Nice, 2011). One cannot be effective as a leader without developing

leadership skills. Skill studies show that skills are associated with success (Whetten, 2010). Most people assume that leadership skills can be mastered by attending seminars and reading books, while leadership like swimming, cannot be learned by reading about it, so it do not need just to know it, but leaders have to practice it, be trained upon, and develop it (Mintzberg, 1973).

One can use his authority, it's quick. But leaning charisma takes more time but it is more powerful (Whetten, 2010). Leadership skills are hard to learn and will take a long time to perfect, as leadership skills like growing a tree. Like a tree that adds new branches year after year, so we should keep adding new leadership skills. There is a great deal of truth to the saying, "Good takes years - perfection decades".

Leadership training courses can bring qualities which are much sought-after in the professional world; about 87.5% of leaders expressed that training courses has helped them develop leadership skills (Anderson, 2005).

Historically, the roots of business failure can often be traced to inadequate training in and attention to the importance of leadership as a basic workplace skill. Too frequently, companies designate leaders without providing proper evaluation and training to ensure that they have skills which qualify them to assume leadership roles.

5.4 The Role of Skills in Achieving the Organization Objectives

The role of leadership is gaining increasing recognition. Just as society looks for a leader to define its purpose and lead it forward, business also is concerned with the selection and development of people who can successfully invent, make, sell and provide services to set their enterprise apart from its competition and solve the many perplexing problems that confront them (Nice, 2011).

So, there is no doubt that leaders' skills help them to achieve the organizational goals. The most important skills that support the success of leaders are the following ones:

Self Esteem: when you make someone feel important, you gain their willingness to work for you. Some techniques to improve self-esteem: Ask the employee's advice, remember the name of the person you are dealing with, and use it often in your conversation, discuss subjects; but do not argue about them, sincerely compliment them occasionally, be interested in the person, and show respect for a person's knowledge.

Become a Good Listener: those are some points on becoming a good listener: Be ready to listen, eliminate bias in your thoughts about a person, to ward off boredom, try to stay ahead,

try to group thoughts or points to make it easier to remember, and look for key words in what the person is saying.

Planning: it is one of the key management tools. It requires getting accurate facts and data to plan policies, procedures, and objectives and brings attention to dangers or pitfalls.

Motivating: ways to make a person feel needed. Keep them informed, challenge a person, thus allowing them to grow, make them feel proud of the job they are doing, praise the person, learn what people want from their jobs, recognition is more important to some people than salary, and make mention of special accomplishments of an employee.

Communication: effective communication is a fine art, and it is the key to achieve success in leading. People like to know what is going on, so keep them always informed by having regular meetings to exchange thoughts (Rotundo and McGue, 2006).

Enthusiasm: show enthusiasm about your work and that will help to set a work ethic thus motivating others.

Set goals: help the employees achieve the goals, and do not set unrealistic goals.

Disciplining: the art of dealing with people when they fail to do their job or they behave abnormally. Try to discuss the situation as soon as possible, talk to the individual in private, don't embarrass the person, try to be friendly, weigh and decide the facts before you constructively discipline, do not argue and try to have the person see the seriousness of the situation also try to get a commitment from them to do better in the future.

Delegating: a skill that really required disciplining yourself and will, in turn, allow you to supervise better. A successful leader gets things done through others. Remember it is to your credit and it exhibits confidence in your skills as a supervisor to place competent people around you.

Empowerment: this strategy may in fact be the culmination of all the points above. Simply put, empowerment is delegation taken a step farther. Be a people's person. An integral part of developing leadership skills is to learn to respect your team's capabilities. Let the team members take decisions on certain issues. Trust them with their work; don't be a watchdog. Remember, their success is yours too. "Skills of Building a Successful Team" (Shahani, 2011).

Lead by example: your team must believe in your integrity, and that you really mean what you say.

Many supervisors fail not because of limitations on their own general ability and skills; but, on their inability to delegate, listen, plan, motivate, discipline, and empower effectively (Sabattini, 1999).

5.5 The Difference between Women and Men in Leadership Skills

Gender stereotyping can have consequences for women trying to climb the ladder in the working world, although men are still seen as typical leaders, leaving women with a hard road to the leadership positions. Sabattini (1999) argued that women have to prove themselves to be qualified more frequently than men, so they must have skills more than men, as women face higher standards, Sabattini described the three dilemmas facing women leaders:

Extreme perceptions: if women leaders go against gender stereotypes, they are seen as too tough; however, if they go along with the stereotypes, they are depicted as too soft.

High competence/lower rewards: women usually have to work harder than men for the same position in order to prove their abilities. And women tend to receive fewer rewards.

Competent but disliked: women who act with assertiveness are seen as not personable. But those who are likable are depicted as lacking leadership skills. No matter how women, behave they are perceived in a certain way. So, stereotyping issue is an organizational problem, not just an individual woman problem. Organizations are missing out on a great source of talent: women leaders, so that it has to give women leaders and other co-workers resources to spread the word about women leadership skills as well as the effects of gender stereotyping (Sabattini, 1999).

In 2005, a yearlong study conducted by Caliper (2005), a Princeton, New Jersey based management consulting firm, and Aurora, a London based organization that advances women, identified a number of characteristics that distinguish women leaders from men when it comes to qualities of leadership, women leaders have many skills they are more assertive and persuasive, have a stronger need to get things done and are more willing to take risks than male leaders. Women leaders were also found to be more empathetic and flexible, as well as stronger in interpersonal skills than their male counterparts enabling them to read situations accurately and take information in from all sides. These women leaders are able to bring others around to their point of view because they genuinely understand and care about where others are coming from, so that the people they are leading feel more understood, supported and valued.

The Caliper study findings are summarized into four specific statements about women's leadership qualities:

- Women leaders are more persuasive than their male counterparts.
- When feeling the sting of rejection, women leaders learn from adversity and carry on with an "I'll show you" attitude.

- Women leaders demonstrate an inclusive, team building leadership style of problem solving and decision making.
- Women leaders are more likely to ignore rules and take risks than men (Lowen, 2011).

In her book “Why the Best Man for the Job is a Woman: stated the Unique Female Qualities of Leadership, also Wachs (2009) examines the careers of fourteen top female executives among findings: a willingness to reinvent the rules; an ability to sell their visions; the determination to turn challenges into opportunities; and a focus on high touch in a high tech business world (Wachs, 2009). This evidence proves that the leadership style of women is not simply unique but possibly at odds with what men practice.

Kanyoro (2006), the World Young Women's Christian Association (World YWCA) Secretary General, announced that attitudes and what women offer is essential. Domination as a leadership style is becoming less and less popular, and there is a new growing appreciation of those traits and skills that women use to keep families together and to organize volunteers to unite and make change in the shared life of communities. These newly admired leadership qualities of shared leadership; nurturance and doing well for others are today not only sought after but also indeed needed to make a difference in the world. A feminine way of leading includes helping the world to understand and be principled about values that really matter.

Women in many countries especially in developing countries have been offered training courses to develop their leadership skills as well as group of activities to reinforce new skills, which enable them to use their new skills to become more involved in their communities and to pass on these skills to other women.

The government seeks to support women leadership skills, so formal universities held many training programs and workshops to support their personal and leadership development. The programs aimed to provide a supportive group learning experience leaving participants with insight into their individual personality type and personal leadership style and understanding of high-performing teams, how organizations work, leadership principles, skills and influencing, networking and organizational change. The programs were part of the Universities contribution to the current government’s efforts on improving women’s leadership skills. (Nestor, 2013).

5.6 The Leadership Skills and Saudi Women

Although Kingdom of Saudi Arabia is still developing country, and has conservative cultures and traditions that handicap women to get leadership positions, the Custodian of the Two Holy Mosques King Abdullah bin Abdul-Aziz and his wise government have many initiatives to support women rights, and help them to take leadership position by patronize training courses that help women to get leadership skills, such as: The workshop on "Developing Young Women's Leadership Skills" held by The United Nations Development Program (UNDP), Prince Sultan University(PSU), and the United Nations International Children Educational Fund (UNICEF) on 10-12 December 2007 at the Girls' college in PSU, Riyadh which was the first of its kind and a pilot project, also it is considered the first workshop on Young Women Leaders in the Arab Region that aims at developing the leadership skills of 150 Saudi young ladies on enhancing their leadership skills to enable them to establish a community of practice on leadership issues, to build leadership skills, demonstrate confidence, advocate for self, and overcome stereotypes.

Another initiative is "Literary Awareness and the Spirit of Volunteerism" sponsored by Saudi Arabia private sector philanthropic leaders to promote literary awareness and community spirit among Saudi women through an essay contest, the ultimate goal of the project is to give 50 youth an opportunity to contemplate their role as community leaders. Another initiative is conducted by King Abdul-Aziz Philanthropic Women Organization under title: "Community Advocacy for Women and Girls" which promotes women's engagement and girls education through training and advocacy efforts, and treats the inequities and obstacles faced by women in the workplace and community (Akeel, 2006).

Another initiative is "Engendering Volunteerism, Activism, and Social Responsibility in Saudi Women", conducted a training program to educate young women leadership skills and how to play an active role in society through volunteering for community service programs (Falimban, 2011).

Saudi Women's Forum also delivers a training course on "Social Entrepreneurship" on July 13-24, 2009, at Babson College in Wellesley, MA, USA in collaboration with The U.S. Saudi Women's Forum. To refine the skills of 30 undergraduate women they need to create real plans for entrepreneurial ventures, including how to navigate the challenges of designing and delivering social entrepreneurship programs, enhancing leadership skills, and cultivating the creative processes necessary for success (Mizyen, 2009). And this workshop comes after the success of the 2008 workshop which started in 2008 in partnership of The US-Saudi Women's Forum with Dar Al Hekma College based on the belief that social entrepreneurship

encourages civic engagement, social responsibility, and professional development while empowering women in Saudi Arabia.

Also, in October 2011, Center for Environment Development and Population Activities (CEDPA) was presented with the unique opportunity to conduct a leadership and management workshop for women working in non-profit and charitable organizations throughout the Kingdom (Falimban, 2011).

As we see above, many Saudi Associations Non-Governmental Organizations (NGO's) have initiatives that support developing women leadership skills; the most obvious one is Khadijah Bint Khuwaylid Women Center, which aims to:

- To be a reference locally and internationally for the development of Saudi women and support her career
- To be the main engine to remove the obstacles facing women and support their economic and social development to become an active part in national development
- To hold training courses to support Saudi women skills to get leadership position (Turki, 2011)

Saudi women have for the first time been chosen to participate in a US State Department program that seeks to offer an opportunity for women leaders to interact with Fortune 500 companies under The "International Women Leaders Mentoring Partnership" which supports women in business and technology as well as encouraging young women to fulfill their ambitions. Falimban (2011), one of Saudi women leaders said that Saudi women have many skills and capabilities, but what we need is to break the ice of fear, to be strong and aggressive. The laws offer women rights, but many of them aren't aware of this. It is mainly traditions or lack of support that sometimes stand in our way.

5.7 How to Measure Leadership Skills

Scholars of leadership have produced many theories involving traits(Zaccaro, 2007), situational interaction, function, behavior, power, vision and values (Bass, 2008), charisma, and intelligence, among others.

Plato's Republic to Plutarch's Lives have explored leadership is rooted in the characteristics that certain individuals possess. This idea that leadership is based on individual attributes is known as the "trait theory of leadership" (Hans Eysenck, 1991).

Heroes and Hero Worship (1841) identified the talents, skills, and physical characteristics of men who rose to power these skills include charisma, communication skills ... etc. For

decades, this trait based perspective dominated empirical and theoretical work in leadership (Zaccaro, 2007).

Mann, (1959) suggested that persons who are leaders in one situation may not necessarily be leaders in other situations, so individuals can and do emerge as leaders across a variety of situations and tasks (Kenny, 1983). Significant relationships exist between leadership and such individual traits as: The leader attribute pattern approach argues that integrated constellations or combinations of individual differences may explain substantial variance in both leader emergence and leader effectiveness beyond that explained by single attributes, or by additive combinations of multiple attributes. Zaccaro (2007), for example, posited that leadership takes a strong personality with a well-developed positive ego, so to lead effectively leader should have self-confidence and high self-esteem are useful, perhaps even essential (Zaccaro 2007).

Lewin et al. developed in 1939 the seminal work on the influence of leadership styles and performance, and distinguished among three styles: authoritarian, democratic, and laissez faire, each of them required different skills.

The managerial grid model which was developed by Blake and Mouton in 1964 is also based on a behavioral theory suggests five different leadership styles, based on the leaders' concern for people and their concern for goal achievement.

Skinner who is the father of behavior modification developed the concept of positive reinforcement. Positive reinforcement occurs when a positive stimulus is presented in response to a behavior, increasing the likelihood of that behavior in the future (Miltenberger, 2004). And of course this needs developing leadership skills by experience.

In recent years, the Hersey-Blanchard situational theory (Hersey, 1977) support the skills shall be owned by leaders. Zaccaro and colleagues, (2001) observed five broad functions a leader performs when promoting organization's effectiveness. These functions include environmental monitoring, organizing subordinate activities, teaching and coaching subordinates, motivating others, and intervening actively in the group's work.

The Neo-emergent leadership theory (from the Oxford school of leadership) espouses that leadership is created through the emergence of information by the leader and this no doubt needs modern skills in leader (Achua, 2010). Greenleaf said that the only test of leadership is that somebody follows.

Successful leaders should have a lot of skills: involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills) such as communication skills, management skills, modern skills (skills of dealing with modern devices such as computers,

internet, smart phones) and they shall be characterized by initiative, respectful, confident, integrity, honesty, humility, courage, commitment, sincerity, passion, positivism, wisdom, determination, compassion, sensitivity, intelligence, adjustment, extraversion, conscientiousness, openness to experience, general self-efficacy and those can be acquired through deliberate, systematic, and sustained effort such as training courses, so if leader has those characteristics it will help him to achieve success, so we can measure the success of leader by measuring those skills and characteristics.

Many supervisors fail not because of limitations on their own general ability and skills; but, on their inability to delegate, listen, plan, motivate, discipline, and empower effectively. One can be born with the traits of a leader but the right encouragement is a must for developing leadership skills. While developing leadership skills at an early stage has its advantages.

6. EXPERIENCE AND KNOWLEDGE

Hypothesis: There is a positive correlation between knowledge and experience women have and the success of leadership they can achieve

No doubt that experience and knowledge have a very important role in leaders' success, as no one can imagine that a leader without knowledge or experience can successfully manage an organization.

We gathered here both factors of experience with knowledge as they already have a close link, as indicated in dictionaries where it define experience as: "the faculty by which a person acquires knowledge of contingent facts about the world, as contrasted with reason (Collins Dictionary, 2003), and also Philosophers dub knowledge based on experience, and define experience as: "empirical knowledge" or "a posteriori knowledge".

6.1 Definition of Experience

Experience in dictionaries has a lot of meanings such as: (Heritage® Dictionary, 2009)

1. The apprehension of an object, thought, or emotion through the senses or mind
2. a. Active participation in events or activities, leading to the accumulation of knowledge or skill. (This is related to our study)

- b. The knowledge or skill so derived
- 3. a. An event or a series of events participated in or lived through
 - b. The totality of such events in the past of an individual or group

Experience as a general concept comprises knowledge of or skill of something or some event gained through involvement in or exposure to that thing or event (Heidi, 1999). And we agree with this definition as it very close to our study.

The experience includes actual observation of facts or events, considered as a source of knowledge, and also includes participation in fact of being consciously and in events that have taken place (Oxford English Dictionary "OED" 2nd edition, 1989), some argues that experience would never have existed at all (Kant,1981).

The experience can be classified into 3 types: (Heidi, 1999)

- Immediacy of experience event they witnessed or took part in has "first hand experience"
- Second-hand experience can offer richer resources from instruments
- Third-hand experience based on indirect and possibly unreliable rumor or hearsay

6.2 Definition of Knowledge

It has a lot of meanings as indicated in dictionaries as follows: (Collins dictionary, 2003)

1. The state or fact of knowing
2. Familiarity, awareness, or understanding gained through experience or study. (This is close to our study)
3. The sum or range of what has been perceived, discovered, or learned
4. Learning; erudition: teachers of great knowledge
5. Specific information about something
6. Carnal knowledge

Knowledge is a familiarity with someone or something, which can include facts, information, descriptions, or skills acquired through experience or education. The role of experience in the success of a leader is important according to Cavell (2002). And we agree with this definition, it is close to our study.

6.3 The Role of Experience in Achieving Successful Leadership

No doubt that experiences play an important role in achieving successful leadership as it helps leaders to be useful from his past experiences to deal wisely in different situations based on his old experiences, so as the leaders have long experiences, as they become more capable leaders, but this depending on some middle factors such as the ability to learn from experience, especially the kind that shapes and refines a leader, and the field of experience, and the similarities of new situations (Thomas, 2008).

The concept of experience generally includes know-how or procedural knowledge, rather than propositional knowledge: on-the-job training rather than book-learning.

The most fertile of experiences is called crucibles which can help in learning leaders from diversity. This concept is mentioned in the new book *Crucibles of Leadership* (Thomas, 2008).

Although leaders are not the same in useful from the past experiences as two people can learn very different lessons from the same foreign assignment, so the key characteristic of leaders who leverage experience, we have found, is their alertness to learning opportunities. They are always ready to act decisively. That state of constant preparedness – that ability to read subtle clues about direction and intent – enables them to recognize both the need for and the opportunity to snatch new insights, no matter how hard and fast they come.

Underutilized, Underleveraged: paradoxically, experience as a key leadership learning tool, is an underutilized asset in many organizations. Not that experience is devalued – especially judging by the weight given to curriculum vitae and past performance – but it is often seriously underleveraged.

Nowadays long experiences is not the critical factor in the success of leaders and top management in leading the organization, as there is another type of experience called virtual experience and simulation gaming by using computer which decrease the need of long time experience in work, as leaders can get a lot of actual experiences by the help of computer simulations that can enable a person or groups of persons to have virtual experiences in virtual reality since stated by Karrel(1977).

6.4 The Role of Knowledge in Achieving Successful Leadership

There is certainly nothing new about the link of knowledge and achieving successful leadership, as a person without knowledge is like a house without a foundation, so it is hard to imagine successful leader without having reasonable knowledge. So as more the leaders have knowledge in general or specialized knowledge, as they have more ability to manage their organization successfully.

The new economic world order is based upon the flow of knowledge, information, and intellectual capabilities more than financial capital (Amidon and Macnamara, 1999), so the new era of modern leadership and management is experiencing profound changes in the way in which we use to manage our resources(knowledge, information, and human talent).

Although it is easier today to get general or specific knowledge with the help of computer and Internet, modern leaders do not fear the speed of change; as they can cope with it, and get easily the required knowledge. So the effective management is not a matter of having the most knowledge; but knowing how to use it (Amidon and Macnamara, 1999).

Some writers of leadership argue that the path to a sustainable future is an ability to create knowledge, innovate, convert it into viable products and services, and apply it for the profitable growth of an enterprise (Amidon and Macnamara, 1999).

While Hardy (2007) argued that we witness nowadays what is called "the Knowledge Economy" which mainly based on our ability to focus upon and manage knowledge – individual and collective – more explicitly (Hardy, 2007). And who can manage his knowledge and the organization knowledge successfully, can easily success in his leadership. And this requires leaders to not only have more knowledge but also to share those knowledge with others in their organization, as the more it is shared, the more it grows and this requires a new style of leadership behavior (Edvinsson, 2011).

In the 20th century workplace, authority was based on what an individual knew "my knowledge is power". In the 21st century workplace, authority is conferred to those who share what they know and in doing so, elevate the value of their co-workers and network contacts "our knowledge sharing is power" (Mora, 2007).

6.5 The Impact of Experience and Knowledge on the Success of Women Leadership

Experience and knowledge also have a big role in women leadership success (Similes Dictionary, 1998). So, as more experiences women leaders have had at work, the more ability they have, and they can accelerate their leadership skills and grant their success.

Also, the deepest knowledge women have, the highest ability to achieve the organization goals effectively so that will help them to have thought clearly about their role and function in the organization and will support them in their success (Laddin, 2007).

By contrast, organizations that see the learning potential in experience strive to equip aspiring leaders to mine their experiences – continuously and intensively – for insight into what it takes to lead, what it takes to grow as a leader and what it takes to cultivate leadership in others (peers and superiors, as well as subordinates). These organizations commit themselves to providing robust resources and durable processes in three facets of learning from experience: prepare, deploy and renew.

Although getting experiences and knowledge influenced by the context of working in a business and the public environment in the whole society, as we can find the percentage of women have big knowledge and long experiences in modern society, more than the existed in developing societies, where discrimination against women to share work force of get leadership position restrict them to increase their capabilities in this regard, especially those who aspired to positions of leadership (Robert, 2008).

Women have been important leaders in the domain of knowledge production and prove a great ability to use computer and internet which may help them to overcome the barriers of getting big knowledge and long experiences required for leadership positions (Keeny, 2010).

6.6 The Impact of Experience and Knowledge on Saudi Women Leaders

As a developing country, women face obstacles and confront many shapes of sex-segregation in Saudi society and all that effect their efforts to get experience or knowledge as they have limit number of opportunities to have work rather than a little chance to get leadership position, so it's very hard to have long experience or big knowledge, especially if we know that Saudi women accounted for less than 1 percent of the private sector workforce in 2009.

They were better represented within the government, where they made up 30 percent of employees in 2008 (DeAnne, 2011). And this was reflected on a 2010 World Economic Forum index of gender equality in 134 countries, the six countries of the Gulf Cooperation Council (GCC) were all ranked below 100, ranging from 103 (UAE) to 129 (Saudi Arabia).

As a result of increasing enrolment of Saudi women in all levels of education and various fields of employment and aspects of public life in Saudi Arabia, the last 10 years witnessed a growing participation of women in senior management positions and in the decision-making process in public and private sectors. Recent developments indicate a clear strategic direction of policy makers and development plans in Saudi Arabia towards an even greater role for women in public life and into top leadership positions in public domains (Al-Ahmadi, 2011).

And, of course, their opportunities to get experiences and knowledge in different fields of management are increasing along time especially nowadays with the increase direction towards encourage entrepreneurship and the women involvement in workforce and their share of Saudi economic, although it was no platform supporting young women in Saudi Arabia (Fatany, 2007).

Saudi women need to work in an environment that does not burden them with legal, social, and cultural constraints. Some women ask for flexible work policies which they consider it critical in this regards, others ask for regulations that allow for part-time work, Some women expressed their need to a quota for hiring females, similar to the Saudization quota*, others suggest that government have to create an institutional environment in which women can reach their full potential, as well as find the right combination of incentives and policies to keep individual women engaged, although most women agreed without exception that certain improvements in the work and social environment would be critical to fostering women's leadership in the region. Help them acquiring experience and knowledge required for leadership position will encourage women and make sure they know that female leadership is possible. Although it is clear that there is an institutional shift under way in women's economic participation (DeAnne et al., 2011).

A survey of 160 women leaders they expressed the obstacles they face which prevent them to get the required knowledge and experience, such as structural challenges, lack of resources and lack of empowerment, while cultural and personal challenges ranked last, contrary to

*Saudization quota: which requires that a certain percentage of employees in any company operating in Saudi Arabia be Saudi nationals

common perception (Al-Ahmadi, 2011). Although women in Saudi Arabia achieve a long experience in some fields such as education, writing and literature which have always been an important element of women activism (Keeny, 2010), but other fields still witness a shortage of experience for women, so there are many efforts from women societies such as the Women's Leadership Institute which provides courses for women that teach leadership to female students in Saudi Arabia (Alexander, 2011).

First annual Global Women's Leadership Institute launched at King Abdullah University of Science and Technology (KAUST) in collaboration with Saint Joseph College (Connecticut) (Stronz, 2011). Many courses such as the global women's leadership program in Saudi Arabia have helped them building the needed trust and knowledge (DeAnne et al., 2011).

Saudi women achieve a great development in their education, as girls represent 60% of students in higher education, Saudi girls receive modern education based on computerization, and using Internet, so they have big knowledge and know how to get information and knowledge and deals perfectly with modern work devices, so they can overcome the shortage of long time experiences if they have a chance to be granted leadership positions (Mahdaly, 2011).

The Saudi Government has exerted its best endeavors to increase women employment and is seeking to help them to gain experiences. In 2013, the Saudi Ministry of Labor issued a series of new directives such as: Women no longer need their husband or custodian's permission to work. Shops that cater exclusively to women, (i.e., lingerie, cosmetic and perfume shops) must only hire women. Factories, supermarkets have been ordered to employ more women, and private and public businesses shall now create new jobs, separate spaces and facilities for women workers.

Also Saudi has built "women-only" industrial zones, rather than many new governmental programs to increase the Saudization such as "Netakat"¹ and "Hafez"² programs which increase the employment of women to reach a total of 747,000 in 2013, up from 505,000 in 2009, according to the country's Central Department of Statistics and Information. (Ministry of Labor, 2013)

¹ Natakak is a new program initiated by the Ministry of Labor that categorized organizations according to its Saudization percentage especially women which eligible organizations for more facilities

² Hafez is a new program initiated by the Ministry of Labor to support unemployed financially and provide them with training which helps them to join work.

Although women always seek to improve their knowledge which is not less than men, but fear prevents them from making decisions, taking as a result of missing experiences (Jamieson, 2014).

6.7 How to Measure Experience and Knowledge

Knowledge can be measured through a variety of methods such as subjective self-perceptions, paper-and-pencil tests (conventionally called objective tests), product ownership, usage experience with a product, and free response techniques such as free elicitation (Mitchell 1982; Cole et al., 1986). These methods of measuring knowledge generally fall into two broad categories, direct and indirect measures of knowledge. Paper-and-pencil tests, or free-association methods such as free elicitation, are direct methods of measuring knowledge. They attempt to measure knowledge stored in memory. On the other hand, measures such as self-reports, or usage experience with a product, are indirect methods. They do not directly measure knowledge stored in memory (Kanwar, 1990).

It is widely believed that the effective way to measure one's experiences and knowledge is through verbal and practical testimonials as only formal examinations, written or practical, can give a fair way and a clear picture of person's true knowledge and ability (Moolekary, 2009). While Lethbridge (1994) thinks that the questionnaire is a good method to measure knowledge and experience, also Reay (2010) considers questionnaires are useful to measure experiences.

CHAPTER 2

CHAPTER 2

THE EMPERICAL STUDY

1. The Proposed Model and Hypotheses

The main purpose of our research is to determine if the factors from the theoretical model (Figure 1 from Updated Factors) explains the success of women leadership in Saudi Arabia. We also analysed the future perspectives for Saudi working women and their access in leadership positions.

1.1The Proposed Model for Measuring Saudi Women Leadership Success and the Hypotheses

Figure (4) shows the hypothesized model for measuring the impact of the five factors (see Figure1) on Saudi women leadership success. Below and on subsequent pages each hypothesis is described.

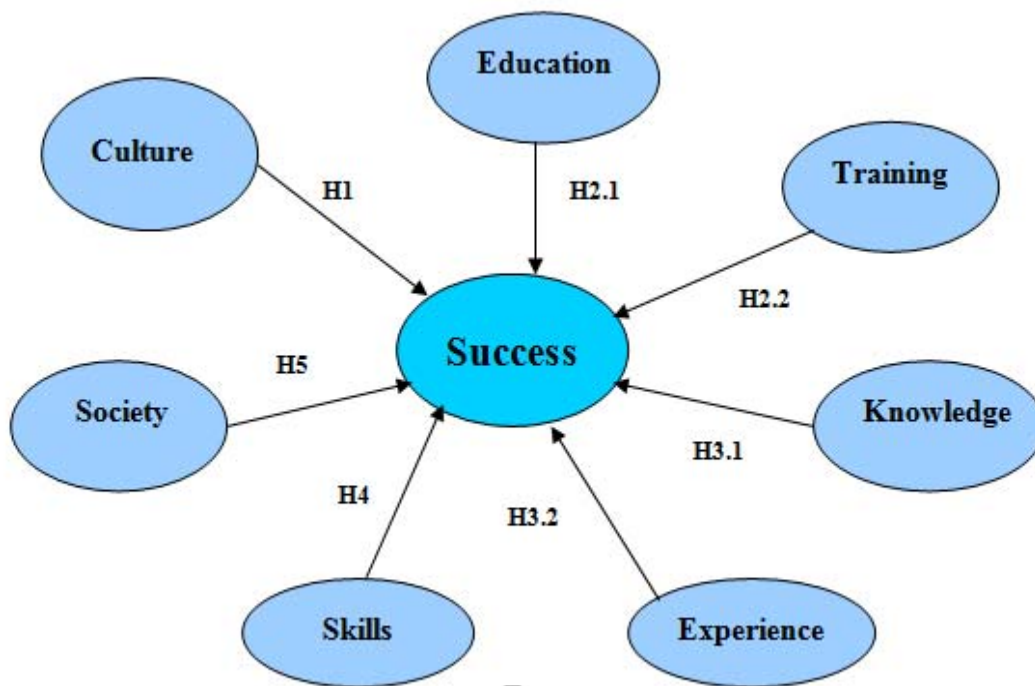


Figure 4: The Proposed Model and Hypothesis for the Analysis of Saudi Women Leadership Success (Model 1)

H1. The more Saudi culture encourages women to assume leading position, the more success women can achieve as a leader

As organizations are effected by political, legal conditions and many other surrounding factors like market stability, government regulations, stages of business cycle and interest rates, the major influence comes from socio-cultural conditions and expectations like values, customs and tastes (Pearson, 2003).

The considerable change which appeared in the economic and political environment as a result of introduction of globalization and the necessity to manage diversity, offer a great chance for women to occupy leadership positions despite perceptions of not being yet suitable for such positions (Evans, 2005). Social factors can directly challenging the organization causing a deep effect that can stay for long time. In such organizational conditions, leader women can be affected by society culture which dominates the working environment.

Asmaa (2010) affirmed that Islamic instructions (Sharia Laws) do not prohibit women leadership but people' culture in some developing countries has a negative impression about leader females despite the presence of many highly respected sample of women leaders in Islamic history. Some societies mix between local traditions and Islamic instructions to justify their negative attitudes against women. Saudi Arabia is still considered as one of the countries which are characterized by gender inequality, where women are in need for male guardian whenever they are out regardless to their age.

Despite the advances witnessed in Saudi Arabia with respect to empowerment of women, still the way is long and not paved enough for women to occupy leadership positions extensively. Fatany (2013) assumed that the minority of Saudi women who advocate modernity must work hard to surmount the many obstacles stand against them including social and tribal customs that support gender segregation.

The purpose of this hypothesis is to statistically test if Saudi culture has an impact on women success as leaders. The success was measured as the position of women in organisations. We consider that the higher is the position of woman in an organization, the more successful she is as a leader. We also analyzed if there are differences between generations regarding culture and if knowledge can explain less cultural barriers for women in leadership positions.

H2. The more education qualification women leaders have, the more success they may achieve

Saudi Arabia is considered as one of the Arab countries that encourage female education to compete the global market place especially in science and technology (Tabitha, 2008). According to Saudi Gazette (2012), the Saudi women who were graduated from universities outnumber those graduated from western countries. The scholarship program provided for women to earn bachelor's, master's and doctorate's degree from Western universities is one of the world's largest scholarship programs for women, as mentioned by The World Bank (2007). Experiences emphasized the strong connection between higher education and effective leadership. The majority of managers who are carrying different university certificates succeeded in their positions after obtaining some form of qualifications (Anderson, 2005). Reviewing of the previous literature showed the relationship between leadership style and educational achievement (Haymon, 1992, Balcony 2006). As mentioned by Don and Berg (2011), education can help the leader to perceive accurately, think clear with open mind, and act effectively to achieve self-selected goals and aspirations.

Despite the importance of education and the effect of obtaining higher certificates in getting leadership positions as mentioned by Westbrook (2009), but organizations have different criteria in measuring leadership requirements. Embley (2006) affirmed that different organizations, which have different goals, always tend to seek for leaders who are ready to fulfill organizational objectives. Companies always have the tendency to measure the effectiveness of leadership by emphasis on the process, rather than the results of finding talented leaders. Leadership capabilities can also be obtained by training and acquiring of leadership skills. DeKlein (1997) assumed that, such skills can be acquired by excessive training and practice which is measured as the starting point of building leadership personality. Hence in this hypothesis we tested if the higher education can play a role in success of leader women. Also we tested the relationship between training and success in leadership positions.

H3. Knowledge and experience have a positive impact on the success of women in leadership

Laddin (2007) asserted that women can obtain the deep knowledge which helps them in being more capable to achieve the organizational goals. Such type of knowledge is critical in

helping the leader woman to think in a clear way about her role and function in the organization in order to support her success (Laddin, 2007).

Keeny (2010) verified that the great ability the Saudi woman has in dealing with the internet and computer in the domain of knowledge production, has helped her in a significant way to overcome the obstacles stand against obtaining of the big knowledge and long experiences required for leadership positions. In the same regard, Mahdaly (2011) affirmed that Saudi women achieve a great development in their education by dealing perfectly with modern work devices, a thing that is likely to overcome the short age of long time experiences if they have a chance to be granted leadership positions.

Despite that knowledge can be measured through a variety of methods, but it is widely believed that the effective way of measuring experiences and knowledge of a person is through verbal and practical testimonials as only formal examinations, written or practical, can give a fair way and a clear picture of person's true knowledge and ability (Moolekary, 2009). While Lethbridge (1994) thinks that the questionnaire is a good method to measure knowledge and experience, also Reay (2010) considered that questionnaires are useful to measure experiences. So in this hypothesis, we tested whether knowledge and experience have a positive impact on the success of women in leadership.

H4. The more skills the woman leader has, the most success she may achieve

Literature reviewing of leadership skills showed the strong link between skills and success, as illustrated by Whetten (2010). According to Anderson (2005), qualities which are much required in the professional world can only be obtained by training, as expressed by 87.5% of managers who mentioned that training courses have helped them significantly in developing their leadership skills.

Evans (2005) believes that women tend to be more adherent with their undertakings, more result driven at work and more empathetic and sensitive to the requirements of their subordinates. They also have high score in many other fields including communication, active listening, motivation and production of quality work.

The study conducted by Caliper (2005) highlighted the distinguished characteristics carried by women in term of qualities of leadership when compared with men. The study indicated that women leaders are more assertive and persuasive, more empathetic and flexible, always

acquire stronger interpersonal skills, have a stronger need to get things done and are more willing to take risks than male leaders.

Ryan and Haslam, (2007) on their study, discussed the issue of assignment of women in top leadership positions to carry out tasks and missions in which men have failed. It is noticed that whenever the situation is incurable and said to be hopeless, women are found to solve the problem. Such risky situations and environments shall double the difficulty for women to succeed and make them often judged by different standards when compared by their counterparts from male gender.

H5. The more Saudi society encourages women to assume leading positions, the more success women can achieve in their leadership

Despite that the differences between women's and men's ability to carry out job responsibility are negligible whenever they carry the same job qualifications, but the type of society is completely responsible of gender segregation, as suggested by Hennig (2003). It is suggested by Hofstede (2001) that societies by the time tend to support masculinity against feminism considerably due to economic factors rather than social factors. Gender-based practices in such type of societies may extend to cover all life activities of women including businesses, schools, governments and leadership positions as well. Such practices reflected upon their participation in workforce, hence taking charge of leadership positions. Meanwhile, in order to support women work in different jobs, the positive impacts proposed by many organizations in advanced societies shall cover social, environmental, and economic aspects that have direct effects on people, their communities, their environment and their thoughts as well (Amato et al., 2009).

The many factors including technology, liberalization tendency globalization, information, communication revolution and modernization serve women and help them to call for their rights everywhere (Altintas, 2008), but still women do not have leadership positions as equal as men around the world even in the United States and Western Countries (Calas, 1993). Effects of society over women leadership can mainly be measured by knowing the type of society and the level of development the country reached.

1.2 The Proposed Model for Analyzing the Future Perspectives for Saudi Working Women

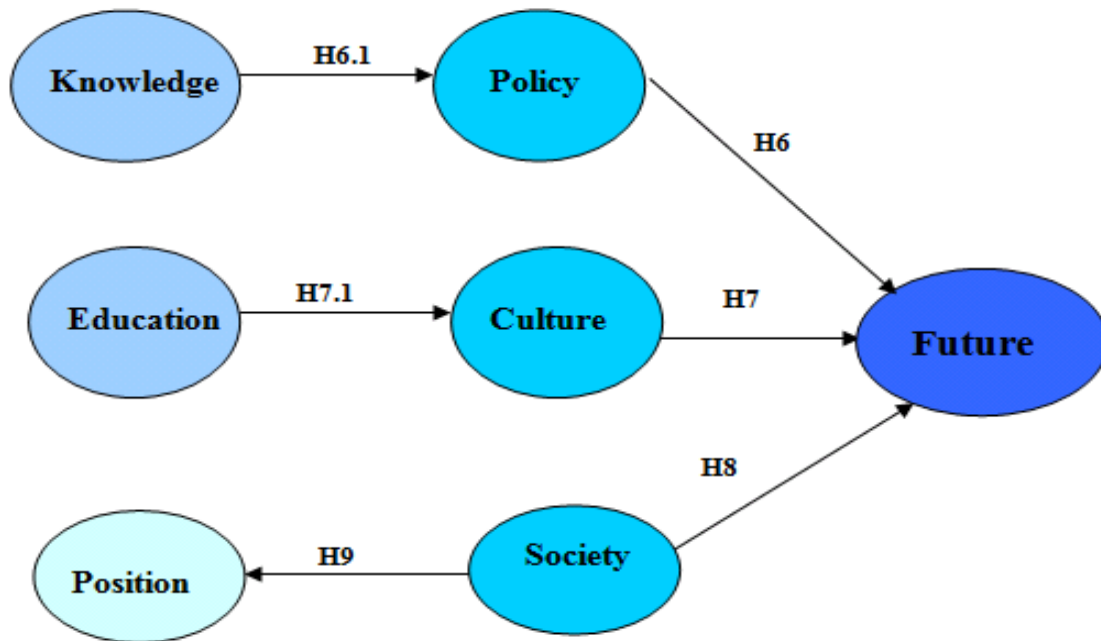


Figure 5: The Model that Analysis Future Perspectives for Saudi women (Model 2)

H6. Government policies that promote the access of women in leadership position in public institution have a positive impact on the future of working women of Saudi Arabia

As argued by DeAnne et al. (2011), the Saudi government policy, as a principal, always tends to segregate women from men in the work environment. This situation has been compelled by traditions created inside a tribal society of a religious background. In this context, women claim for more flexible government policies that help them to acquire the experience and knowledge necessary for occupying leadership positions. Some women ask for part time work others suggest foundation of institutional environment in which women can reach their full potential, as well as find the right combination of incentives and policies to keep individual women engaged, although most women agreed without exception that certain improvements in the work and social environment would be critical to fostering women's leadership in the region.

The clear strategic plans regarding involvement of women in all levels of public life in Saudi Arabia, resulted in the great participations witnessed for Saudi women in both private and public sector (Al-Ahmadi, 2011). The growing increase of women percentage in Saudi labor market indicates the seriousness of the Saudi government to help women to increase women employment especially in senior management positions (Fatany, 2007). Empirical studies conducted recently obviously reveal that more representation of women on top management teams shall increase the performance rate of the organization in a way or another (Krishnan, 2009). Efforts exerted in the direction of supporting women in their long journey during the recent time, shall definitely end with a positive impact on the future of working women in Saudi Arabia.

H6.1. The more knowledge people have, the better they will receive government policies

Knowledge and information can be obtained through media including the internet, books, TV, radio newspaper and magazines. Mondal (2015) illustrated that the media which are considered as the major tool for dissemination of government policies influence greatly in shaping of public opinions, changing of people behavior to the better, providing of human rights and facilitating development among societies. Rashmi (2009) highlighted the effect of the television as the most powerful mass communication media in education and culture of people. Women, who spend long time in watching the TV when they feel free from other duties, shall have more information and knowledge from different programs and issues viewed throughout the day. The media always play the role of the mediator between the government and the people. The developmental policies planned by the government in all aspects are often conveyed through the various public media to the society. The media on the other hand work as the observer and the supervisor over the implementation stage to report the higher authorities about any shortcoming or remarks resulting from such policies (Mondal, 2015).

However, the more knowledge people have, the better they will receive government policies and women who seek intensively to acquire knowledge from different sources, become more eligible to meet government policies that support their working in leadership positions. Women always believe that knowledge helped them in reaching success in leading.

H7. The more Saudi culture encourages women to assume leading position, the more positive are the future perspective for working women

The view of the society to the work of women and men in paid and household tasks differ from one country to another (Van der Lippe, 2010). In Denmark for example it is not familiar not to see women not working outside home, while in Spain it is very strange to see a man working as a household. Uunk et al. (2005) focused on the mixed role played by gender type in democratic societies. Despite the positive effect of such societies in encouraging labour participation of women, but they do not affect the influence of childcare on how much mothers work. The study of Omair (2010) revealed that Saudi males report very traditional attitudes towards working female. Such social situation usually place Saudi women to be assigned for domestic responsibilities all the time.

Women in the western societies differ from men, but unlike in the eastern communities, they have their own rights which are not applicable to men. Evans (2014) affirmed that leadership style is now considered as a supportive factor for organizations to prefer the female approach in light to the current instability and transformational feature appeared in the international environment and leadership model. Islam changed the whole structure of Arab societies and prohibited bad practices against women and offered women their rights in term of property ownership, inheritance, education and divorce (Bashir, 2000).

Despite the slow progress of the change witnessed in the Saudi culture with respect to the society view towards women, but this change is noticeable especially regarding the acceptance to see women working in many fields and jobs can never be accepted before. Seeing women working as a teller, lawyer, waiter, saleswoman, and other jobs is quite normal during this time. The conservatives still support gender segregation policies (Fatany, 2013), and progressive women who advocate modernity are still a minority, but the important role played by the new generation of well educated women leaders of many organizations nowadays in Saudi Arabia no doubt will succeed one day in changing the old minds into new ones.

H7.1. Education influences cultural factors regarding women success in leadership positions

Education which enables people to reach optimal states in accurate thinking and perceiving also offer them the chance to act effectively to achieve self-selected goals and aspirations

(Don and Berg, 2011) and make them capable to influence in their society culture towards the positive direction. Omair (2010) pointed to the factors that may influence in the attitudes of the Saudi male towards the working female. Such factors include marital status, employment, age and level of education. As the study showed that married, employed, old and less educated Saudi people have more traditional attitudes towards working women compared with single, unemployed, young and educated ones who reported less traditional attitudes towards working females.

According to DeAnne (2011) and colleagues, women in this era surmount all obstacles to have more enrollment than men in educational institutions including universities. They achieve high grades in academic results as well as leading skills compared by men, but still they face several obstacles in Saudi Arabia to get leadership positions match with their educational qualification (DeAnne et al., 2011). Such situations, as mentioned by Cheung (2010) are mainly referred to the culture context which favors men to occupy leadership positions more than women.

H8. The more Saudi society encourages women to assume leading position, the more positive changes will take place for working women

Women leadership is influenced by the society characteristics and the society culture, which are influenced by the economic and technology factors. In this regard Al-Ahmadi (2011) affirmed that the Saudi government policy is in the direction of exerting all the efforts likely to engage women in all aspects of life including education, work, leadership, election in public councils and being ministers as well. But such attitude may be strongly confronted by traditions, history, heritage and religion groups. However it is clear that the society' culture represent the challenge against the extensive and fast engagement of women in public life and leadership positions.

Castells (2004) discussed the issue of the religious movements that reject fast social changes in the Saudi society and the consequent emergence of a new cultural landscape society as reaction. Abu-Nasr (2013) assumed that the initiative must come from women themselves, whenever women accept to occupy positions previously not open to them, they will create new workplace dynamic in the country and more Saudis will accept the idea of working women.

H9. Society influences the access of women and men in leading position in Saudi Arabia

Hutchings et al., (2010) suggested that female lack of support from family and social network is considered as a barrier that stand against women to be involved in the labour market. The study conducted by Omair (2010) in the Saudi context discovered that age was found to be the most effecting factor in the attitude of men towards working women. Less restriction may appear in the coming Saudi generation based on liberal gender socialization to replace the old opinion towards women involvement in the Saudi working environment. Males in general receive more support from organizations and more career development and mentoring compared to women. Such factor could always rank women at a lower level of management in the organizational hierarchy.

Blatchford and Manni (2006) studied the factors that foster leadership character since early childhood. The study found that the most fundamental requirements for learning of leadership specifications can be provided by a commitment to collaboration, and to the improvement of children's learning outcomes. Another valuable range of categories which are considered as effective in the development of leadership training include identifying and articulating a collective vision , ensuring shared understandings, meanings and goals, effective communication, encouraging reflection, commitment to on-going, professional development, monitoring and assessing practice, building a learning community and team culture and encouraging and facilitating parent and community partnerships

The relationship between men and women is considered as part of inequality practiced in many societies of today. The social, environmental and economic influences which are found in many organizations in advanced societies, have a direct effect on people and their environment and thoughts. Women work in this contest is found to be supported by one of these impacts (Amato et al., 2009).

CHAPTER 3

CHAPER 3

METHODOLOGY

The main objective of this study is to examine the most important factors that contribute into Saudi women's success in leadership, and to explore the main obstacles that hinder this success and provide suitable solutions to overcome these obstacles. To achieve these objectives qualitative and quantitative methods are used in this study which includes primary data collected from the questionnaires as well as in-depth interviews consecutively.

For the purpose of our study we analyzed three random samples of Saudi women and men: one sample of 12 women for the qualitative analysis, one sample of 37 women and a sample of 50 women and men for the quantitative analyses. First we performed a quantitative analysis of the 50 women and men sample using Statistical Package for the Social Sciences SPSS 20 Software. Secondly, we created two models to analyse a sample of 37 women and the 50 women and men sample. To validate these models and test the hypotheses we performed two Structural Equation Models (SEM) analyses using Smart PLS. The purpose of the first model is to determine if the factors identified in the literature review have an impact on woman leadership success in Saudi Arabia. The second one analyzes which factors can affect the future perspectives for Saudi women' successful working in leadership positions. The models were estimated via Partial Least Squares (PLS) by using Smart PLS 3 Software (Ringle et al., 2014). The bootstrapping technique with 500 samples was used to estimate the significance of the weights (Efron and Gong, 1983; Efron and Tibishirani, 1995). Smart PLS was chosen to validate the models because its algorithm converges in most cases achieving high statistical power even with reduced sample sizes and it is robust against missing data. Further, it also presents prediction accuracy and non-data multi normality requirements. (Henseler et al., 2009).

For the convenience of the reader, this chapter describes the procedure of data collection, and the analytical measures used in the study.

1. Qualitative Analysis: in-depth Interviews

In order to complete interpretation of the results, we use descriptive qualitative statistical analysis of in-depth interview. To achieve this objective, direct meetings have been conducted with a random sample of twelve women who are occupying leadership positions in the Kingdom of Saudi Arabia (KSA). Some of the original sample members were busy enough to participate and they postponed the appointment for many times, so they have been excluded from the interview. The interview is designed to get trustful views from Saudi women leaders to reflect the current situation of the Saudi women leadership and to see whether the participants' opinions is in-line with study' hypothesis and trends covered in the literature review.

Most of the interviewed women are working in the field of Education. Two of them are members of Shura Council (Parliament) in KSA. The rest of the participants are head departments and dean of faculties in higher educational institutions in the kingdom. Some of them are head of social associations and one is a director of TV channel. For the purpose of the study, it was intended to various categories of Saudi women leadership styles from both private and public sector, but as it turned out there was a slight bias in favour of the private sector.

Data derived from the interview were subsequently analyzed by means of SWOT analysis. The personal data of the participants including their names, demographic and job-related information were excluded in the analysis stage for the purpose of confidentiality of the study. The rest of data obtained from the participants were categorized in lists of strengths, weaknesses, opportunities and threats points of leader women participating in the study. Questions concerning success factors as well as barriers for achieving women leadership positions are included in the interview to cover issues of education, knowledge, skills, experiences, training, culture and society. Content analysis is used in the interview to reveal findings that cover many themes and responses regarding; progress made, social status and opinion on women leadership, family support, government support, women' skills, role of education, gender discrimination in the society, invisible barriers and women's advantages as leaders. The findings are also categorized to cover the way of thinking of participants towards the future of women leadership in Saudi Arabia. Care was also taken to link the empirical results with the key themes developed in the literature research in order to validate or not their accuracy. Furthermore, we deeply considered the hypothesis concerning the rise of women leaders to key positions held true; the Saudi Kingdom served as an example in this process.

2. The Questionnaire for the Quantitative Analysis

The questionnaire is designed to generate findings that can be analyzed to see whether they are likely to serve the objectives of the study. The present study used self-administered survey type (Thomas, 2008) which is considered as easy for participants to perform. The number of surveyed sample is (50), the majority of them are females (37) and the rest are males (13). The questionnaires were sent to participants and followed up by the researcher, to give them time to complete and return back. The use of questionnaires within this study contributes on inductive production of knowledge. The questionnaire shall use the format of closed questions as such type of questioning has the advantage taking little time to complete and there is no extended writing for the respondent.

Data were collected through an online questionnaire, using Google Docs. Participants were asked to give their perceptions on the extent to which education, training, experience; skills, culture, knowledge and society have influenced their leadership and whether these factors affect women leadership in general. The questions were measured using a five-point Likert scale (Likert, 1974), with “1” being the lowest range and “5” the highest. The following table (Table 6) offers an overview of the questionnaires’ structure.

Table 6: The Questionnaires’ structure

Parts of the Questionnaire	Type of Data Measured
Personal Data	Gender, Age, Nationality, Position and Field of work
Educational Certificates	<ul style="list-style-type: none"> -Academic Qualification -Place of obtaining certificates -Relation between current position and academic qualifications -Importance of academic qualifications to work development -Extent of help proposed by academic studies to achieve success

<p>Training</p>	<ul style="list-style-type: none"> -Attending of training courses related work experiences -Frequency of attending training courses per year -Support of training to work -Average length of courses attended -Relation of training courses to current job -Extent of help offered by training courses -Usefulness of training courses in work development
<p>Experiences</p>	<ul style="list-style-type: none"> -Years of experience before the current job -Years of experience in the current job -Number of positions assumed along the current work -Fitness of current position with previous experience -Extent of help offered by the experience in successful leading of the organization
<p>Skills</p>	<ul style="list-style-type: none"> -Possession of skills for work by Saudi women own -Possession of initial skills for leadership by Saudi women have -Extent of difference between Saudi women's leading skills and men's skills -Type of skills helping more in successfully leading -Effect of training in leading skills for women
<p>Culture</p>	<ul style="list-style-type: none"> -Facing of cultural discourage when joining work -Facing of cultural discourage when assuming a leading position -Forms of cultural discourage when assuming leading positions

	<ul style="list-style-type: none"> -The belief that Islamic religion is discouraging woman work -The belief that Islamic religion is discouraging woman assuming leadership positions -The belief that Islamic religion is effecting the success of woman in leading organizations -The belief that traditional culture of Saudi Society is discouraging woman's work -The belief that traditional culture of Saudi Society is discouraging women assuming leadership positions -The belief that traditional culture of Saudi Society may affect the success of woman in leading the organization -The belief that Saudi Society changes towards more tolerance for woman's work -The belief that Saudi Society changes towards more women assuming leadership positions -Evaluation of changes in the Saudi Society -Prediction of disappearance of discourages which restrict women assuming leading positions -Prediction of obstacles stand against women after getting a leading position -Workmate support of work
<p>Knowledge</p>	<ul style="list-style-type: none"> -The belief that knowledge tools are currently available for Saudi women -Frequency of reading books -Frequency of watching TV programs -Frequency of exploring web sites

	<ul style="list-style-type: none"> -Preference of tools according to their degree of use in updating knowledge -Degree of help offered by knowledge in successful leading
Society	<ul style="list-style-type: none"> -Family support of work -Family members' support to assume leading positions -Number of family members receiving their education abroad -Spouse rejection of assuming leading position -Effect of leading positions on family life -Number of women from family assuming some leading position -The belief that the society effect the work of women -The belief that the society is against women leadership -Trends of the Saudi society towards working women -Trends of the Saudi society towards women being leaders -Effect of Saudi society trends towards success in leading organizations
Future & Solution	<ul style="list-style-type: none"> -Perceptions of more positive changes in the future towards working women -Expectations for women to assume more leading positions after being awarded the membership of parliament (Shoura Council) & municipality -Perception of critical factor for changing the Saudi view of women leadership -Perception of factors that guarantee the success of women in leading their organizations

First, the questionnaire was sent to a random sample of women. The data collected were used to test the hypotheses of the first model (Figure 1). In order to rest the hypothesis of the second model (Figure 4), we decided to ask also men about the same issues. For the descriptive analyses we used the sample of women and men (50).

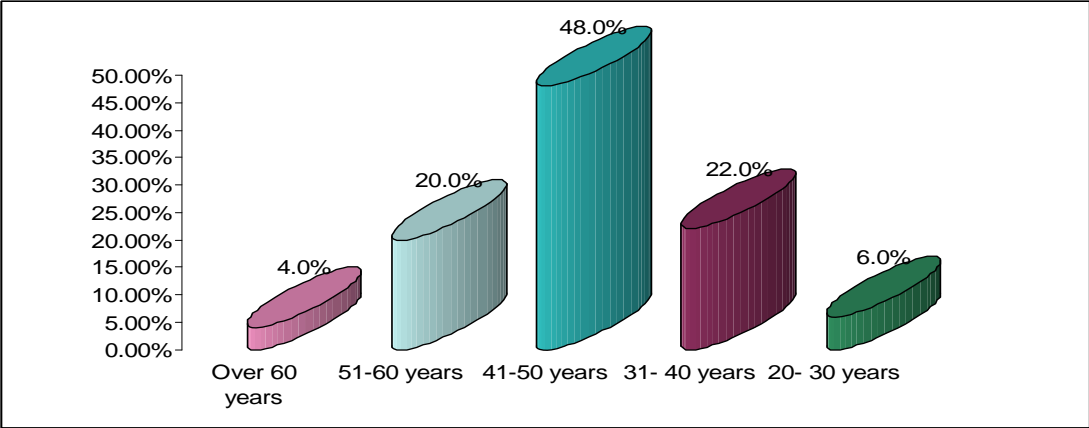
We received 37 answers from women and 13 from men. The technical fiche (Table 7) offers the most important attributes taken into account for the technical design of the survey.

Table 7: The Technical Fiche

<i>TECHNICAL FICHE</i>
<i>UNIVERSE: Women and men with leadership positions in Saudi organizations</i>
<i>GEOGRAPHIC AREA: Saudi Arabia</i>
<i>DESIGN OF THE SURVEY: Closed questions format (multiple choices)</i>
<i>SAMPLE SIZE MODEL1: 37 women</i>
<i>SAMPLE ERROR MODEL1: 16,1% (p=q=0.50)</i>
<i>SAMPLE SIZE MODEL2: 50 women and men</i>
<i>SAMPLE ERROR MODEL2: 13,8% (p=q=0.50)</i>
<i>LEVEL OF TRUST: 95%</i>
<i>SAMPLE DESIGN: A survey by person</i>
<i>FIELD WORK: Saudi women leaders</i>
<i>DATES: 2014</i>

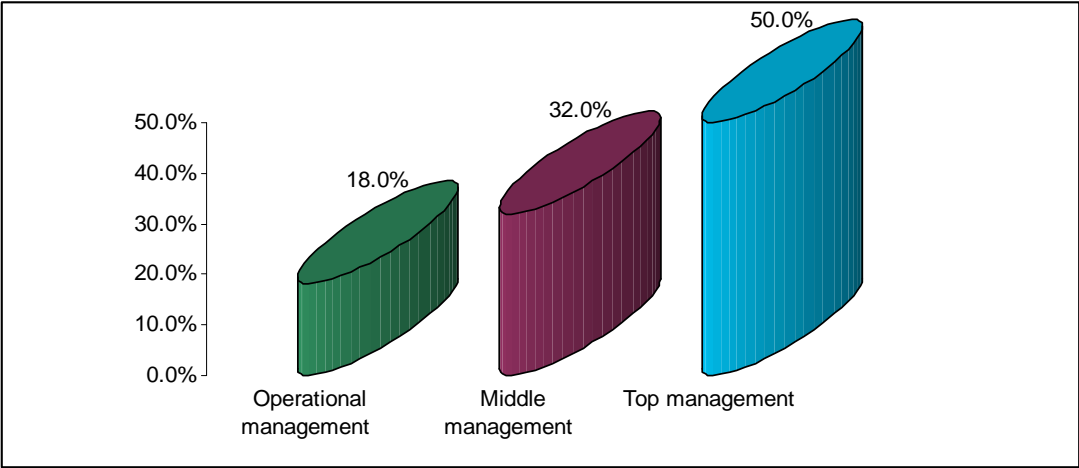
The majority of participants' ages concentrated between (31-50) years, and they comprised around 70.0% of the total sample.

Figure 6: Shows Sample Distribution According to Ages



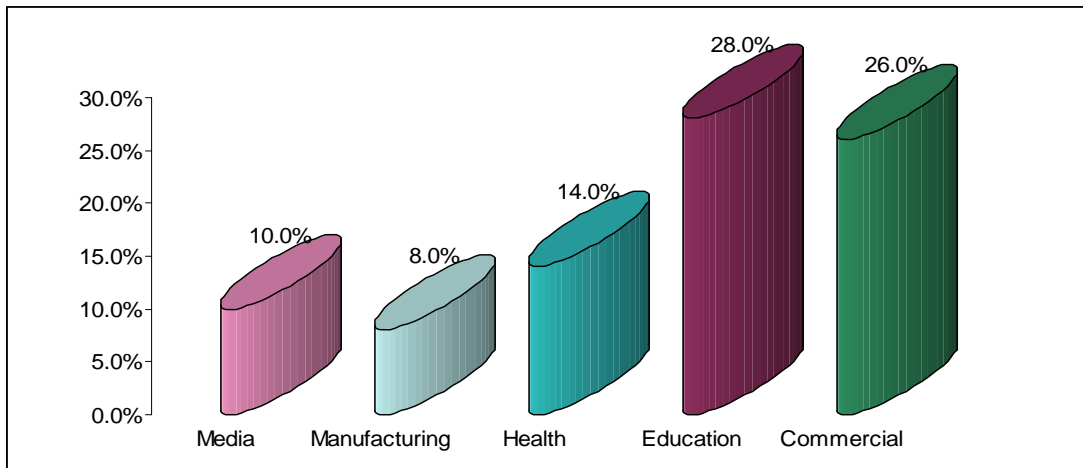
50.0% of participants are holding positions in top management, whereas 32.0% are in the middle management, while those in the operational management compose around 18.0%.

Figure 7: Shows the Participants Distribution According to Management Position



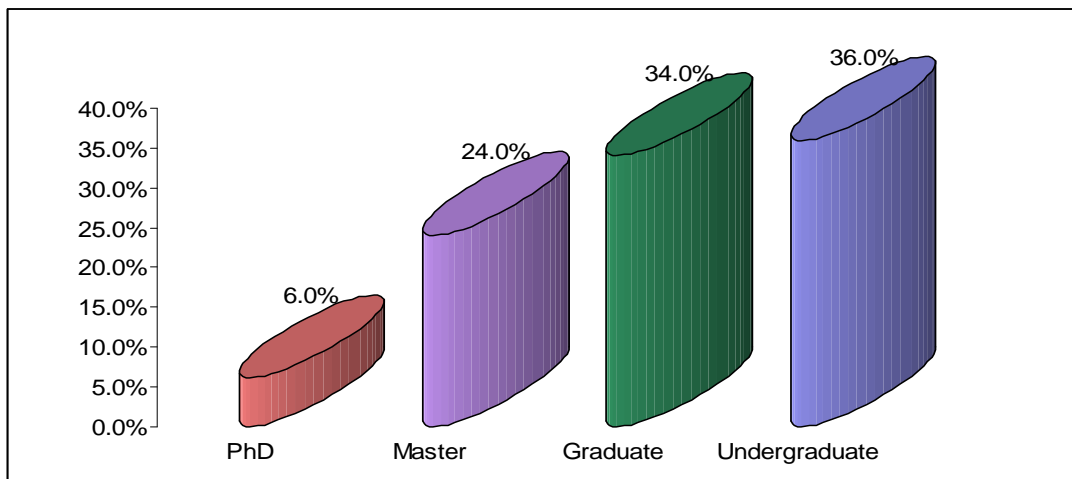
26.0% of the participants are working in the commercial field, whereas a 28.0% are working in the education field, while 14.0% in the health field. Only an 8.0% of them are working in the manufacturing field, while 10.0% are working in the media, whereas 14.0% in other fields.

Figure 8: Sample Distribution According to the Field



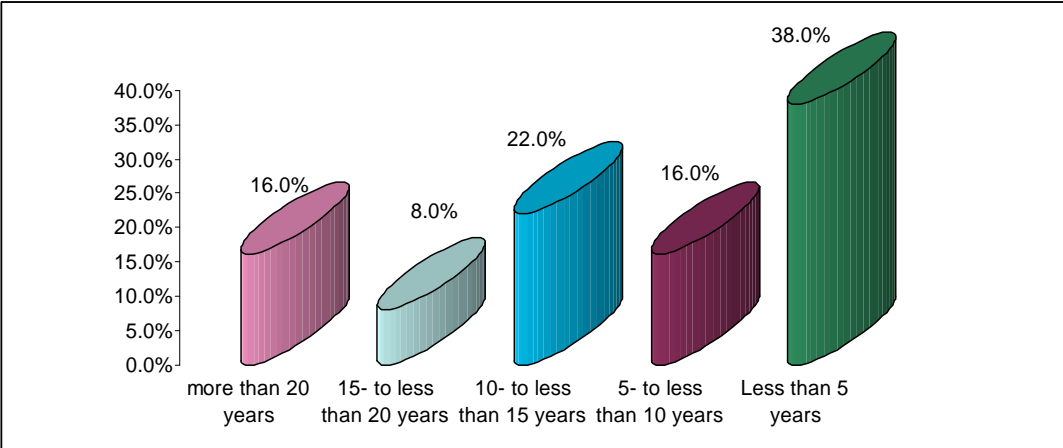
36.0% of the participants are undergraduates, 34.0% are graduates, while 24.0% are holding a Master degree, and only 6.0% were PhD holders.

Figure 9: Sample Distribution According to Academic Qualification



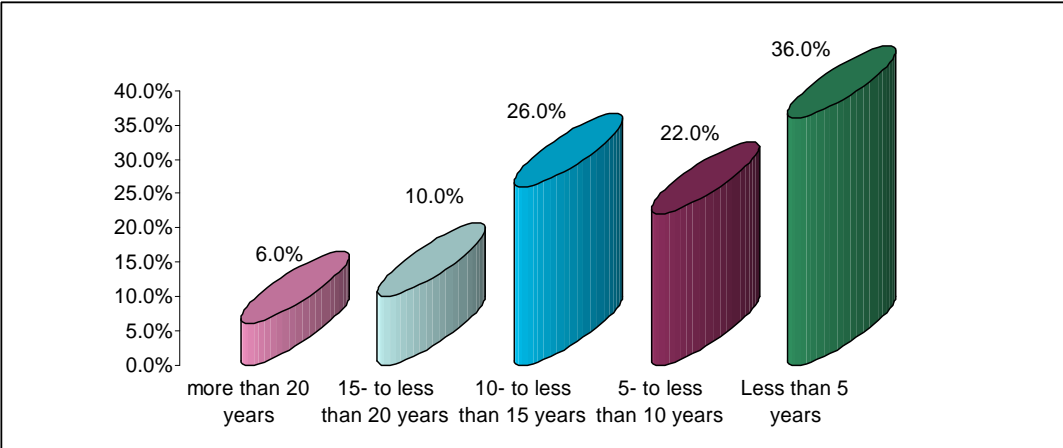
More than half of the participants (54%) have experience less than 10 years, while the remaining has experience of 10 years and over.

Figure 10: Sample Distribution According to Years of Experience before the Current Job



The majority (58.0%) have experience less than 5 years in the current job, while the remaining (42.0%) have experience in the current job for 10 years and over.

Figure 11: Sample Distribution of the Years of Experience in the Current Job



CHAPTER 4

CHAPTER 4

RESULTS AND DISCUSSIONS

The presentation of the results is structured as follows: first we show the results of the SWOT analysis of the in-depth interviews, then the results of the descriptive and inferential analysis and the results of the SEM analysis. Together with the results of the tested hypotheses, we present the discussions of the results based on all the performed qualitative and quantitative analyses.

1. SWOT Analysis of the in-depth Interviews

The data obtained from the interview is categorized in a form of strength, weaknesses, opportunities and threats points of leader women participating in the study. Answers with regard to success factors as well as barriers stand against Saudi women to achieve leadership positions are included in the analysis covering the main issues of culture, society, education, training, skills, experience and knowledge. The following schedules represent the qualitative data derived from SWOT analysis:

1. Dean of the Business Administration College (Girls Section) Jeddah, K.S.A.

<p><u>Strengths:</u></p> <p>Education: - PhD holder (USA) - Field of management which related to leadership</p> <p>Training: - Many training courses</p> <p>Experience: - 37 years of experience in different positions (mostly in leading positions)</p> <p>Skills: - Leadership personality, leadership treats, high skills especially in social communications and voluntary work</p> <p>Knowledge: - Participation in planning and organization of many forums and</p>	<p><u>Weaknesses:</u></p> <p>Training: -No training courses since longtime</p> <p>Skills: - Decisions sometimes effected by feelings</p>
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<p>conferences</p> <p>Positives: - Interviewer considers that education, training, culture, and knowledge are positive factors to support women leadership in Saudi society</p>	
<p><u>Opportunities:</u></p> <p>Education: - More availability for women in the Saudi society to obtain graduate and post graduate certificates</p> <p>Training: - Easiness and availability for women to get training in different fields</p> <p>Society: - Family has important role in support especially father, no restrictions.</p> <p>Positives: - Saudi women have a lot of opportunities right now to get education, training, knowledge, etc. and there is a positive culture change. Women have to exploit these factors to increase their capabilities</p> <p>- Gender difference between women and men in leadership especially in social relations</p>	<p><u>Threats:</u></p> <p>Culture and Society:</p> <p>- Customs, and traditions in Saudi has mixed with some misunderstand of Islamic instructions to hinder women getting leadership positions.</p> <p>- Hindrances decrease over time</p> <p>- Government and society are requested to give more opportunities to women to assume leadership positions</p>

2. Executive Director of Alsaydah Khadijah Bint Khowilid Center, Jeddah, K.S.A.

<p><u>Strengths:</u></p> <p>Education: - PhD and Master degree (USA)</p> <p>- Education is beneficial and important in life career but not sufficient for leader success</p> <p>Training: - Very important for leader success</p> <p>Skills: - Learn from other's mistakes, and maintaining of morals in</p>	<p><u>Weaknesses</u></p> <p>Experience: - Only 8 years experiences in leadership positions</p>
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<p>work are key skills of leaders</p> <p>Experience: -11 years of experience in different positions, 8 of them in senior positions</p> <p>Knowledge: - Reading and familiarity with new updates in the field of work are the most important tools for success</p>	
<p><u>Opportunities:</u></p> <p>Culture: - Has changed gradually to become more supportive for women work</p> <ul style="list-style-type: none"> - Islam is not an obstacle in this regard <p>- Cooperation of subordinates whether men or women is very important for the leader</p> <p>Society: - Family supports is very important for leader women</p> <ul style="list-style-type: none"> - King' support for women makes the future brighter - Support from man is more than woman <p>Skills: - No difference between man and woman in leading skills</p>	<p><u>Threats:</u></p> <p>Culture: - Customs and Traditions restrict woman to get leadership position, while witnessing gradual change</p> <p>Society: - Still representing an obstacle against women leadership</p>

3. President of Effat University for Girls, Jeddah, K.S.A.

<p><u>Strengths:</u></p> <p>Education:- Education supports success, but education alone is not sufficient</p> <p>Training: - Continuous learning and training courses helpful in leading and permanent success</p> <p>Skills: - initiative, vision, feeling and responsibility are key factors of leader success</p>	<p><u>Weaknesses</u></p> <p>Skills: - Eagerness to work more than humanities matters, a thing that effects negatively in relations in work</p> <ul style="list-style-type: none"> - Encountering of many difficulties as the first woman who charge University director position
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<p>- Saudi women are eager for accuracy than men, but need the support to get leading positions</p> <p>Experience: 30 years of experience in different positions, mostly in leading positions</p> <p>Knowledge: - Internet, researches, participation in conferences, exchange experiences and advice are the tools for increase of knowledge</p>	
<p><u>Opportunities:</u></p> <p>Society: - Some positive developments for woman is witnessed and this will be increased gradually by economic factors</p> <p>- Family support is very important for leader woman</p> <p>Knowledge: - Easiness of obtaining knowledge during the current time</p>	<p><u>Threats:</u></p> <p>Culture: - Still hindering women, especially wrong believes while Islam reserves woman rights</p> <p>Society: - Still considered as an obstacle for women to assume leadership positions</p>

4. President of Princess Nora bint Abdulrahman University for Girls, Riyadh, K.S.A.

<p><u>Strengths:</u></p> <p>Education: - PhD and Master degree holder (USA – UK)</p> <p>Training: - Attendance of many training courses and participation in many courses and workshop</p> <p>Skills: - Women have many skills compared with men</p> <p>Experience: - 27 years of experience in different positions, 7 of which in senior positions</p> <p>Knowledge: - Participation in several symposiums and international conferences - Reading and official visits are considered as important</p>	<p><u>Weaknesses</u></p> <p>Education: - Educational qualifications are not in the field of management</p> <p>Training: - Training is not in the field of management,</p> <p>Skills: - Leadership characters, but some decisions are influenced by sympathy</p> <p>Experience: - Only 7 years experiences in leadership positions</p>
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sources of knowledge	
<p><u>Opportunities:</u></p> <p>Culture: - Has changed gradually to become more supporting for women's work</p> <ul style="list-style-type: none"> - Islam is not an obstacle in this regard <p>Education: - Availability of education for women</p> <p>Training: - Available for women</p> <ul style="list-style-type: none"> - Training is very important to develop women capabilities <p>Society: - family support is very important</p> <ul style="list-style-type: none"> - King and government support brighten the future for women <p>Skills: - Availability of many supportive training courses</p> <p>Knowledge: - Knowledge sources are easy to access for women during the current time</p> <ul style="list-style-type: none"> - Importance of taking care of knowledge programs 	<p><u>Threatens:</u></p> <p>Culture: - Still there are some hindrances stand against women to assume leadership positions while gradual change is witnessed</p> <p>Society: - Still represents a barrier for women to get leadership positions</p> <p>Experience: - Women do not have much experience in leadership compared to men</p>

5. President of the Saudi Heritage Preservation Society, Riyadh, K.S.A.

<p><u>Strengths:</u></p> <p>Education: - B.A degree from K.S.A.</p> <ul style="list-style-type: none"> - Educational certificates are helpful for leadership but not sufficient for success <p>Training: - Training helps leaders for success</p> <p>Society: - Family supports is essential and very important for woman to get success in leading</p> <p>Experience: - 16 years of experience in leading positions.</p>	<p><u>Weaknesses</u></p> <p>Education: - Educational qualifications does not related to the management field.</p> <ul style="list-style-type: none"> - All educational certificates are from K.S.A. <p>Training: - Training courses are not in the field of management</p> <p>Skills: - Leadership personality and sometimes sympathy personality effects decisions</p>
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<p>- Support from all subordinates</p> <p>Skills: - Wisdom, comprehensive vision, asking for advice and balancing are very important skills for success in leading</p> <p>- No gender difference in leading</p> <p>Knowledge: - knowledge can be boosted by reading, exchange of experiences and use of internet</p>	
<p><u>Opportunities:</u></p> <p>Culture: - Gradual Change of culture to become more supporting for women work</p> <p>Education: - Available for women</p> <p>- Trends to increase percentages of women studying abroad</p> <p>Training: - Available for women</p> <p>- Training is very important to develop women capabilities</p> <p>Society: - The King strongly supports women</p> <p>- Economical developments in the Saudi Kingdom will increase rates of women assuming leadership positions</p> <p>Skills: - Saudi women have leading skills</p> <p>Knowledge: - Knowledge sources shall be available for Saudi women by increasing the percentage of women studying abroad</p>	<p><u>Threats:</u></p> <p>Culture: - Customs and traditions in K.S.A. represent obstacles for woman to get leading opportunities</p> <p>- Islam is not considered as an obstacle but the problem is in the wrong interpretation of Islam</p> <p>Society: - Still represents an obstacle for women to get leadership position but the change comes gradually</p> <p>- Some difficulties are encountered when be assigned in leadership position</p>

6. Vice President of Effat University for Girls, Jeddah, K.S.A.

<p><u>Strengths:</u></p> <p>Education: - Education obtained from both inside and outside the K.S.A</p>	<p><u>Weaknesses</u></p> <p>Education: - Educational qualifications from private schools</p>
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<ul style="list-style-type: none"> - Learning aboard offers the chance to know about other cultures - English language and administrative skills are very important for success <p>Training: - Training courses support women skills</p> <p>Skills: - Leading skills is the secret of leader success</p> <p>Experience: - 12 years of experience in leading positions</p> <p>Knowledge: - Proper identification of the concept</p> <ul style="list-style-type: none"> - Consideration of influence, skills, knowledge and experience are supports for woman success - Participation in several symposiums and conferences 	<ul style="list-style-type: none"> - Considering that education is not as important for leader success <p>Experience: - Women do not have enough experiences in leadership</p>
<p><u>Opportunities:</u></p> <p>Culture: - Gradual change of culture to become more supporting for women work</p> <ul style="list-style-type: none"> - Islamic instructions are not representing an obstacle in this regard <p>Education: - Is available for women nowadays</p> <p>Training: - Is available for women now</p> <ul style="list-style-type: none"> - Training is very important to develop woman capabilities <p>Society: - Family support is essential for leader women</p> <ul style="list-style-type: none"> - The King and the government support women, and effect in the society view towards women <p>Skills: - Saudi women have leading skills</p>	<p><u>Threats:</u></p> <p>Culture: - Customs and traditions in K.S.A. still represent obstacles for women to get leading positions</p> <ul style="list-style-type: none"> - The belief from some illiterates that Islam is considered as an obstacle <p>Society: - Still represents an obstacle for women to get leadership positions especially in some tribes, but it witnesses some improvements</p> <ul style="list-style-type: none"> - Women differ from men in leading skills

<p>Knowledge: - Knowledge resources are available for women more than before such as Internet and readings</p>	
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7. Founder and CEO of the Esteshariyah consultancy office, Jeddah, K.S.A

<u>Strengths:</u>	<u>Weaknesses</u>
<p>Education: - PhD in Management (USA)</p> <p>Training: - Attendance of many training courses for it is utmost importance</p> <p>Skills: - Consideration of communication skills and concentration in work are very important success factors</p> <ul style="list-style-type: none"> - Saudi women do not obtain yet the adequate leading skills <p>Experience: - 12 years of experience in different positions, especially in charity works</p> <ul style="list-style-type: none"> - The first elected woman in the Chamber of Commerce - Jeddah - Importance of experience as support factor for success <p>Knowledge: - Clear definition for leadership term</p> <ul style="list-style-type: none"> - Internet, personal communication, and attendance of conferences are sources of knowledge 	<p>Education: - Certificates are not sufficient for leading success as it just enhances success</p> <p>Skills: - Eagerness for achievements and decisions are affected negatively by comity</p> <ul style="list-style-type: none"> - Facing of women jealous while finding more support from men during career course

<p><u>Opportunities:</u></p> <p>Culture: - Positive attitudes towards women work</p> <ul style="list-style-type: none"> - Islam is not an obstacle in this regard but wrong interpretation and misunderstanding of Islamic instructions is the problem <p>Training: - Is available for women</p> <ul style="list-style-type: none"> - Training is very important to develop woman capabilities <p>Society: - Supports women nowadays</p> <ul style="list-style-type: none"> - Society view towards women has changed - Man is supporting woman more than the support of other women themselves - Family support is essential especially by father and husband - The support from the King and the government is important for women leadership 	<p><u>Threats:</u></p> <p>Culture: - Handicaps woman to get leadership position</p> <ul style="list-style-type: none"> - Traditions and customs witness gradual changes - Islam supports woman but wrong interpretation is the problem <p>Society: - Still represents an obstacle for women to assume leadership positions</p> <p>Skills: - Having insufficient leadership skills</p>
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8. Chairwoman of Ophthalmology Dept. at KFSH Riyadh, K.S.A.- A Member of Shura Council (Parliament) in K.S.A

<p><u>Strengths:</u></p> <p>Education: - Education from abroad</p> <ul style="list-style-type: none"> - Education is considered as the base of distinctive leader <p>Training: - Continuous learning is very important, especially in the medical field</p> <p>Skills: - Sharing others in decision making, keen of work and strategic vision are very important skills for leader success</p> <p>Experience: 16 years of experience from</p>	<p><u>Weaknesses</u></p> <p>Skills: - Eagerness to work</p> <ul style="list-style-type: none"> - Idealism effects negatively in work <p>Education: - Educational qualifications are not in the field of management, but in the medicine field</p>
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<p>abroad</p> <p>Knowledge: Reading and contact of others from inside and outside for updates information in the field</p>	
<p><u>Opportunities:</u></p> <p>Culture: - A lot of changes is witnessed in the present time</p> <ul style="list-style-type: none"> - Islam supports woman <p>Education: - Women education increasing over time</p> <p>Society: - There is some change but not so fast</p> <ul style="list-style-type: none"> - Family is very important key in supporting women - The King tend to support women all the time <p>Skills: - Saudi women have leadership skills and ambition</p>	<p><u>Threats:</u></p> <p>Culture: - Customs and traditions still restrict women capabilities</p> <p>Society: - Still represents limitations for women to get leadership positions</p> <ul style="list-style-type: none"> - A lot of difficulties were encountered in the beginning for pioneer Saudi women but such situation can be overcome by cooperation of subordinates

9. Head of Sheikh Mohammed Hussein Al-Amoudi Center of Excellence in Breast Cancer, Jeddah, K.S.A

<p><u>Strengths:</u></p> <p>Education:- Education is considered as the key factor of success as it strengthen leading skills</p> <p>Training: - Attendance of many training courses and participation in many workshops</p> <p>Skills: - Team work is considered as the spirit, and dedication to work and they are the key factors of success</p> <ul style="list-style-type: none"> - Saudi women are qualified for leading but handicapped - There is no difference between man and women in leading <p>Experience: - 19 years of experience in</p>	<p><u>Weaknesses</u></p> <p>Education: - Education is not in the field of management</p> <p>Skills: - Sympathy and keenness for achievements effect negatively in relation with subordinates</p>
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<p>different positions, mostly in leading positions</p> <ul style="list-style-type: none"> - Experience is not sufficient for granting success <p>Knowledge: - Reading and exchange of experience via social networks are important means to increase knowledge</p>	
<p><u>Opportunities:</u></p> <p>Culture: - Gradual change to be more supportive for women work</p> <ul style="list-style-type: none"> - Islam supports woman - Cooperation of subordinates <p>Training: - Opportunities are available for women</p> <p>Knowledge: - Resources are easy and accessible for women currently</p> <p>Society: - Family supports especially mother and direct relatives is important in supporting woman</p> <ul style="list-style-type: none"> - The King's and other policy makers' supports for woman leadership is beneficial and important 	<p><u>Threats:</u></p> <p>Culture: -Traditions and customs are handicapping women to get leadership positions, despite gradual change is witnessed</p> <p>Society: - Several difficulties are encountered especially</p> <ul style="list-style-type: none"> - Still some social categories putting handicaps before woman

10. Head Drug Monitoring Unit at King Fahd Research Centre, King AbdulAziz University, Jeddah, K.S.A.

<p><u>Strengths:</u></p> <p>Education: - Bachelor, Master and PhD from abroad</p> <ul style="list-style-type: none"> - Education helps in success <p>Training: - Very important, keenness to obtain training courses from inside and outside</p> <p>Skills: - Taking right decision, persistence on success and increase knowledge</p>	<p><u>Weaknesses</u></p> <p>Skills: - Eagerness for work shall effect negatively in relations with subordinates</p> <ul style="list-style-type: none"> - Inaccurate definition of leadership depends on time and place - Subordinates do not accept women leadership easily
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<p>are very important skills for success</p> <p>Experience: - 40 years of experience</p> <ul style="list-style-type: none"> - Experience is very important for success <p>Knowledge: - Increases by reading and contact others</p>	
<p><u>Opportunities:</u></p> <p>Culture: - A lot of positive changes towards woman work is witnessed</p> <p>Education: - Women education is increasing over time</p> <p>Society: - Supports women nowadays more than before, and future will be better</p> <ul style="list-style-type: none"> - Family is very important factor in supporting woman - The alternate Kings in the Kingdom always support women <p>Skills: - Saudi women have leadership skills</p> <ul style="list-style-type: none"> - Woman always keen to improve herself 	<p><u>Threats:</u></p> <p>Culture: - Customs and Traditions still represent obstacles for women to get leadership positions</p> <ul style="list-style-type: none"> - Islam supports women but wrong interpretation is the problem <p>Society: - Still represents an obstacle for women to get work</p> <ul style="list-style-type: none"> - A lot of difficulties are encountered by pioneer Saudi women in many areas

11. Director of Tele-sat Channel (Ajial TV) for children

<p><u>Strengths:</u></p> <p>Education: - Bachelor degree from K.S.A.</p> <p>Training: - attendance of many training courses in America and K.S.A.</p> <ul style="list-style-type: none"> - Training is very important <p>Skills: - Vision, planning, team spirit, participation, motivation, and acceptance of other's opinions are key factors of leading success</p> <ul style="list-style-type: none"> - Dedication of efforts to prove self-esteem in work 	<p><u>Weaknesses</u></p> <p>Education: - Educational certificates are not sufficient for success although it helps in success</p> <p>Skills: - Idealism in work annoys the teamwork, as it costs a lot of efforts to achieve</p>
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<p>Experience: - 28 years of experience in different positions, mostly in leading positions that helps in success</p> <p>Knowledge: - Reading, travel and exchange of experiences are tools to increase knowledge</p>	
<p><u>Opportunities:</u></p> <p>Culture: - Gradual change to boom women work</p> <ul style="list-style-type: none"> - Islam is not an obstacle <p>Training: - Training is very important to develop women capabilities</p> <ul style="list-style-type: none"> - It is available for women <p>Society: - Family support is considered as the key factor for women success</p> <ul style="list-style-type: none"> - The King supports woman leadership so the future is brighter 	<p><u>Threats:</u></p> <p>Culture: - Traditions and customs are still handicapping women to get leadership positions</p> <p>Society: - Is still representing an obstacle for women leadership</p> <ul style="list-style-type: none"> - Many difficulties from both genders are encountered in the beginning as leadership is a new field for women

12. Member of Shura Council (Parliament) in K.S.A.

<p><u>Strengths:</u></p> <p>Education: - Bachelor, Master and PHD from abroad (USA)</p> <p>Training: - Is very important to qualify women for leading positions</p> <p>Skills: - Future vision, strategy planning, self-confidence, honesty, diligence are very important skills for success</p> <ul style="list-style-type: none"> - Women have skills and capabilities for success and reality confirms that in different areas: Shura council (Parliament) – Education – Health – Chamber of Commerce and Business <p>Experience: - Is very important for success</p> <ul style="list-style-type: none"> - Experience increases with increasing women work and 	<p><u>Weaknesses</u></p> <p>Education: - Educational certificates are not important for leader success but just enhance it</p> <p>Skills: - Leadership personality is important, but keenness for achievements and comity effects negatively in making the right decisions</p> <ul style="list-style-type: none"> - Women jealousy is common while more support from men may be encountered across the career course - Inaccurate definition of leadership depends of time and place
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<p>participation in life</p> <p>Knowledge: - Is important for leaders</p>	
<p><u>Opportunities:</u></p> <p>Culture: - Culture has changed gradually but still need time</p> <ul style="list-style-type: none"> - Islam has clear vision in women work even in leadership positions <p>Education: - Women education is increasing over time</p> <p>Training: - It is available for women</p> <ul style="list-style-type: none"> - Training is very important to develop women capabilities <p>Society: - Supports women nowadays and society view towards women have changed in the frame work of Islam</p> <ul style="list-style-type: none"> - Life development motivates women for more participation in economy - Family is very important in supporting women - The King, and the government support women <p>Skills: - Saudi women have leadership skills</p> <ul style="list-style-type: none"> - Women differ than men in leading skills 	<p><u>Threats:</u></p> <p>Culture: - Still representing a challenge</p> <p>Society: - Still represents an obstacle for women to get leadership positions especially some social classes</p>

2. Questionnaire Analysis

The descriptive statistics techniques have been used to analyze and interpret the sample standard deviation in addition to that inferential statistics such as t-Test, correlations would be used whenever needed. Moreover, reliability checking for the questionnaire method was conducted by using the Composite Reliability statistic .

The detailed analysis of the sample attitudes would be conducted as in the following:

The demographic and personal characteristics of the sample of the study

Table 1: Gender in the empirical analysis

Gender	Frequency	Percentage %
Female	37	74.0%
Male	13	26.0%
Total	50	100.0%

Table 1 shows that almost 74.0% of participants are female, whereas males comprise around 26.0% of the total sample.

Table 2: sample distribution according to age

Ages	Frequency	Percentage %
20- 30 years	3	6.0%
31- 40 years	11	22.0%
41-50 years	24	48.0%
51-60 years	10	20.0%
Over 60 years	2	4.0%
Total	50	100.0%

Table 2 shows that there are about 6.0% of the participants in the age (20-30) years, whereas 22.0% in the age (31-40) years, while 48.0% of them in the age class (41-50) years, where 20.0% in the age class (51-60), whereas only 4.0% were over 60 years.

Table 3: sample distribution according to nationality

Nationality	Frequency	Percentage %
Saudi	50	100.0%
Non - Saudi	0	0.0%
Total	50	100.0%

Table 3, shows that almost participants with 100.0% were Saudi, and therefore, the study doesn't include any non-Saudi participants.

Table 4: Sample distribution according to position

Position	Frequency	Percentage %
Top management	25	50.0%
Middle management	16	32.0%
Operational management	9	18.0%
Total	50	100.0%

Table 4 shows that the majority of participants with 50.0% are holding positions in top management, whereas 32.0% were in the middle management, while those in the operational management occupy around 18.0%.

Table 5: sample distribution according to the field

Field	Frequency	Percentage %
Commercial	13	26.0%
Education	14	28.0%
Health	7	14.0%
Manufacturing	4	8.0%
Media	5	10.0%
Other	7	14.0%
Total	50	100.0%

In the previous table it is clearly observed that 26.0% of the participants are working in the commercial field, whereas 28.0% are working in the education field, while 14.0% in the health field. Only 8.0% of them are working in the manufacturing field, while a 10.0% are located in the media, whereas, 14.0% in other fields.

3. Testing the Research Method Reliability

The questionnaire reliability was tested by using Cronbach's Alpha coefficient as shown in the table below.

Reliability Statistics

Table 6: the questionnaire reliability

Cronbach's Alpha	No. of Items
0.889	57

The results in table 6 show that Cronbach's Alpha coefficient is reaching (0.889) which guarantees that the questionnaire method has a very high reliability exceeding the required limits.

Analysis of the participant’s attitudes regarding the educational factor

Table 7: sample distribution according to academic qualification

Academic qualification	Frequency	Percentage %
Undergraduate	18	36.0%
Graduate	17	34.0%
Master	12	24.0%
PhD	3	6.0%
Total	50	100.0%

The statistics in table 7 shows the sample of the study distribution according to academic qualification, and it is clearly observed that a 36.0% of the participants are undergraduate, 34.0% are graduate, while 24.0% are holding a Master degree, and only 6.0% were PhD holders.

Table 8: number and percentages of the participants' academic qualification according to gender

Academic qualification	Gender		Total
	Female	Male	
Undergraduate	10 (20.0)	8 (16.0)	18 (36.0)
Graduate	16 (32.0)	1 (2.0)	17 (34.0)

Master	9 (18.0)	3 (6.0)	12 (24.0)
PhD	2 (4.0)	1 (2.0)	3 (6.0)
Total	37 (74.0)	13 (26.0)	50 (100.0)

From the above table, it is clear that, there are around (32.0%) of Saudi women graduated, compared with only 2.0% of male, while women with master degrees comprise 18.0% compared with 6.0% for males, whereas there were 4.0% holding PhD, compared with only 2.0% for males.

Table 9: Places for obtaining the certificate

Place	Frequency	Percentage %
K.S.A	21	42.0%
Abroad	12	24.0%
Both	17	34.0%
Total	50	100.0%

From table 9, it is clear that a 42.0% of participants obtained their certificates from K.S.A, while just 24.0% of the participants obtained certificates from abroad, whereas 34.0% from both K.S.A & abroad,

Table 10: Shows the country of obtaining the certificates

Place	Frequency	Percentage %
U.K	3	6.0%

U.S.A	12	24.0%
K.S.A	21	42.0%
Bahrain	1	2.0%
USA/ Canada	1	2.0%
Egypt	1	2.0%
Pakistan	1	2.0%
Canada	1	2.0%
USA/UK	1	2.0%
KSA/ USA	2	4.0%
Not reported	6	12.0%
Total	50	100.0%

From table 10, it is clear that there are 42.0% of participants obtain their certificate from the K.S.A, while 24.0% of the participants obtained certificates from U.S.A, whereas 6.0% from U.K, where only 4.0% from KSA/USA, whereas 2.0% for countries including Bahrain, USA/Canada, Egypt, Pakistan, Canada, and USA/UK. Therefore, the majority of participants obtained academic certificates from K.S.A, and U.S.A, and they comprise around 66.0% of the total sample.

Table 11: Participants' attitudes regarding the importance of their academic qualification in their work

	Frequency	Percentage %	Average mean	Standard deviation
Strongly yes	26	52.0%	4.26	0.90
Yes	13	26.0%		

Partially yes	9	18.0%		
No	2	4.0%		
Total	50	100.0%		

Table 11 shows the participants perceptions regarding if they consider academic qualification important to practically develop their work. The results show that there are 52.0% of the participants strongly agree, while 26.0% agree, whereas 18.0% partially agree, where only 4.0% don't agree.

Table 12: participants' attitudes regarding if their academic degree helped them in reaching success

	Frequency	Percentage %	Average mean	Standard deviation
Strongly yes	23	46.0%	4.32	0.71
Yes	20	40.0%		
Partially yes	7	14.0%		
Total	50	100.0%		

Table 12 shows the participants attitudes regarding if their academic studies helped them in reaching success. The results shows that there are around 46.0% of the participants strongly agree, while 40.0% agree, whereas 14.0% do partially agree. Thus, the majority of participants (86.0%) confirm that their academic studies helped them in reaching success, which in turn effect positively on their leadership to the organizations.

Analysis of the participants' attitudes in concern with the training factor

Table 13: Participants' attendance of training courses related to their working experience

	Frequency	Percentage %	Average mean	Standard deviation
Yes	47	94.0%	1.94	0.24
No	3	6.0%		
Total	50	100.0%		

The statistics in table 13 clearly show that almost a 94.0% of the participants sample confirm that they have attended training courses that related to their working experience, while just 6.0% don't attend any training courses.

Table 14: Participants' attitudes concerning frequency of attending training courses per year

	Frequency	Percentage %	Average mean	Standard deviation
Very often	4	8.0%	3.58	0.88
Often	29	58.0%		
Sometimes	10	20.0%		
Rarely	6	12.0%		
None	1	2.0%		
Total	50	100.0%		

The statistics in table 14 clearly show that there were 8.0% of participants very often attend training courses per year, whereas 58.0% confirm that they often attended training courses, while 20.0% sometimes attend, where 12.0% assume that they rarely attended, and only 2.0% don't attended any training courses.

Therefore, we conclude that the majority of the participants, a percent of 58.0% believe that they often attend training courses per year.

Table 15: participants' attitudes regarding that if training support their work

	Frequency	Percentage %	Average mean	Standard deviation
Strongly yes	16	32.0%	3.82	1.08
Yes	18	36.0%		
Sometimes	14	28.0%		
No	9	18.0%		
Total	50	100.0%		

The results in table 15, revealed that a 32.0% of participants assume that their work strongly support their training, whereas 36.0% agree that it does support, while 28.0% believe that it sometimes support, where 18.0% confirm that their work never support their training.

Thus, it is obvious that the majority of the participants' attitudes, a 68% confirm that their work does support their training. This positive rate of responses is supported by an average mean value reaching (3.82) with standard deviation (1.08).

Table 16: Average length of courses attended by participants

	Frequency	Percentage %	Average mean	Standard deviation

Less than a week	14	28.0%	1.92	0.78
From 1 week – to 1 month	29	58.0%		
From 1- to 6 months	4	4.0%		
From 6- to 12 months	3	6.0%		
Total	50	100.0%		

The results in table 16, show the average length of courses attended by the sample of participants of the study, and it is clearly seen that there are 28.0% of participants attend less than a week, whereas 58.0% attended between (1 week – to 6 month), while 4.0% their average length of attending training courses (from 1- to 6 month) where 6.0% attend a longer length of time in their training courses from 6-12 month.

Therefore, it is obviously seen that the majority of participants attended training courses for a length of time from 1 week- to 1 month, as they comprise around 58.0%.

Table 17: participants' attitudes regarding if the training courses related to their current job

	Frequency	Percentage %	Average mean	Standard deviation
Strongly related	18	36.0%	4.02	0.98
Highly related	19	38.0%		
Partially related	11	22.0%		
None related.	2	4.0%		
Total	50	100.0%		

The results in table 17 show that there are around 36.0% of the participants assume that their training courses are strongly related to their current job, while 38.0% confirm that it is highly related, whereas 22.0% considered that as partially related, where only 4.0% believe it is none related.

Table 18: Participants attitudes regarding the relationship between training courses and final performance

	Frequency	Percentage %	Average mean	Standard deviation
Too much	13	26.0%	4.02	0.74
A lot	26	52.0%		
Partially	10	20.0%		
A little	1	2.0%		
Total	50	100.0%		

The results in table 18 show that about 26.0% of the participants believe that the training courses are helping them too much, while 52.0% confirm that it helped them a lot, whereas 20.0% assume that it is partially help, where only 2.0% consider training courses helped them a little. Thus, the overall sample attitudes clarify that training courses help them a lot, as the overall average mean that value is reaching (4.02) complied with a 0.74 standard deviation.

Table 19: participants' attitudes regarding how useful they find training courses in developing the work

	Frequency	Percentage %	Average mean	Standard deviation
Too much	21	42.0%	4.22	0.79
A lot	20	40.0%		
Partially	8	16.0%		
A little	1	2.0%		
Total	50	100.0%		

The results in table 19 show that about 42.0% of the participants believe that they found training courses too much useful in developing the work, while 40.0% found a lot of usefulness of training courses, whereas 16.0% found them partially useful And only 2.0% of participants considered training courses to a little useful in developing the work.

Therefore, we conclude from the previous statistics that the majority of the sample responses regarding the usefulness of training courses confirm that training courses are useful in developing the work, as there are around 82.0% supports that view.

Analysis of the participant’s attitudes regarding the experiencefactor

Table 20: participants’ years of experience before the current job

	Frequency	Percentage %	Average mean	Standard deviation
Less than 5 years	19	38.0%	2.48	1.47
5- to less than 10 years	8	16.0%		
10- to less than 15 years	11	22.0		
15- to less than 20 years	4	8.0%		
More than 20 years	8	16.0%		
Total	50	100.0%		

The results in table 20 show that there are about 38.0% of the participants their years of experience before the current job is less than 5 years, while 16.0% their years of experience is (5- to less than 10) years, whereas 22.0% have experience from (10-to 15) years, where only 8.0% have experience from (15-20) years before the current job position, whereas 16.0% have more than 20 years of experience before the current job.

Therefore, we conclude from the above statistics that more than half of the participants (54%) have experience less than 10 years, while the remaining have experience 10 years and over.

Table 21: Participants' years of experience in the current job

	Frequency	Percentage %	Average mean	Standard deviation
Less than 5 years	18	36.0%	2.28	1.23
5- to less than 10 years	11	22.0%		
10- to less than 15 years	13	26.0%		
15- to less than 20 years	5	10.0%		
More than 20 years	3	6.0%		
Total	50	100.0%		

The results in table 21 show that about 36.0% of the participants have spent less than 5 years of experience in the current job, while a 22.0% of them admit that their years of experience is 5- to less than 10 years, whereas 26.0% of them have experience from 10-to 15 years, where 10.0% have experience from 15-20 years in the current job position. Just 6.0% present more than 20 years of experience in the current job.

Hence, we conclude that, the majority (58.0%) have experience less than 5 years in the current job, while the remaining (42.0%) have experience in the current job for 10 years and over.

Table 22: Participants' number of positions along their current job

	Frequency	Percentage %	Average mean	Standard deviation
One position	14	28.0%	2.88	0.69
2- to 3 positions	29	58.0%		
4- to 5 positions	6	12.0%		

6-7 positions	1	2.0%		
Total	50	100.0%		

The results in table 22 show that about 28.0% of the participants have one position in the current work, while the majority 58.0% have 2 to 3 positions in the current work, whereas 12.0% have from 4 to 5 positions, where only a 10.0% of the participants maintain from 6-7 positions in the current work.

Table 23 shows the participants attitudes regarding how the current position fits with their previous experience.

Table 23 Relationship between the current position and previous experience

	Frequency	Percentage %	Average mean	Standard deviation
Strongly related	14	28.0%	3.90	0.93
Highly related	22	44.0%		
Partially related	9	18.0%		
Poorly related	5	10.0%		
Total	50	100.0%		

The results in table 23 clearly show that 28.0% of the participants confirm that their current position strongly fit with their previous experience, while 44.0% confirm that it is highly related, whereas 18.0% see that it is partially related, and only 10.0% considered it as poorly related.

Table 24: Participants' attitudes regarding relation between experience and successful leadership

	Frequency	Percentage %	Average mean	Standard deviation
Strongly yes	24	48.0%	4.22	0.93
Yes	16	32.0%		
Partially yes	8	16.0%		
No	1	2.0%		
Strongly No	1	2.0%		
Total	50	100.0%		

When participants were required to provide their views regarding if their experience helped them in leading their organization successfully, the results in table 24, clearly show that there are around 48.0% of them confirm that the experience have helped them strongly in leading their organization successfully, while 32.0% agree about that, a 16.0% regard that it helped them partially, and only 4.0% of participants hold negative attitudes.

Analysis of the participant's attitudes regarding the skillsfactor

Table 25: Perception on how Saudi women skills affect their work

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	19	38.0%	4.16	0.87
Yes mostly	23	46.0%		
Yes moderately	6	12.0%		

Yes weakly	1	2.0%		
Not skilled yet	1	2.0%		
Total	50	100.0%		

When participants were asked to show their attitudes regarding if they do think that the Saudi women own skills for work, the results in table 25, clearly express that there are around 38.0% of them confirm that Saudi women greatly own skills for work, while 46.0% of them think that the Saudi women mostly have the skills, whereas 12.0% think that they moderately have the skills, where only 2.0% show that they weakly have, and just a 2.0% believe that Saudi women are not yet skilled for work.

Hence, we conclude that, the majority of responses indicated that the Saudi women mostly own the skills needed to practice the role of leadership in the organization whether public or private, as around 84.0% of the participants support that, in addition to that, this high response rate is supported by the average mean value reaching (4.16) compiled with (0.87) standard deviation.

Table 26: Participants' attitudes regarding their thoughts in initial skills for leadership

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	21	42.0%	4.10	1.02
Yes mostly	19	38.0%		
Yes moderately	5	10.0%		
Yes weakly	4	8.0%		
Not skilled yet	1	2.0%		
Total	50	100.0%		

When participants were asked to show their attitudes regarding if they do think that the Saudi women have the initial skills for leadership, the results in table 26, obviously revealed that around 42.0% of participants believe that the Saudi women greatly have the initial skills for leadership, while 38.0% they think that the Saudi women mostly have the skills for leadership, whereas 10.0% though that they moderately have the skills, where 8.0% show that they weakly have, and just 2.0% see that the Saudi women was not yet skilled for leadership.

Therefore, it is obviously seen that around 80.0% of the participants confirm that the Saudi women have initial skills for leadership. This high rate of responses is supported by the average mean value reaching (4.10) with standard deviation (1.02).

Table 27: Participant’s attitudes regarding their perceptions on differences between women and men skills

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	14	28.0%	3.32	1.30
Yes with a big difference	8	16.0%		
Moderately	10	20.0%		
No difference	16	32.0%		
Less than men's skills	2	4.0%		
Total	50	100.0%		

Regarding the sample of the study thoughts in concern with if the Saudi women's leading skills differ from men's skills, it is clearly observed that there are around 28.0% of participants believe that the Saudi women's leading skills differ greatly than those of men's skills, while 16.0% thought that they differ with a big difference, whereas 20.0% thought that they moderately differ, where 32.0% believe there is no difference and only 4.0% regard that the Saudi women's leading skills are less than men's skills .

Therefore, we conclude that from the above statistics that the overall sample attitudes tend to indicate that the Saudi women's leading skills were moderately differ from men's leading skills, and these responses are supported by the average mean value equal to (3.32) with standard deviation (1.30).

Table 28: participants' attitudes regarding which skills helped them more in successful leading

	Frequency	Percentage %	Average mean	Standard deviation
Cooperate with others	38	76.0%	1.64	1.31
Listening to others	4	8.0%		
Solving problems	4	8.0%		
Planning the future	4	8.0%		
Total	50	100.0%		

When participants of the study were asked to provide their beliefs regarding which skills do help them more in successful leadership, it is clearly observed that around 76.0% of participants believe that the most important skill that helped them more in the achievement of successful leadership is to cooperate with others, while others skills including listening to others, solving problems and planning future comprise only 12.0% with 4.0% for each of the three skills.

Table 29: Participants' attitudes regarding if training sharps leading skills for women

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	26	52.0%	4.26	0.96

Yes mostly	15	30.0%		
Yes moderately	6	12.0%		
Yes weakly	2	4.0%		
No	1	2.0%		
Total	50	100.0%		

When participants of the study were asked to provide their thoughts regarding if they do think that training sharpens leading skills for women, it is clearly seen that there are around 52.0% of participants think that training greatly sharpens leading skills of Saudi women, while 30.0% of the participants responses indicated that it is mostly sharpens leading skills for women, whereas 12.0% think that it is moderately sharpens, where 4.0% see that it is weakly do that, while only 2.0% don't believe in that. This positive view in concern with the role of training in sharp leading skills for Saudi women is supported by the average mean value equal to (4.26) with standard deviation equal to (0.96).

Hence, the majority of the sample of the study have positive thoughts that the training sharpens leading skills for Saudi women, as there are about 82.0% positively support that, as the average mean value is reaching (4.26) with standard deviation (0.96).

Analysis of the participant's attitudes regarding the cultural factor

Table 30: Participants' attitudes facing cultural discouragement when they join work

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	5	10.0%	2.46	1.27
Yes mostly	7	14.0%		
Yes moderately	5	10.0%		
Yes weakly	22	44.0%		

No	11	22.0%		
Total	50	100.0%		

When participants of the study were asked to provide their thoughts regarding if they do face cultural discourages when they join work, it is clearly observed from the statistics in table 30, that there are around 10.0% of participants greatly agree that they do face cultural discourages, while 14.0% of the participants responses indicated that they mostly face that, whereas 10.0% thought they moderately face cultural discourages when they join the work, where 44.0% they weakly face that, while 22.0% don't face any cultural discourages when they join work.

Table 31: participants' attitudes regarding if they do face cultural discourage when they assume leading positions

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	5	10.0%	2.48	1.25
Yes mostly	5	10.0%		
Yes moderately	11	22.0%		
Yes weakly	17	34.0%		
No	12	24.0%		
Total	50	100.0%		

When participants of the study were required to provide their beliefs regarding if they do face cultural discourages when they assume leading positions, there are around 10.0% of participants greatly agree that they do face cultural discourages when they assume leading positions, while 10.0% of the them they mostly face that, whereas 22.0% thought they

moderately face cultural discourages when they assume leading positions, where 34.0% they weakly face that, while 24.0% don't face any cultural discourages when they assume leading positions.

Table 32: Participants' attitudes regarding how they face cultural discourage when assuming leading positions

	Frequency	Percentage %	Average mean	Standard deviation
Strong discourages	3	6.0%	2.48	1.25
High discourages	5	10.0%		
Moderate discourages	15	30.0%		
Weakly discourages	11	22.0%		
Not discourages	16	32.0%		
Total	50	100.0%		

With regard to how do Saudi women face cultural discourages when they assume leading positions, it is obviously seen that, there are around 6.0% of participants believe that they greatly face cultural discourages when they assume leading positions, while 10.0% of the them believe that they face high discourages, whereas 30.0% confirm that they do face moderate cultural discourages when they assume leading positions, where 22.0% they weakly face that, while 32.0% don't face any cultural discourages when they assume leading positions.

Table 33: Participants' perceptions on the thoughts of Islamic religion in the discourage of women work

	Frequency	Percentage %	Average	Standard
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			mean	deviation
strongly Yes	0	0.0%	1.14	0.45
Yes mostly	0	0.0%		
Yes Moderately	2	4.0%		
Yes Weakly	3	6.0%		
Not at all	45	90.0%		
Total	50	100.0%		

When the persons of the sample of the study were asked to show their opinions if they do think that Islamic religion is discouraging women work, it is obviously seen that, there are around 90.0% of participants believe that Islamic religion is not discouraging women work at all, while only 4.0% of the them see it is moderately discouraging women work whereas 6.0% believe it is weakly discouraging.

Therefore, we conclude that the majority of participants with 90.0% don't think that Islamic religion is discouraging women to work.

Table 34: Participants' perceptions on the vision on how Islamic religion discourages women to assume leadership positions

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	1	2.0%	1.24	0.77
Yes mostly	1	2.0%		
Yes Moderately	1	2.0%		
Yes Weakly	3	6.0%		

Not at all	44	88.0%		
Total	50	100.0%		

When the persons taking part of the sample of the study were asked to show their thoughts regarding if they thought that Islamic religion was discouraging women assume leadership positions, it is obviously seen that, there are around 88.0% of participants support that Islamic religion do not at all is discouraging women assume leadership positions, while only 6.0% of them see it is weakly discouraging, whereas only 6.0% do think that Islamic religion is greatly, mostly, and moderately discouraging women assuming leadership positions with 2.0% for each group.

Table 35: Participants' attitudes to their thought on how Islamic religion affects the success of women in leading organizations

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	1	2.0%	1.28	0.83
Yes mostly	1	2.0%		
Yes Moderately	3	6.0%		
Yes Weakly	1	2.0%		
Not at all	44	88.0%		
Total	50	100.0%		

The results in table 35, reveal that the majority of the participants, 88.0%, think that Islamic religion is not at all effecting the success of women in leadership of organization, while there are around 6.0% of participants think that it is moderately affect them, whereas only 6.0% of

the them see that it is greatly, mostly, and weakly effecting the success of women in leadership of organizations.

Therefore, the above information provide strongly evidence that Islamic religion was not at all effecting success of the Saudi women in leading organizations as there are around 88.0% of the participants support that.

Table 36: Participants’ attitudes with regard to the relationship between traditional culture of Saudi society and woman’s work

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	9	18.0%	3.04	1.37
Yes mostly	12	24.0%		
Yes Moderately	9	18.0%		
Yes Weakly	12	24.0%		
Not at all	8	16.0%		
Total	50	100.0%		

The results in table 36 show that there are 18.0% percent of the participants in the current study think that the traditional culture of Saudi society is greatly discouraging woman's work, whereas 24.0% of participants do think that it is mostly discouraging, while 18.0% conceive that it moderately discouraging, where 24.0% believe that the traditional culture weakly discouraging woman's work, and there are 16.0% think that it is not all discouraging woman work.

Therefore, from the above statistics it is clearly observed that the participants’ views tend to stand at various levels, as there is around 42.0% support that traditional culture is discouraging woman's work, while 40.0% don't agree with, where 18.0% conceive it as moderately discouraging.

Table 37: Participants' attitudes on the relation between culture of Saudi society and women assuming leadership positions

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	11	22.0%	3.08	1.50
Yes mostly	14	28.0%		
Yes Moderately	3	6.0%		
Yes Weakly	12	24.0%		
Not at all	10	20.0%		
Total	50	100.0%		

The results in table 37 reveal that there are around 22.0% percent of the participants of the current study think that the traditional culture of Saudi society is greatly discouraging women's assuming leadership positions, whereas 28.0% of participants do think that it is mostly discouraging, while only 6.0% regard it as moderately discouraging, where 24.0% believe that the traditional culture of Saudi society was weakly discouraging women's assuming leadership positions, and there are 20.0% think that it is not at all discouraging woman' work.

Thus, we conclude that there are around 50.0% of the participants support that the traditional culture of Saudi society is discouraging women assuming leadership positions, whereas 44.0% don't support that. These results indicate that there is some type of discouragement to women's assuming leadership positions as a result of the society traditional culture.

Table 38: Participants' attitudes concerning their thought on how traditional culture may affect the success of women in leading the organization

	Frequency	Percentage %	Average	Standard
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			mean	deviation
Yes greatly	7	14.0%	3.10	1.34
Yes mostly	18	36.0%		
Yes Moderately	6	12.0%		
Yes Weakly	11	22.0%		
Not at all	8	16.0%		
Total	50	100.0%		

The results in table 38 show that there are around 14.0% percent of the participants of the current study think that the traditional culture of Saudi society may greatly affect the success of women in leading the organization, whereas 36.0% of participants do think that it is mostly effecting, while 12.0% conceive that it was moderately effecting, where 22.0% believe that the traditional culture of Saudi society was weakly effecting women's success in leading the organization and there are 16.0% think that it is not all effecting the success of women in leading the organizations.

Therefore, the above statistics mean that although there were 50.0% percent of participants confirm that traditional culture of Saudi society may affect the success of women in leading organization, but the other responses revealed that there are around 38.0% conceive that it did not effect.

Analysis of the participant's attitudes regarding the societyfactor

Table 39: Participants' attitudes concerning their thoughts on how Saudi society changes affect tolerance towards women work

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	9	18.0%	3.86	0.78

Yes mostly	28	56.0%		
Yes Moderately	10	20.0%		
Yes Weakly	3	6.0%		
Not at all	0	16.0%		
Total	50	100.0%		

The results in table 39 revealed that there are around an 18.0% percent of the participants think that the Saudi society changes greatly towards more tolerance for woman's work, whereas 56.0% of participants think that it is mostly changes, while 20.0% conceive that it was moderately changed, where 6.0% believe that the Saudi society changes weakly towards tolerance for woman's work.

Therefore we conclude that the majority of the sample responses (74.0%) confirm that the Saudi society changes present more tolerance for woman's work. This high response is supported by the average mean value (3.86) compiled with standard deviation (0.78).

Table 40: Participants' perceptions on how society changes affect women assuming leadership positions

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	9	18.0%	3.60	1.07
Yes mostly	23	46.0%		
Yes Moderately	9	18.0%		
Yes Weakly	7	14.0%		
Not at all	2	4.0%		
Total	50	100.0%		

The results in table 40 show that there are around an 18.0% of the participants of the current study think that the Saudi society changes greatly towards more women assuming leadership positions, whereas 46.0% of participants think that it is mostly changes, while 18.0% conceive that it was moderately changes, where 14.0% see that the Saudi society changes weakly towards more women assuming leadership position, whereas just 4.0% don't agree at all that it changes.

Thus, the above statistics provide evidence showing that the Saudi society changes positively towards more women assuming leadership positions as there were around 64.0% support that complied by an average mean value (3.60) with standard deviation equal to (1.07).

Table 41: Participants' evaluation of changes in Saudi society

	Frequency	Percentage %	Average mean	Standard deviation
greatly changed	13	26.0%	3.68	1.10
mostly changed	18	36.0%		
Moderately changed	10	20.0%		
Weakly changed	8	16.0%		
Not changed	1	2.0%		
Total	50	100.0%		

When participants were being requested to give their views on how they do evaluate the changes in Saudi society, the results in table 41, show that there are around a 26.0% of the participants think that the Saudi society changes greatly, whereas 36.0% of participants think that it mostly changes, while 20.0% conceive that the changes were moderate, a 16.0% percent see that the Saudi society changes weakly, whereas just 2.0% confirm that it has never changed.

Therefore, it is obviously seen that the majority of the participants believe that there are sound changes in Saudi society, as there are around 62.0% have pure views to support that, compiled by the average mean value (3.68) with a 1.10 standard deviation.

Table 42: Beliefs on the restrictions of women assuming leading positions

	Frequency	Percentage %	Average mean	Standard deviation
greatly changed	9	18.0%	3.52	1.13
mostly changed	20	40.0%		
Moderately changed	13	26.0%		
Weakly changed	4	8.0%		
Not changed	4	8.0%		
Total	50	100.0%		

When participants were being requested to give their views regarding if they do expect the disappearance of those discourages which restrict women assuming leading positions, the results in table 42 highlights that around a 18.0% percent of the participants think that they expect greatly the disappearance of those discourages which restrict women assuming leading positions, whereas 40.0% of participants think that they mostly expect that, while 26.0% were moderately expect that to happen where 4.0% percent expect that weakly, whereas 4.0% don't at all expect that.

Hence, we conclude that there are optimistic views supporting the expectations of disappearance of those discourages which restrict women assuming leading positions to the organizations, as there were about 58.0% with positive attitudes, compiled with overall average mean equal to (3.52) with (1.13) standard deviation.

Table 43: Beliefs on the obstacles facing a woman after getting a leading position just because of being a woman

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	7	14.0%	2.76	1.51
Yes mostly	13	26.0%		
Yes Moderately	8	16.0%		
Yes Weakly	5	10.0%		
Not at all	17	34.0%		
Total	50	100.0%		

When participants were being requested to verify their attitudes regarding if they do expect obstacles faces a woman after getting a leading position just because she is a woman, the statistics in table 43, show that there are around (14.0%) percent of the participants think that they greatly expect a woman faces obstacles after getting a leading position just because she is a woman, whereas 26.0% of participants think that they mostly expect that, while 16.0% were moderately expect that to happen where 10.0% percent expect that weakly, whereas 34.0% don't expect that at all .

Thus, we noticed from the above statistics that there are around a 40.0% of the participants that expect that a woman faces obstacles after getting a leading position, just because she is a woman, while 44.0% don't support that. Therefore, this is a natural view in any work environment, because even men face some type of obstacles.

Table 44: Participants' attitudes regarding the support of their workmate

	Frequency	Percentage %	Average mean	Standard deviation
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Yes greatly	16	32.0%	3.92	0.94
Yes mostly	18	36.0%		
Yes Moderately	12	24.0%		
Yes Weakly	4	8.0%		
Not at all	0	0.0%		
Total	50	100.0%		

When examining the participants about their opinions if they find support from their workmate in the work environment the results in table 44, shows that there are around a 32.0% of the participants believe that they greatly find support from their workmate in the work, whereas 36.0% of participants think that they mostly find this kind of support, while 24.0% were moderately think they find their workmate support, where 8.0% percent find weak support.

Hence, we conclude that the majority of the participants responses reflected that they could find support of their workmate in the work, as there are about 68.0% confirm that, compiled with an overall average mean (3.92) with standard deviation equal to (0.94).

Analysis of the participant's attitudes regarding the knowledgefactor

Table 45: Participants' attitudes regarding the knowledge tools available for Saudi Women

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	23	46.0%	4.18	0.96
Yes mostly	18	36.0%		
Yes Moderately	4	8.0%		
Yes Weakly	5	10.0%		

Not at all	0	0.0%		
Total	50	100.0%		

When examining the participants attitudes regarding if they do think that knowledge tools are available for Saudi women currently, the results in table 45, revealed that there are around (46.0%) percent of the participants believe that they are greatly available, whereas 36.0% of participants think that they mostly available while 8.0% though that they moderately available, where 10.0% percent think they are weakly available.

Hence, we noticed from the previous statistics that the majority of participants, an 82.0% think that knowledge tools are currently available for Saudi women, and this high response was compiled by the overall average mean value 4.18, with standard deviation equal to 0.96.

Table 46: Participants' attitudes towards reading of books

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	19	38.0%	4.12	0.90
Yes mostly	22	44.0%		
Yes Moderately	5	10.0%		
Yes Weakly	4	8.0%		
Not at all	0	0.0%		
Total	50	100.0%		

When the participants in this study were requested to provide their attitudes regarding if they do often read books, the results in table 46, show that there are around a 38.0% of the participants that believe that they greatly read books, whereas 44.0% of participants think that they mostly read, and a 10.0% think that they moderately read books, where an 8.0% recognize that they weakly read books.

Table 47: Attitudes towards TV watching

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	9	18.0%	3.54	1.07
Yes mostly	20	40.0%		
Yes Moderately	12	24.0%		
Yes Weakly	7	14.0%		
Not at all	2	4.0%		
Total	50	100.0%		

When the participants in this study were requested to provide their attitudes regarding if they do often watch TV programs, the results in table 48, confirm that that there are around 18.0% of the participants who believe that they greatly watch TV programs, whereas 40.0% of participants think that they mostly watch it, while 24.0% think that they moderately watch TV, where 14.0% weakly watch TV, and there are just 4.0% never watch TV programs.

In conclusion, it is obviously observed that around 58.0% of the participants confirm that they often watch TV programs.

Table 48: Participants' attitudes towards web page exploration

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	31	62.0%	4.50	0.71
Yes mostly	13	26.0%		
Yes Moderately	6	12.0%		

Yes Weakly	0	0.0%		
Not at all	0	0.0%		
Total	50	100.0%		

When the participants in this study were asked to show their opinion in concern with exploring web sites, the results in table 48, show that that a 62.0% percent of the participants confirm that they are greatly explore web sites whereas 26.0% of participants think that they mostly explore web sites, while 12.0% think that they moderately explore web sites.

Hence, we conclude that the majority of the participants of the study confirm that they greatly explore web sites, as they represent around 62.0% compiled with an average mean (4.50) with standard deviation equal to (0.71).

Table 49: Participants' selection of the communication tools to keep informed

	Frequency	Percentage %	Average mean	Standard deviation
Internet	11	22.0%		
Books	2	4.0%		
Newspaper	1	2.0%		
Internet, books	24	48.0%		
Internet, books, TV	9	18.0%		
Internet, TV	2	4.0%		
All above	1	2.0%		
Total	50	100.0%		

When the participants in this study were required to provide their selection to the most tools according to their degrees of use in updating their knowledge, the results in table 49, show that that the most important selected tools are the internet and books as they mean around 48.0% percent of the participants selection, while the second tool is the internet with 22.0%, and the third tool selected includes the internet, books, and TV.

Table 50: Participants’ attitudes towards the relationship between their knowledge and success in their leading organizations

	Frequency	Percentage %	Average mean	Standard deviation
Yes greatly	33	66.0%	4.60	0.61
Yes mostly	14	28.0%		
Yes Moderately	3	6.0%		
Yes Weakly	0	0.0%		
Not at all	0	0.0%		
Total	50	100.0%		

When the participants in this study were asked to show their attitudes regarding how their knowledge help them in reaching success in their leading position, the results in table 50, shows that that around a 66.0% of the participants confirm that it greatly helped them, whereas 28.0% of them think that they mostly helped them while 6.0% think that they moderately helped them in reaching the leading position.

Therefore, we conclude from the previous statistical indicators that the majority of the participants confirm that their obtained knowledge help them greatly in reaching success in their leading positions, the high responses of participants is supported by the overall average mean value equal to (4.60) with standard deviation (0.61).

Analysis of the participant's attitudes regarding the societyfactor

Table 51: Participants perceptions regarding families support women's work

	Frequency	Percentage %	Average mean	Standard deviation
strongly Yes	38	76.0%	4.66	0.69
Yes	8	16.0%		
Moderately	3	6.0%		
No	1	2.0%		
Strongly No	0	0.0%		
Total	50	100.0%		

When the sample of the study were asked to show their opinions if their families do support them in their work, it is obviously seen that, there are around 76.0% of participants believe that their family support them strongly in their work, while 16.0% of the them see that they agree that their families support them, whereas 6.0% moderately support, where only 2.0% believe family don't support them.

Table 52: Participants' attitudes regarding if family members do support them to assume leading positions

	Frequency	Percentage %	Average mean	Standard deviation
strongly Yes	35	70.0%	4.52	0.91
Yes	10	20.0%		
Moderately	2	4.0%		

No	2	4.0%		
Strongly No	1	2.0%		
Total	50	100.0%		

When we examine the participants regarding their perceptions in concern with the family member support when assuming leading positions, it is clearly seen that, there are around 70.0% of participants confirm that their family members do support them strongly to assume leading positions, while 20.0% of the them agree that they find support from their family members, whereas 4.0% moderately support, where 4.0% see that family members don't support them, while only 2.0% don't find support to assume leading positions.

Table 53: Participants' attitudes towards family members receiving education abroad

	Frequency	Percentage %	Average mean	Standard deviation
Yes	43	86.0%	1.86	0.35
No	7	14.0%		
Total	50	100.0%		

When we examine the participants regarding whether they have any family members that have received their education abroad, it is obviously observed that, the majority of the participants, an 86.0%, confirm that they have, while only a 14.0% don't have any one of their family members receiving their education abroad.

Table 54: Participants' attitudes about spouse's rejection assuming leading positions

	Frequency	Percentage %	Average	Standard
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			mean	deviation
strongly Yes	12	24.0%	2.58	1.59
Yes	2	2.0%		
Moderately	7	14.0%		
No	11	22.0%		
Strongly No	18	36.0%		
Total	50	100.0%		

When participants of the current study were required to give their attitudes regarding that the spouse rejects assuming leading position, the results in table 54 show that a 24.0% of the participants strongly agree, while only 2.0% of the them agree whereas 14.0% moderately agree that spouse rejects their assuming leading positions, where 22.0% don't agree while 36.0% strongly do not agree that spouse rejects their assuming leading positions.

Table 55: Participants' attitudes regarding if their leading positions affect their family life

	Frequency	Percentage %	Average mean	Standard deviation
strongly Yes	4	8.0%	2.26	1.19
Yes	3	6.0%		
Moderately	10	20.0%		
No	18	36.0%		
Strongly No	15	30.0%		
Total	50	100.0%		

When participants of the current study were asked to show their attitudes regarding that if their leading position effect their family life, the results in table 55 reveal that an 8.0% of the participants strongly agree, while 6.0% of them agree, whereas 20.0% moderately agree that their leading positions effect their family life, where 36.0% don't agree, while 30.0% strongly not agree that their leading positions effect on their family life.

Hence, we conclude that the majority of the sample views show that they don't believe that their leading positions effect on their family life, as there are about 66.0% confirm that, while an average mean reaching (2.26) with standard deviation (1.19).

Table 56: Participants' attitudes regarding if there is any other woman from their families assuming leading positions

	Frequency	Percentage %	Average mean	Standard deviation
Yes	40	80.0%	1.80	0.40
No	10	20.0%		
Total	50	100.0%		

When participants of the study were asked to provide their responses regarding that if there are other women from their families assume leading position, the results in table 56 show that there are around 80.0% reported that they have other women from their families assuming leading positions, while only 20.0% of the them don't have .

Table 57: Number of other women assuming leading positions

Number of women	Frequency	Percentage %	Average mean	Standard deviation
0	10	20.0%	1.90	1.78

1	11	22.0%		
2	18	36.0%		
3	5	10.0%		
4	2	4.0%		
5	3	6.0%		
10	1	2.0%		
Total	50	100.0%		

Regarding the other number of women assuming leading positions, the statistics in table 57 shows that there is a 36.0% that have two women from their families assuming leading positions, while 22.0% of the them report that they have one woman, whereas 10.0% report that they have 3 women, while 6.0% have 5 women assuming leading positions, while 4.0% have 4 women, where only one reports that they have 10 women assuming leading position, also we notice that there were 20.0% don't have any women from their families assume leading positions.

Table 58: Participants' attitudes thinking that the society affects the work of woman

	Frequency	Percentage %	Average mean	Standard deviation
Yes strongly	10	20.0%	3.08	1.37
Yes mostly	11	22.0%		
Yes Moderately	9	18.0%		
Yes Weakly	13	26.0%		
Not at all	7	14.0%		

Total	50	100.0%		
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When the participants in this study were asked to show their opinions regarding if they think that society effects the work of woman, the results in table 58 shows that about 20.0% of the participants strongly think that the society effects the work of woman, whereas 22.0% of participants mostly think the society effects the work of woman, while 18.0% think that it effects moderately, where 26.0% see it was weakly effect, and there is 14.0% think that it was not at all effected.

Table 59: Participant's attitudes regarding if they think that the society is against women in leading positions

	Frequency	Percentage %	Average mean	Standard deviation
Yes strongly	4	8.0%	2.46	1.25
Yes mostly	5	10.0%		
Yes Moderately	16	32.0%		
Yes Weakly	10	20.0%		
Not at all	15	30.0%		
Total	50	100.0%		

When the participants were requested to show their thoughts regarding that if the society is against woman in leading positions, the results in table 59, revealed that that there are about (8.0%) of the participants strongly think that the society is against woman in leading positions, whereas 10.0% of them mostly think the society is against woman in leading positions, while 32.0% think that it moderately against that, where 20.0% see it was weakly against that, and there is 30.0% think that it was not at all against .

Thus, we conclude that, the overall sample responses indicated that the society was not against women leading positions, as the overall average mean value is reaching (2.46) compiled by standard deviation equal to (1.25).

Table 60: Participants' attitudes regarding whether the look of the Saudi society has changed towards women being leaders

	Frequency	Percentage %	Average mean	Standard deviation
Yes strongly	6	12.0%	3.56	0.99
Yes mostly	26	52.0%		
Yes Moderately	11	22.0%		
Yes Weakly	4	8.0%		
Not at all	3	6.0%		
Total	50	100.0%		

When the participants were requested to show their opinions regarding that if the look of the Saudi society has changed towards women being leaders, the results in table 60, show that there are about (12.0%) of the participants strongly agree about, whereas 52.0% of them mostly agree that the Saudi society has changed towards women being leader, while 22.0% think that it moderately changed, where 8.0% see it was weakly changed, and there is 6.0% think that it was not at all changed.

Hence, we conclude that, the majority of the sample responses indicated that the Saudi society has changed towards women being leaders, as the overall average mean value is reaching (3.56) compiled with (0.99) standard deviation.

Table 61: Participants' attitudes regarding how the Saudi society view affects their success in leading their organizations

	Frequency	Percentage %	Average mean	Standard deviation
Yes strongly	2	4.0%	2.24	1.19
Yes mostly	5	10.0%		
Yes Moderately	15	30.0%		
Yes Weakly	9	18.0%		
Not at all	19	38.0%		
Total	50	100.0%		

When the participants were requested to show their opinions regarding that if Saudi society effect their success leading their organization, the results in table 61, show that that there are about (4.0%) of the participants strongly agree about that, whereas 10.0% of them mostly agree that the Saudi society effect the success of Saudi men and women in leading organizations, while 30.0% think that it was moderately effect that success, where 18.0% see it was weakly effect that success , and there is 38.0% think that it was not at all effect the success in leading the organization .

Therefore, we conclude that the study don't provide evidence to the effect of Saudi society on Saudi women and men success in leading organization, as the overall sample average mean is equal to (2.24) compiled with standard deviation equal to (1.19).

Table 62: Participants' attitudes regarding whether they do think that the future will bring more positive changes for working women

	Frequency	Percentage %	Average mean	Standard deviation
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Yes strongly	29	58.0%	4.32	0.99
Yes mostly	13	26.0%		
Yes Moderately	4	8.0%		
Yes Weakly	3	6.0%		
Not at all	1	2.0%		
Total	50	100.0%		

When the participants were requested to provide their beliefs regarding that if they do think that the future will bring more positive changes for working women in Saudi Arabia, the results in table 62, show that that there are about (58.0%) of the participants strongly agree about that, whereas 26.0% of them mostly agree, while 8.0% think that it was moderately bring more positive changes for working women, where 6.0% see it was weakly bring that, and there is only 2.0% think that it was not at all bring that positive changes for working women .

Therefore, we conclude that, the majority of the sample responses (84.0%) indicated that the future will bring more positive changes for working women in Saudi Arabia, as the overall average mean value is reaching (4.32) compiled with standard deviation (0.99).

Table 63: Participants' attitudes regarding expectancy of women assuming leading positions after being awarded Shura Council membership

	Frequency	Percentage %	Average mean	Standard deviation
Yes strongly	25	50.0%	4.24	0.96
Yes mostly	16	32.0%		
Yes Moderately	6	12.0%		

Yes Weakly	2	4.0%		
Not at all	1	2.0%		
Total	50	100.0%		

When the participants were requested to provide their views regarding that if they do expect more women will assume leading positions after being awarded the membership of Parliament (Shura Council) & Municipality, the results of their responses in table 63, show that that there are around (50.0%) of the participants strongly agree about that, whereas 32.0% of them mostly agree, while 12.0% think they moderately expect that, where 4.0% they were weakly expect that, and there is only 2.0% don't at all expect more women will assume leading position.

Table 64: Participants' opinions regarding the critical factors for changing the Saudi view of women leadership

	Frequency	Percentage %	Average mean	Standard deviation
Increase education	42	84.0%	1.38	1.0
Globalization and internet	3	6.0%		
Information and technology	1	2.0%		
Media	2	4.0%		
Others	2	4.0%		
Total	50	100.0%		

When the participants were requested to provide their opinions regarding the most critical factors for changing the Saudi view of women leadership, the results in table 64, show that that there are around (84.0%) of the participants attribute this change of Saudi view to

increase education, whereas 6.0% attribute that for globalization and internet, while 2.0% related that to information and technology, where 4.0% related that for Media, whereas 4.0% attribute that for other reasons.

Table 65: Participants' opinions regarding the critical success factors that guarantee the success of women leading the organizations

	Frequency	Percentage %
Culture	3	6.0%
Education	6	12.0%
Education and skills	8	16.0%
Skills	3	6.0%
Culture and education	23	46.0%
Culture and society	4	8.0%
Knowledge and experience	1	2.0%
Culture and skills	1	2.0%
All the above	1	2.0%
Total	50	100.0%

When the participants were asked to show their opinions regarding the most critical factors that guarantee the success of women leading the organizations, the results in table 65, revealed that the most critical factor is culture and education as there are around (46.0%) of the participants support that, whereas the second factor is the education and skills of women as 16.0% rated that, while 12.0% regarded education as the third factor, where 8.0% considered culture and society as the fourth factor. Therefore, we conclude that change of culture and increase rate of education in the Saudi society are regarded as the most critical factors that guarantee the success of women in leading organizations in the near future.

Table 66: Number and percentages of the participants' academic qualification according to gender

Academic qualification	Gender		Total
	Female	Male	
Undergraduate	10 (20.0)	8 (16.0)	18 (36.0)
Graduate	16 (32.0)	1 (2.0)	17 (34.0)
Master	9 (18.0)	3 (6.0)	12 (24.0)
PhD	2 (4.0)	1 (2.0)	3 (6.0)
Total	37 (74.0)	13 (26.0)	50 (100.0)

From the above table we noticed that out of the total women participated (74.0%) there were about 20.0% of the female participated in the study were undergraduate, while 32.0% were graduated, whereas 18.0% were holding master degrees, where 4.0% were PhD holders.

Table 67: Number and percentages of the participants' leading positions according to gender

Leading positions	Gender		Total
	Female	Male	
Top management	20 (40.0)	5 (10.0)	25 (50.0)
Middle management	10 (20.0)	6 (12.0)	16 (32.0)
Operational management	7 (14.0)	2 (4.0)	9 (18.0)
Total	37 (74.0)	13 (26.0)	50 (100.0)

The statistics in table 67 shows that the majority of female participants of the study (40.0%) were in top management position, whereas 20.0% in the middle management positions, while 14.0% were in the operational management position. The table also shows that 12.0% of male participants are in the middle management position, whereas 10.0% in the top management positions, while 4.0% occupy operational management position.

4. Results of the Model that Measures Women Leadership Success (Model 1)

The criterion of Fornell and Larcker (1981) was used to evaluate discrimination validity. According to this criterion, correlations between variables should be lower than the square root of the corresponding average variance extracted AVE (Fornell and Larcker, 1981). This is the case for the majority of the variables analyzed in this model (Table 8), with the exception of the correlation between Society and Culture (-0,87), which is higher than the square root of the corresponding AVE (0,73) and Training and Skills 0.66 (AVE 0.63).

Table 8: Latent Variable Correlations Model 1

	Culture	Education	Experience	Knowledge	Skills	Society	Success	Training	Age
Culture	0,73								
Education	-0,41	0,64							
Experience	-0,56	0,59	0,67						
Knowledge	-0,49	0,24	0,49	0,81					
Skills	-0,28	0,44	0,46	0,35	0,63				
Society	-0,87	0,50	0,58	0,47	0,16	0,66			
Success	0,42	-0,45	-0,65	-0,46	-0,37	-0,52	1,00		

Training	-0,49	0,57	0,68	0,66	0,66	0,51	-0,48	0,72	
Age	-0,30	0,13	0,58	0,18	0,26	0,16	-0,40	0,24	1,00

Internal consistency was measured by Composite Reliability and the AVE (Table 9). Overall, the Composite Reliability takes values higher than the recommended 0.5, with the exception of two variables, Skills (0.46) and Society (0.02). AVE values for Culture, Knowledge, Success, Training and Age exceed the 0.5, as recommended by Fornell and Larcker (1981).

Table 9: Quality Criteria Overview Model 1

	AVE	Composite Reliability	R Square	Communality	Redundancy
Culture	0,54	0,60	0,29	0,54	0,11
Education	0,41	0,74		0,41	
Experience	0,45	0,79	0,65	0,45	0,10
Knowledge	0,66	0,80	0,44	0,66	0,08
Skills	0,40	0,46		0,40	
Society	0,46	0,02		0,46	
Success	1,00	1,00	0,52	1,00	-0,41
Training	0,52	0,86	0,32	0,52	0,13
Age	1,00	1,00		1,00	0,20

The significance of the path coefficients was determined by the pseudo t-statistics. Path coefficients are significant if t-values exceed the 1.96 limit value (95% two tailed confidence interval). Overall, the relationships tested in the hypothesis did not have as result t-values higher than 1.96 limit value. Only the relationship between Experience and Success ($t=2.37$; $p<0.05$) met this condition, therefore H3 is partially validated. Statistically, the variables

Culture, Education, Knowledge, Skills, Society and Training did not have a significant impact on the final variable measured, Success (t values < 1.96 ; $p > 0.05$). But, the results show significant relations between some central variables such as: Education and Training ($t = 3.42$; $p < 0.05$); Knowledge and Culture ($t = 3.00$; $p < 0.05$); Training and Experience ($t = 4.77$; $p < 0.05$); Training and Knowledge ($t = 6.76$; $p < 0.05$); Age and Experience ($t = 3.68$; $p < 0.05$). These results give us important information for the interpretation of the results that we will discuss below.

Table 10, Total Effects (Mean, STDEV, T-Values, P-values)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T-Statistics (O/STERR)	P-values (two-tailed)
Culture->Success	-0,40	-0,35	0,33	0,33	1,21	0,234
Education->Success	-0,07	-0,12	0,22	0,22	0,33	0,743
Education->Training	0,57	0,61	0,17	0,17	3,42	0,001*
Experience->Success	-0,48	-0,46	0,20	0,20	2,37	0,023*
Knowledge->Culture	-0,46	-0,46	0,15	0,15	3,00	0,005*
Knowledge->Success	-0,09	-0,05	0,26	0,26	0,33	0,743
Skills->Success	-0,26	-0,12	0,31	0,31	0,82	0,417
Society->Success	-0,56	-0,03	0,62	0,62	0,90	0,374
Training->Experience	0,57	0,59	0,12	0,12	4,77	0,000*
Training->Knowledge	0,66	0,66	0,10	0,10	6,76	0,000*
Training->Success	-0,01	-0,03	0,29	0,29	0,04	0,968
Age->Culture	-0,21	-0,25	0,16	0,16	1,38	0,176
Age->Experience	0,44	0,43	0,12	0,12	3,68	0,001*

* $p < 0.05$

Figure 12 shows the PLS Model used to test the hypotheses and the path values between variables. Experience has a negative impact on Success, with a path value of -0.48. Although this result could be surprising, this could mean a shorter access time for the new woman generations to leadership. Results show that women with high qualification received more training (H2.3) and have higher knowledge (H3.3) and experience (H3.4), and highlight the lack of experience of Saudi women in leading organizations. These results are also supported by the results of the descriptive statistics the SWOT analysis and literature as well. Where the results of the questionnaire show that the majority (58.0%) of the participants have experience less than 5 years in the current job, while the rest of the sample (42.0%) have experience in the current job for 10 years and over. The SWOT analysis (12 participants) indicates that 17% of the sample has less than 10 years of experience in leading positions. 42% have less than 20 years, 25% have less than 30 years while only 16% of respondents have less than 40 years. The results derived from SWOT analysis are not indicative enough in this regard, as the number of participants is very small and most of them have been chosen to have long experience on leadership positions.

Previous studies in this regard, (Robert, 2008) discussed the issue of the influence of working context and the public environment in the whole society. Whereas women leaders have long experience in the western countries compared with those existed in developing countries. In such societies aspired women who struggle to get leadership positions encounter many discrimination obstacles standing against their leadership capabilities to be enhanced.

Women in Saudi Arabia confront many type of sex segregation from the local society effect their efforts to get even a position to work in the private or public sector rather than to get a small chance to be a leader. Such situation made it difficult for Saudi women to have more experience in leadership positions. Despite the long experience achieved by many Saudi women in some definite fields like education, still Saudi women have a big shortcoming in leading positions of many other fields (Keeny, 2010). The recent strategy and government policy to involve women in the Saudi economic as well as the encouragement of entrepreneurship offer Saudi women the great chance to have the experience in different fields of management, at least required by them to lead their private organizations (Fatany, 2007).

We also identified a relationship between Knowledge and Culture and between Age and Experience. Knowledge has a negative impact on Culture (path value=-0.46). This means that Knowledge can reduce access barriers for women in higher positions. The relationship

between Age and Experience is positive (path value=0.44). This means that the higher age woman has the more experience she has, which is natural.

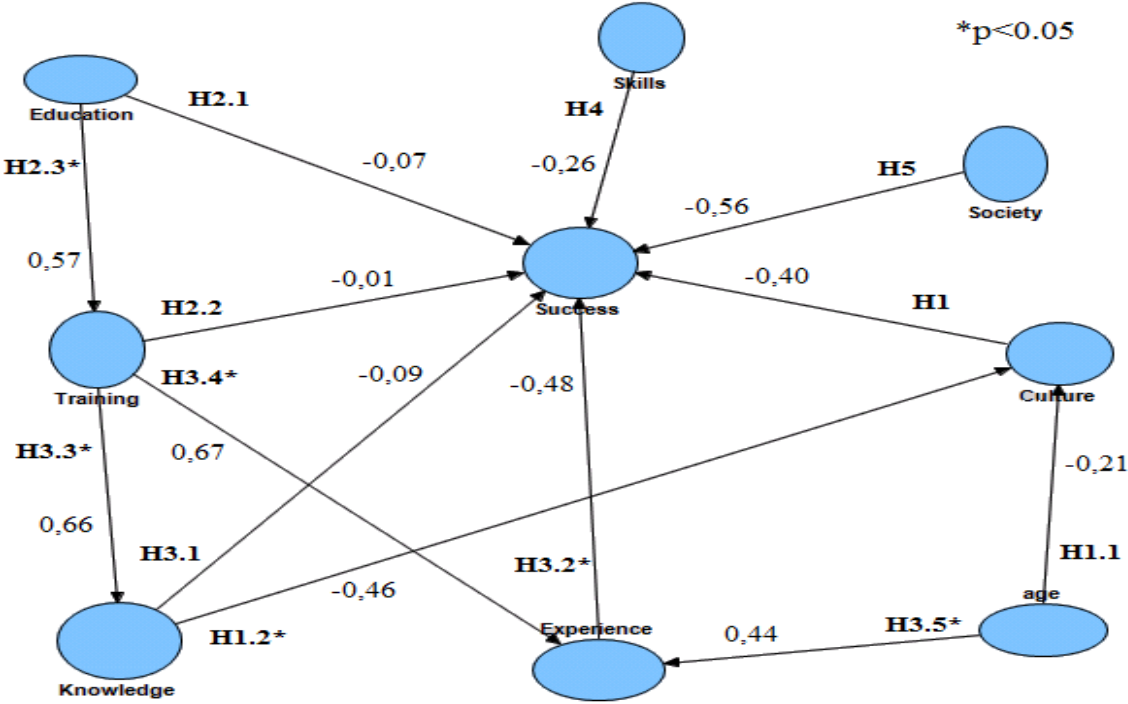


Figure 12: Path Values of Model 1

Overall, the cross loading matrix (Table 11) points out discrimination validity, showing that an indicator loading on its construct is higher than all of its cross loadings with other constructs. But there are some exceptions. Training1 (training courses relates with the experience) has a slightly higher load on Skills (0.43 vs. 0.40). Culture15 (support of workmate) has a higher load on Experience (0.53 vs. -0.46). Edu1 (type of qualification) has higher load on Age (0.39 vs. 0.21). Skill5 (training sharps skills) has a higher load on culture (-0.41 vs. 0.10). Society3 (family members educated abroad) has a higher load on Culture (-0.38 vs. 0.33). Also, we can observe that the majority of indicators used to measure culture and society have similar loads on both variables. Together with the quality criteria for the Society variable, this shows that other indicators that can explain better how society affects women leadership in Saudi Arabia, may exist. We have used measures applied in western culture. These measures may not apply to Saudi society. This is an aspect for further investigation.

Many authors in the previous literature apply measures for undeveloped countries different from those applied in western culture. (Price and Brown, 2009) supported the opinion of that

the tribal and semi tribal societies in Saudi Arabia have played the great role in the many problems faced by Saudi women to get leadership positions compared with western and industrial societies who support women leadership by all means. However gender inequality can be superior to increase the risk of violence of men experienced against women and hinder women capabilities to seek their rights of protection in such traditional cultures. Societies of a strict Islamic background in many Arab countries even the more prosperous nations like those in Kuwait, Saudi Arabia, Egypt, Jordan and Lebanon (Abu Zayd 1998), stand significantly against women to get leadership positions and support men success in this trend.

In undeveloped countries where the values and traditions are governing the societies and the populations are socially excluded from the global context, women are not supported anymore to get leadership positions in away similar to the style dominant in post-industrial countries (Castells, 2004). Inequality' power that bring about violence against women in these populations is considered as a type of violation against human rights which have historical roots that govern the relations between men and women (Kay, 2007). We think that this discrimination applied in undeveloped countries extended to cover the right of women to assume leadership positions in such social environment.

Table 11: Cross Loadings

	Culture	Education	Experience	Knowledge	Skills	Society	Success	Training	Age
Exper1	-0,46	0,45	0,68	0,39	0,37	0,47	-0,39	0,39	0,48
Exper2	-0,33	0,38	0,73	0,26	0,29	0,31	-0,63	0,50	0,62
Exper3	0,009	0,29	0,41	0,15	0,13	0,19	-0,29	0,22	- 0,10
Exper4	-0,48	0,57	0,75	0,25	0,44	0,44	-0,32	0,61	0,39
Exper5	-0,45	0,28	0,71	0,58	0,26	0,52	-0,45	0,47	0,24
Training1	0,13	0,28	0,33	0,21	0,43	-0,10	0,05	0,40	0,11
Training2	0,51	0,41	0,42	0,56	0,29	0,59	-0,11	0,71	0,07

Training3	-0,42	0,56	0,64	0,61	0,52	0,47	-0,54	0,85	0,24
Training5	-0,40	0,43	0,56	0,63	0,47	0,37	-0,46	0,85	0,24
Training6	0,43	0,41	0,51	0,43	0,62	0,38	-0,31	0,79	0,26
Training7	-0,29	0,32	0,42	0,24	0,62	0,38	-0,36	0,61	0,17
Age	-0,30	0,13	0,58	0,18	0,26	0,16	-0,40	0,24	1,00
culture1	0,61	0,05	-0,13	-0,31	0,02	-0,45	0,32	-0,07	- 0,22
culture11	-0,68	0,29	0,27	0,38	-0,04	0,62	-0,24	0,35	0,15
culture12	-0,76	0,28	0,17	0,38	0,11	0,68	-0,32	0,24	0,11
culture13	-0,71	0,27	0,32	0,37	0,13	0,70	-0,30	0,39	0,02
culture14	0,75	-0,55	-0,54	-0,38	-0,42	-0,73	0,37	-0,56	- 0,10
culture15	-0,46	0,29	0,53	0,16	0,06	0,30	-0,13	0,41	0,48
culture2	0,75	-0,15	-0,35	-0,39	-0,11	-0,50	0,24	-0,25	- 0,27
culture3	0,77	-0,17	-0,43	-0,29	-0,11	-0,58	0,23	-0,29	- 0,38
culture7	0,81	-0,41	-0,58	-0,30	-0,33	-0,79	0,35	-0,37	- 0,29
culture8	0,82	-0,37	-0,43	-0,45	-0,37	-0,68	0,34	-0,34	- 0,21
culture9	0,88	-0,51	-0,68	-0,48	-0,44	-0,86	0,48	-0,63	- 0,25
edu1	0,21	0,01	-0,001	-0,15	0,12	-0,23	-0,15	-0,19	0,39

edu2	-0,24	0,58	0,39	0,03	0,07	0,38	-0,50	0,25	0,26
edu4	-0,20	0,72	0,35	0,29	0,33	0,26	-0,008	0,51	- 0,02
edu5	-0,23	0,80	0,46	0,11	0,50	0,25	-0,45	0,44	0,09
edu6	-0,48	0,74	0,45	0,30	0,34	0,50	-0,27	0,43	0,06
knowledge1	-0,46	0,08	0,42	0,82	0,29	0,45	-0,26	0,60	0,19
knowledge6	-0,34	0,33	0,37	0,80	0,28	0,31	-0,49	0,47	0,10
Position	0,42	-0,45	-0,65	-0,46	-0,37	-0,52	1,00	-0,48	- 0,40
skill1	-0,33	0,42	0,54	0,35	0,92	0,17	-0,35	0,66	0,37
skill2	-0,24	0,25	0,32	0,25	0,87	0,13	-0,19	0,37	0,16
skill3	0,18	-0,23	-0,008	-0,15	-0,36	-0,24	0,13	-0,26	0,09
skill5	-0,41	0,08	0,18	0,13	0,10	0,15	0,11	0,21	0,27
society10	-0,69	0,31	0,20	0,39	-0,11	0,71	-0,21	0,15	0,03
society11	0,67	-0,34	-0,47	-0,12	-0,24	-0,69	0,33	-0,31	- 0,20
society2	-0,32	0,30	0,24	0,21	0,05	0,57	-0,43	0,18	0,21
society3	-0,38	0,26	0,07	-0,06	-0,04	0,33	0,08	0,01	0,06
society6	-0,33	0,31	0,15	0,13	0,23	0,39	-0,09	0,20	- 0,03
society7	0,80	-0,50	-0,67	-0,59	-0,35	-0,82	0,50	-0,69	- 0,17
society8	0,86	-0,54	-0,55	-0,49	-0,24	-0,92	0,33	-0,58	- 0,04

society9	-0,61	0,26	0,35	0,44	-0,04	0,77	-0,47	0,32	0,12
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5. Results of the Model that Measures Future Expectations for Saudi Working Women and Their Access in Leadership Positions (Model 2)

Correlations between latent variables are lower than the square roots of the corresponding AVE in most cases (Table 12). The exceptions are the correlation between Society and Culture and the correlation between Policy and Culture. Therefore, the discrimination validity is overall met (Fornell and Larcker, 1981).

Table 12: Latent Variable Correlations Model 2

	Culture	Education	Future	Knowledge	Policy	Position	Society	Training
Culture	0,73							
Education	-0,37	0,81						
Future	-0,56	0,15	1,00					
Knowledge	-0,43	0,26	0,30	0,55				
Policy	-0,73	0,14	0,73	0,43	1,00			
Position	0,40	-0,37	-0,29	-0,24	-0,28	1,00		
Society	-0,84	0,50	0,62	0,28	0,60	-0,50	0,62	
Training	-0,51	0,54	0,22	0,55	0,37	-0,41	0,43	0,81

Overall, internal consistency measured by Composite Reliability show internal consistency. The 0.5 limit value is met in the case of most variables, with the exception of Society (0.39). AVE takes value higher than the recommended 0.5, with the exception of Knowledge (0.30) and Society.

Table 13: Quality Criteria Overview

	AVE	Composite Reliability	R Square	Communality	Redundancy
Culture	0,54	0,64	0,60	0,54	0,07
Education	0,66	0,85		0,66	
Future	1,00	1,00	0,61	1,00	-0,58
Knowledge	0,30	0,59	0,31	0,30	0,07
Position	1,00	1,00	0,25	1,00	0,25
Policy	1,00	1,00	0,18	1,00	0,18
Society	0,39	0,42	0,70	0,39	0,26
Training	0,65	0,88	0,30	0,65	0,19

T-values exceeded the 1.96 limit value (95% confidence interval), with the exception of the relationship between Culture and Future ($t=0.38$; $p>0.05$). Therefore, all hypotheses are validated, with the exception of H7.

Table 14: Total Effects (Mean, STDEV, T-Values, P-values)

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	Standard Error (STERR)	T-Statistics (O/STERR)	P-value (two-tailed)
Culture->Future	-0,05	-0,07	0,15	0,15	0,38	0.705
Culture->Society	-0,84	-0,84	0,12	0,12	7,06	0,000*
Education->Culture	-0,36	-0,38	0,10	0,10	3,58	0.001*
Education->Training	0,54	0,56	0,13	0,13	4,04	0.000*

Knowledge->Policy	0,43	0,45	0,13	0,13	3,23	0.002*
Policy->Culture	0,69	0,68	0,12	0,12	5,94	0.000*
Policy->Future	0,73	0,72	0,10	0,10	7.08	0.000*
Society->Future	0,53	0,49	0,25	0,25	2.09	0.042*
Society->Position	-0,50	-0,50	0,14	0,14	3,61	0.001*
Training->Knowledge	0,55	0,58	0,11	0,11	5,01	0.000*

*p<0.05

Figure 13 shows the path values of the PLS model used to validate hypotheses for measuring future perspectives for Saudi working women and their access in leadership positions.

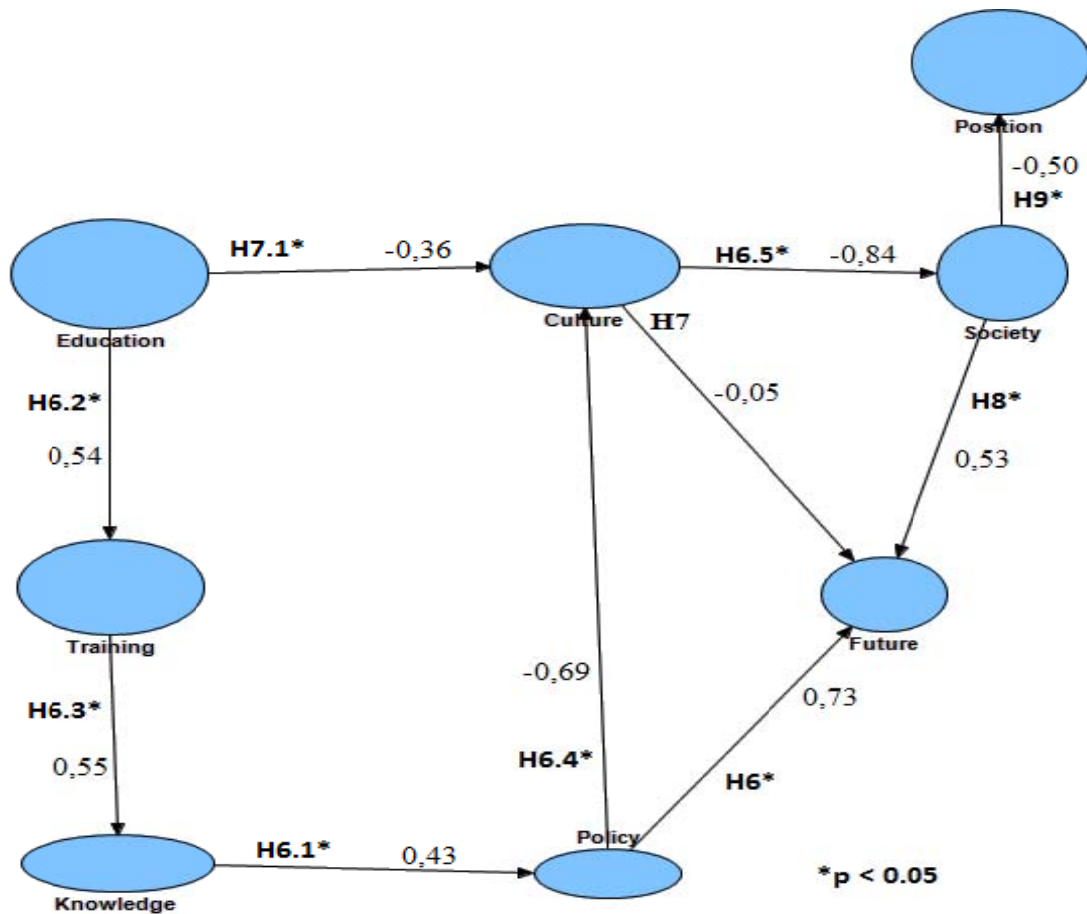


Figure 13: Path Values for Model2

Investments in education can contribute to the reduction or elimination of cultural barriers, as shown by the results (H7.1, path value=-0.36). It seems that in Saudi society expects positive changes for working women, as the relationship between Society and Future is positive (H8, path value=0.53). But, the relationship between Society and the position that both men and women reach in Saudi organizations is negative (H9, path value=-0.50). Hence, both men and women in Saudi Arabia must face society barriers to access high position in organizations. There is a strong statistical relationship between Culture and Society (H6.5, path value=-0.84). Therefore, working on those cultural factors, that make more difficult for Saudi women to access leadership positions in company and to be successful leader, it will also decrease or eliminate society barriers. This can be done through education, and also through knowledge. Results show that people who are better informed and have more knowledge see as positive Government policies that promote women in leading positions in public institutions (H6.1, path value=0.43). And knowledge can be increased through educational and training programs (H6.2 and H6.3). Further, these kinds of policies show a negative impact on culture (H6.4, path value=-0.69). This means that Government, through policies favourable for working women, can reduce cultural access barriers for women in leading positions and, consequently, society barriers.

Table 15: Cross Loadings

	Culture	Education	Future	Knowledge	Policy	Position	Society	Training
FS1	-0,56	0,15	1,00	0,30	0,73	-0,29	0,62	0,22
FS2	-0,73	0,14	0,73	0,43	1,00	-0,28	0,60	0,36
Training2	-0,43	0,45	0,22	0,39	0,31	-0,14	0,42	0,77
Training3	-0,44	0,47	0,13	0,48	0,28	-0,49	0,41	0,84
Training5	0,40	0,42	0,16	0,49	0,24	-0,37	0,28	0,85
Training6	-0,39	0,42	0,21	0,43	0,34	-0,31	0,29	0,77
culture1	0,61	-0,009	-0,52	-0,30	-0,53	0,36	-0,46	-0,17
culture11	-0,68	0,23	0,39	0,40	0,51	-0,23	0,58	0,39

culture12	-0,79	0,30	0,60	0,41	0,71	-0,34	0,71	0,25
culture13	-0,74	0,30	0,48	0,35	0,60	-0,30	0,66	0,42
culture14	0,72	-0,48	-0,31	-0,15	-0,44	0,32	-0,64	-0,56
culture2	0,68	-0,09	-0,35	-0,37	-0,46	0,21	-0,42	-0,27
culture3	0,69	-0,10	-0,37	-0,23	-0,46	0,21	-0,51	-0,34
culture7	0,77	-0,33	-0,37	-0,22	-0,50	0,24	-0,68	-0,39
culture8	0,81	-0,40	-0,37	-0,34	-0,58	0,27	-0,66	-0,39
culture9	0,82	-0,39	-0,30	-0,39	-0,48	0,41	-0,71	-0,58
edu4	-0,20	0,79	0,10	0,20	0,05	-0,11	0,34	0,45
edu5	-0,21	0,79	0,02	0,07	0,04	-0,50	-0,33	0,36
edu6	-0,44	0,85	0,20	0,30	0,21	-0,33	0,51	0,49
knowledge2	-0,15	-0,05	0,12	0,62	0,23	0,09	0,05	0,27
knowledge3	-0,26	0,06	0,16	0,22	0,23	0,09	0,16	0,16
knowledge4	0,009	0,05	0,06	0,37	0,09	-0,04	0,07	-0,02
knowledge6	-0,36	0,34	0,25	0,80	0,31	-0,41	0,26	0,49
position	0,40	-0,38	-0,29	-0,24	-0,28	1,00	-0,50	-0,41
society1	-0,17	0,33	0,01	-0,06	0,02	-0,36	0,38	0,13
society10	-0,70	0,36	0,71	0,29	0,61	-0,29	0,81	0,19
society11	0,59	-0,26	-0,05	0,01	-0,21	0,31	-0,57	-0,29
society2	-0,34	0,16	0,24	-0,05	0,25	-0,43	0,55	0,19
society3	0,26	0,29	0,13	-0,03	0,04	-0,09	0,38	0,16
society6	-0,29	0,30	0,11	0,09	0,12	-0,07	0,43	0,19
society8	0,84	-0,54	-0,51	-0,41	-0,59	0,39	-0,87	-0,59

society9	-0,59	0,30	0,68	0,30	0,54	-0,48	0,78	0,30
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Overall, indicator loading on their constructs are higher than all of its cross loadings with other constructs (Table 15). But, there is one exception. Society11 (the impact of society view on success in leading) has a higher load on Culture (0.59 vs. -0.57). This reinforces that in further investigations we should take in consideration other measures for Society and Culture.

CHAPTER 5

CHAPTER 5

CONCLUSIONS, RECOMMENDATIONS, LIMITATIONS & FUTURE STUDIES

1. CONCLUSION

Successful leaders can achieve organizational goals more efficiently and effectively, a thing that can positively be reflected on the success of organizations. There are many factors that promote the success of the leader, including education, skills, experience and knowledge. The aim of this study was to highlight the factors promoting success in leading organizations in general and the success of women in particular with highlighting the status of Saudi women with regard of these factors.

The study analyzed the model used for indicating the factors promoting the success of the leader. Such factors which include education, skills, experience and knowledge ... etc. are greatly linked with a positive environment such as society and culture to help women success in leadership, as the success of the Saudi women in leadership is significantly encountered by cultural and societal constraints that stand against their success in leadership positions in the Kingdom of Saudi Arabia

The theoretical framework of this study revealed that the Saudi women suffer from many forms of discrimination that hamper their opportunity to get leadership positions, especially the traditional culture of Saudi society, which mixed with some Islamic practices embodied obstacles to women in Saudi Arabia to assume leadership positions. Furthermore, Saudi society with its special composition represents an obstacle to the success of women's leadership, while social mobility and Saudi culture currently on their way to modernity have seen many forms of change in favor of women's work and acceptance of her leadership.

The outcomes of the study indicated that education is a very important factor that supports the success of leader, whereas the more high education the leader has, the more success he can achieve. The rate of Saudi women literacy has increased as it reaches 60% of students in

higher education, and a very large number of them earned master and PhD degrees. Also, we found that the greater personal and professional skills a leader owns, the greater success he can achieve. Saudi women are now interested in growing and developing their capabilities and skills, and a number of civil society organizations and government institutions exert many efforts in this regard. The study also found that the experience and knowledge support the success of leader, as the more experience in general and specialized knowledge leader has, the greater success he can achieve. Although Saudi women suffer from lack of experience but technological developments such as, computer and internet reduce the impact of lack of experience and knowledge, so modern Saudi woman can achieve leadership success easily as she has the same opportunity of education as man, and she is interesting in increasing her skills, knowledge and experiences, so her opportunity to get leadership positions, and success therein become more greater than the past especially under the wise leadership of the Custodian of the Two Holy Mosques King Abdullah bin Abdul-Aziz and the latest King Salman bin Abdul-Aziz who are keen in supporting the role of women in Saudi society, a fact that increase their capabilities and give them more opportunities to assume leadership positions.

Empirical Results showed that women with high qualification received more training and have higher knowledge and experience. The same results reflected the lack of experience of Saudi women in leading organizations. These results are also supported by the results of the descriptive statistics from the SWOT analysis and literature as well.

Field study also indicated that women in Saudi Arabia tackle with many type of sex segregation from the local society. Such constraints greatly affect their efforts to get even a position to work in the private or public sector rather than to get a small chance to be a leader. This situation made it difficult for Saudi women to have more experience in leadership positions. Despite the long experience achieved by many Saudi women in some definite fields like education, still Saudi women have a big shortcoming in leading positions of many other fields (Keeny, 2010). This was clearly emphasized by the interview sample in which the majority of the participants were working in the educational institutions. The outcomes of SWOT analysis are not indicative enough in this regard, as the number of participants is very small and most of them have been chosen to have long experience on leadership positions. The recent strategy and government policy to involve women in the Saudi economic as well as the encouragement of entrepreneurship offer Saudi women the great chance to have the

experience in different fields of management, at least required by them to lead their private organizations (Fatany, 2007).

The relationship between Knowledge and Culture and between Age and Experience have also identified in the analysis of the empirical study. Cultural barriers stand against women access to leader positions can greatly be reduced by knowledge attainment. Also it is normal for a woman to have more knowledge and experience as she progresses in age.

Previous studies indicated that the values and traditions dominant in undeveloped countries are governing the societies and the populations. Such situation did not supported women anymore to get leadership positions in away similar to the style dominant in post-industrial countries (Castells, 2004). Inequality' power that bring about violence against women in these populations is considered as a type of violation against human rights which have historical roots that govern the relations between men and women (Kay, 2007). We think that this discrimination applied in undeveloped countries extended to cover the right of women to assume leadership positions in such social environment. The same opinion was reflected in the findings revealed from the field study.

Reduction or even elimination of cultural barriers can also be obtained through investments in education as shown by the empirical study. Furthermore, the findings indicated positive opinion by the society towards working women in the future, despite that indicators are still negative towards the relationship between Society and the position that both men and women reach in Saudi organizations. Hence, both men and women in Saudi Arabia must face society barriers to access high position in organizations.

The strong statistical relationship between Culture and Society revealed in the field study, can be interpreted that working on those cultural context which seen difficult for Saudi women to be successful leader can also decrease or eliminate society barriers. Through education, and knowledge this can be achieved as the results show that people who are better informed and have more knowledge see as positive Government policies that promote women in leading positions in public institutions. Government policies favourable for working women, can also reduce cultural access barriers for women in leading positions and, consequently, society barriers.

Finally, according to the model presented by the study in page (2) which shows that there are many factors that support the success of any leader especially woman such as: Education, Skills, Experience and Knowledge, such factors are found to be effective in helping the success of woman leadership. Only a positive environment from Culture and Society is

greatly required in achieving the objectives and strategies of any organization. Through analysis of the empirical research and the most relevant literature the study found that the previous literature and data derived from the field support the main hypothesis of the study which is derived from the model: "the more the woman has factors of leadership, the more success she can achieve in leading organizations". Further research should try to validate in the Saudi Arabian context as there is scarcity in such topics in the literature reviewed.

2. RECOMMENDATION

According to the aspects previously analyzed and the factors that support the success of women leadership in Saudi Arabia in particular, the following recommendations are suggested by the study:

- Seeking of success in leading organizations greatly requires boosting of capabilities and searching for factors of success in leadership such as education, skills, knowledge and experience.
- Promotion of women's education in different fields in Saudi Arabia shall include all branches of science and knowledge.
- In order to support women skills, develop their potential and discover their latent talents, Saudi government shall draw more attention to training and enhancing of Saudi women leadership skills.
- Saudi Government shall increase women participation in the labor market, especially in the private sector which will increase their experiences, capabilities and opportunities to assume leadership positions.
- Saudi women have to exploit the current historical opportunity offered by the wise leadership of King Salman Bin Abdul Aziz in Saudi Arabia who is following his former in supporting women's rights by strengthen their capabilities which help them in success.
- Saudi society shall accept new women roles and their participation in society renaissance by accepting their employment and assume leadership positions as they represent half of the society.
- As there is negative relationship between Society and the position that both men and women reach in Saudi organizations, both men and women in Saudi Arabia must face society barriers to access high position in organizations.

- Government have to create educational programs for both men and women regarding this issue, in order to participate in elimination of cultural barriers as shown in the results of the study.
- As results show that more knowledge people have more positive their about this type of policies, Government should invest in the information of population about its policies favorable to working women.
- Government policies shall promote women in leading positions because results show that people, who are positive about Government policies who promote women in leading positions, are more positive about the future of working Women in Saudi Arabia.
- Government and companies should promote more this type of policies, as results show that they decrease cultural barriers for women access in leading positions.
- Deeper understanding of the way women can reach leadership positions as well as political regulations and family-friendly policies must greatly be considered in the Saudi context to enable women better practice their managerial careers.
- Further researches are significantly recommend in this subject, especially that which focus on the barriers that hinder Saudi women from participating in the labor market
- Further specialized studies are recommended to focus on culture and society, which represent the biggest obstacles faced by Saudi women and how to overcome them.

3. LIMITATIONS & FUTURE STUDIES

The biggest limitation of the study is the gap of literature encountered the researcher all through the course of reviewing previous studies conducted in the topic of women leadership as general and Saudi Arabia in particular. The uniqueness of the Saudi society and culture in terms of adherence with legend traditions and customs complicated the positive findings which can be yielded in concern of culture and society. One of the constants, we used western measures for culture and society, who may have affected our results. In further investigations, we have to identify other measures more oriented to Saudi Arabia culture and society.

Thus these two factors have been counted in this study as a negative factor affecting the success of Saudi women in leadership positions. Another limitation is that most of the participants of the interview are working in the educational field, a thing that reflected the lack of various opinions from different fields of leadership. In order to validate our

findings,our future studies must include longitudinal analysis as an effective quantitative method that enables fruitful analysis of developments with regard to the social structures of Asian countries. Changes, that are likely to occur in gender stereotypes as well their impact on leadership, shall also be investigated in our future studies. Juniors and assistants of women managers in their cultural contexts, must also be incorporated by their perceptions in the topic.

Further studies are significantly recommended in this subject, especially those that focus on the barriers that hinder Saudi women from participating in the labor market. It is also suggested that furtherspecialized studies shouldbe conducted to focus on culture and society, which represent the biggest obstacles faced by Saudi women and how to overcome them. Finally, this study has been conducted mainly in a geographic context and it should be extended tosamples from a wider area.

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APPENDICES

APPENDIX (A) THE QUESTIONNAIRE

Introduction

Dear Participant,

This research titled is "How Far Saudi Woman Succeed in Leading Organizations and How This Effects to Achieve the Objectives and Strategies of that Organization"; it is a part of doctorate dissertation in King Juan Carlos University, Madrid, Spain. Aiming to find out the obstacles in front of the Saudi women assuming a leadership positions and hinder her success. Also how to overcome these obstacles? In order to put the successful Saudi women in leading position of any organizations.

There is no doubt that Saudi women are half of the society, a development partner with men in developing Saudi community, so; this research aims to promote not only women but the whole society including yourself.

For your information this survey strictly confidential and for research purposes only, and no doubt that your cooperation with us in answering this questionnaire is considered as a great effort and significant contribution to the success of this study. If you have any questions about this questionnaire, please contact Manal Kattan by email: kattanmanal@gmail.com or kattan_manal@yahoo.com

Thank you for taking the time to fill in this questionnaire; it should only take 10-15 minutes.

Best Regards,

The Researcher, Manal Kattan

1- Personal Information:

1-1: Name (Optional):

1-2: Gender:

A- Male B- Female

1-3: Age:

A- 20 - 30 B- 31 - 40 C- 41 - 50 D- 51 - 60 E- Over 61

1-4: Nationality:

A- Saudi B- Non Saudi

1-5: Position:

A- Top Management B- Middle Management C- Operation Level

1-6: Field:

A- Education B- Commercial C- Health D- Media

E- Other

2- Educational Certificates:

2-1: Academic Qualification:

A- Undergraduate B- Graduate C- Master

D: PhD E- Other

2-2: Place of obtaining certificates

A- From K.S.A. B- From Abroad C-

B- Both: E- Mention the country if possible:.....

2-3: Is your current position related to your academic qualification and your academic specialty:

A- Strongly Yes B- Yes C- Partially D- No

E- Strongly No

2-4: Do you consider your academic qualifications important to practically develop your work?

A- Strongly Yes B- Yes C- Partially D- No

E- Strongly No

2-5: Have your academic studies helped you in reaching success?

A- Strongly Yes B- Yes C- Partially D- No

E- Strongly No

Explain if possible:.....

3- Training:

3-1: Have you attended training courses related to your working experiences?

A- Yes B- No

3-2: How often have you attended training courses per year?

A- Very often B- Often C- Sometimes D- Rarely
E- None

3-3: Does your work support your training?

A- Strongly Yes B- Yes C- Sometimes
B- D- No E- Strongly No

3-4: What is the average length of courses you have attended?

A- Less than a week B- From 1 week – 1 month C- From 1 – 6 months
D- From 6-12 months E- More than one year

3-5: Are those training courses related to your current job?

A- Strongly related B- Highly related C- Partially related D-
Poorly related E- None related

3-6: To what extend do the training courses help you:

A- Too much B- A lot C- Partially D- A little
E- None

3-7: How do you find useful the training courses in developing work?

A- Too much B- A lot C- Partially D- A little
E- None

4- Experiences:

4-1: Years of experience before the current job:

A- Less than 5 years B- From 5-10 years C- From 10-15 years
D- From 15-20 years E- More than 20 years

4-2: Years of experience in the current job:

- A- Less than 5 years B- From 5-10 years C- From 10-15 years
D- From 15-20 years E- More than 20 years

4-3: Number of positions that you have assumed along the current work:

- A- One B- 2-3 positions C- 4-5 positions D- 6-7
positions E- More than 7

4-4: How does your current position fit with your previous experience?

- A- Strongly related B- High related C- Partially related
D- Poorly related E- None related

4-5: Does the experience that you have help you in leading your organization successfully?

- A- Strongly Yes B- Yes C- Partially D- No
E- Strongly No

5- Skills:

5-1: Do you think that Saudi women own skills for work?

- A- Yes greatly B- Yes mostly C- Yes moderately D- Yes weakly
E- Not skilled yet

5-2: Do you think that Saudi women have initial skills for leadership?

- A- Yes greatly B- Yes mostly C- Yes moderately D- Yes weakly
E- Not skilled yet

5-3: Do you think Saudi women's leading skills differ from men's skills?

- A- Yes greatly B- Yes with a big difference C- Moderately
D- No difference E- Less than man's skills How:.....

5-4: Which skills helped you more in successfully leading?

- A- Cooperate with others B- Listening to other C- Punctuality
D- Solving Problems E- Planning the future Other skills:.....

5-5: Do you think training sharpens leading skills for women?

- A- Yes greatly B- Yes mostly C- Yes moderately
D- Yes weakly E- Not

6- Culture:

6-1: Do you face cultural discouragement when you join work?

- A- Yes greatly B- Yes mostly C- Yes moderately
D- Yes weakly E- Not

6-2: Do you face cultural discouragement when you assume a leading position?

- A- Yes greatly B- Yes mostly C- Yes moderately
D- Yes weakly E- Not

6-3: How do you face cultural discouragement when you assume leading positions?

- A- Strong discourages B- High discouragement C- Moderate discourages
D- Weakly discourages E- Not discourages

6-4: Do you think Islamic religion is discouraging woman work?

- A- Yes greatly B- Yes mostly C- Yes moderately D-
Yes weakly E- Not at all

6-5: Do you think Islamic religion is discouraging woman assuming leadership positions?

- A- Yes greatly B- Yes mostly C- Yes moderately
D- Yes weakly E- Not at all

6-6: Do you think Islamic religion is effecting the success of woman in leading organizations?

- A- Yes greatly B- Yes mostly C- Yes moderately
D- Yes weakly E- Not at all If yes how?

6-7: Do you think traditional culture of Saudi Society is discouraging woman's work?

- A- Yes greatly B- Yes mostly C- Yes moderately D- Yes
weakly E- Not at all

6-8: Do you think traditional culture of Saudi Society is discouraging women assuming leadership positions?

A- Yes greatly B- Yes mostly C- Yes moderately D- Yes weakly
E- Not at all

6-9: Do you think traditional culture of Saudi Society may affect the success of woman in leading the organization?

A- Yes greatly B- Yes mostly C- Yes moderately D- Yes weakly
E- Not at all If Yes how?

6-10: Do you think Saudi Society changes towards more tolerance for woman's work?

A- Yes greatly B- Yes mostly C- Yes moderately D- Yes weakly
E- Not at all

6-11: Do you think Saudi Society changes towards more women assuming leadership positions?

A- Yes greatly B- Yes mostly C- Yes moderately D- Yes weakly
E- Not at all

6-12: How do you evaluate these changes?

A- Greatly changed B- Mostly changed C- Moderately changed
D- Weakly changed E- Not changed

6-13: Do you expect disappearance of those discourages which restrict women assuming leading positions?

A- Yes greatly B- Yes mostly C- Yes moderately D- Yes weakly
E- Not at all

6-14: Do you expect any obstacles faces woman after getting a leading position just because she is a woman?

A- Yes greatly B- Yes mostly C- Yes moderately D- Yes weakly
E- Not at all

6-15: Does your workmate support your work?

A- Yes greatly B- Yes mostly C- Yes moderately D- Yes
weakly E- Not at all

7- Knowledge:

7-1: Do you think that knowledge tools are available for Saudi women currently?

A- Yes greatly B- Yes mostly C- Yes moderately D- Yes
weakly E- Not at all

7-2: Do you often read books?

A- Yes greatly B- Yes mostly C- Yes moderately D- Yes
weakly E- Not at all

7-3: Do you often watch TV programs?

A- Yes greatly B- Yes mostly C- Yes moderately D- Yes
weakly E- Not at all

7-4: Do you often explore web sites?

A- Yes greatly B- Yes mostly C- Yes moderately D- Yes
weakly E- Not at all

7-5: Select the most tools according to their degree of use in updating your knowledge:

A- Internet B- Book C- Magazines
D- Newspapers E- TV Others:

7-6: Does your knowledge help you in reaching success in your leading?

A- Yes greatly B- Yes mostly C- Yes moderately D-
Yes weakly E- Not at all

8- Society

8-1: Does your family support your work?

A- Strongly yes B- Yes C- moderately
D- No E- Strongly no

8-2: Are your family members support you to assume leading positions?

- A- Strongly yes B- Yes C- moderately
D- No E- Strongly no

8-3: Have any of your family members received their education abroad?

- A- Yes B- No

8-4: Does your spouse reject your assuming leading position?

- A- Strongly yes B- Yes C- moderately
D- No E- Strongly no

8-5: Does your leading positions affect your family life?

- A- Yes strongly B- Yes mostly C- Yes moderately D-
Yes weakly E- Not at all

8-6: Does any other women from your family assume some leading position?

- A- Yes B- No How many if yes?

8-7: Do you think the society effect the work of women?

- A- Yes strongly B- Yes mostly C- Yes moderately
D- Yes weakly E- Not at all

8-8: Do you think the society against women in leading positions?

- A- Yes strongly B- Yes mostly C- Yes moderately
D- Yes weakly E- Not at all

8-9: Has the view of the Saudi society, changed towards working women?

- A- Yes strongly B- Yes mostly C- Yes moderately
D- Yes weakly E- Not at all

8-10: Has the look of the Saudi society changed towards women being leaders?

- A- Yes strongly B- Yes mostly C- Yes moderately
D- Yes weakly E- Not at all

8-11: Does the Saudi society view affect your success in leading your organization?

- A- Yes strongly B- Yes mostly C- Yes moderately D-
Yes weakly E- Not at all

9- Future & Solution

9-1: Do you think the future will bring more positive changes for working women?

- A- Yes strongly B- Yes mostly C- Yes moderately D-
Yes weakly E- Not at all

9-2: Do you expect that more women will assume leading position after being awarded the membership of parliament (Shura Council) & municipality?

- A- Yes strongly B- Yes mostly C- Yes moderately
D- Yes weakly E- Not at all

9-3: In your opinion, what is the critical factor for changing the Saudi view of women leadership?

- A- Increase education B- Globalization & Internet
C- Information & Technology D- Media E- Other.....

9-4: In your opinion, what are the factors that guarantee the success of women in leading their organizations?

- A- Culture B- Education C- Society
D- Skills E- Knowledge & Experience

Finally if you have any other comments, please add them below:

.....

Thank you very much for taking the time to complete this questionnaire. *The Researcher,*
Manal Kattan

APPENDIX (B): SUMMARY TABLES

Culture Factor Summary Table

Subject	Author	Year	Thoughts
<i>Definition of Culture</i>	<i>Velkley</i>	<i>2002</i>	Culture originally means the cultivation of the soul or mind
	<i>Tomasello</i>	<i>1999</i>	Culture" became important, albeit with different meanings, in different disciplines such as cultural studies, organizational psychology and management studies
	<i>Harper</i>	<i>2001</i>	The set of shared attitudes, values, goals, and practices that characterizes an institution, organization or group
<i>Organizational Culture</i>	<i>Ravasi and Schultz</i>	<i>2006</i>	Organizational culture is a set of shared mental assumptions that guide interpretation and action in organizations
	<i>Schein</i>	<i>2004</i>	Organizational culture as: "A <i>pattern of shared basic assumptions that was learned by a group as it solved its problems of external adaptation and internal integration</i> "
	<i>Pearson Canada Inc.</i>	<i>2003</i>	External culture is a part of the broad conditions that may affect organizations
	<i>Hill</i>	<i>2001</i>	The specific collection of values and norms that are shared by people and groups in an organization
	<i>Webster</i>	<i>1989</i>	Organizational Culture is the fundamental shared set of beliefs and values

<i>Saudi Culture</i>	<i>Schein</i>	2010	Leaders can create culture and must manage and sometimes change culture
<i>Women in Traditional (tribal) culture</i>	<i>Al-Fassi</i>	2009	Women lost many of their rights through ancient Greek and Roman law prior to the arrival of Islam
	<i>Shaikh</i>	2003	There were instances where women held high positions of power and authority in Arabia area before Islam
	<i>Haddad</i>	1998	French married women suffered from restrictions on their legal capacity which were removed only in 1965
	<i>Beck and Keddic</i>	1978	Women have a restricted will in the past
<i>Women in Islam</i>	<i>Maqsood</i>	2010	Anyone wishing to understand Islam and women must first separate the religion from the cultural norms and style, and practices of a society
	<i>Bashir</i>	2000	Islam improved the status of women by instituting rights of property ownership, inheritance, education and divorce
	<i>Karam</i>	1998	In the modern era there have also been examples of female leadership in Muslim countries
<i>Women in Modern Kingdom</i>	<i>Al-Mohamed</i>	2010	Saudi Arabia women still struggle for their rights
	<i>Moghadam</i>	1993	In general the region of the Arab peninsula is characterized by gender inequality
<i>Saudi Organization's Culture</i>	<i>Adaileh</i>	2011	We are suffering from a lack of research studies that explore issues relating to organizational culture in Arab countries

	<i>Al-Kibsi et al.</i>	2007	Cultural aspects as well as religious practices restricted women in KSA
	<i>SAM (Advanced Management Journal)</i>	2007	Increased foreign investments in Saudi Arabia conform the international standards
	<i>Evans</i>	2005	In October 2005, Saudi Arabia successfully joined (WTO)
	<i>Bell</i>	2005	Now, women leaders and managers in Saudi Arabia face great culture challenges in their endeavor to improve the performance of their organizations
	<i>Alanazi and Rodrigues</i>	2003	The most Saudis like being directed and informed on what to do
	<i>Walker et al.</i>	2003	Organization's culture found in Islamic countries such as Saudi Arabia is impacted by tribal customs
	<i>Bhuian et al.</i>	2001	Saudis prefer government involvement in the organization practices
	<i>Yavas</i>	1997	In Saudi Organization culture style the manager is expected to make all decisions
<i>Saudi Woman Leadership</i>	<i>Vecchio</i>	2005	Organization culture has a direct impact on the performance of the organization
<i>Effective Culture of the Organization</i>	<i>Elaine</i>	2007	Societal changes that accompanied modernization also brought change to traditional and religious institutions

Literature Review of Culture Factor (Own elaborated 2012)

Education Factor Summary Table

Subject	Author	Year	Thoughts
<i>Definition of Education</i>	<i>Berg</i>	2011	Transmits its accumulated knowledge, skills, and values from one generation to another
	<i>George</i>	1964	The process of becoming an educated person.
<i>Benefits of Education</i>	<i>Berg</i>	2011	Education makes person able to perceive accurately, think clearly and act effectively to achieve self-selected goals and aspirations.
	<i>Webb</i>	2010	Cultivates the intellect, create change agents, develop spirituality, and model a democratic society
<i>Education in the Kingdom</i>	<i>Souad Ahmed</i>	2007	Women's education started before the foundation of the General Presidency of Girls' Education by private schools
<i>Girls' and Women's Education</i>	<i>Eagly</i>	2007	GCC women have made enormous strides in their access to education especially in UAE and Saudi Arabia
<i>Women's Education</i>	<i>Miller</i>	2011	Princess Nora bint Abdul Rahman University (PNU) is the first women's university in Saudi Arabia and largest women-only university in the world
	<i>Mills</i>	2009	Women make up 58% of the total student population at universities in KSA
	<i>Alshumran</i>	2008	The General Residency of Girls' Education was established independently from the Ministry of Education in 1960

	<i>Jabaji</i>	2008	Princess Nora bint Abdul Rahman University (PNU) composed of 32 campuses across the Riyadh region.
	<i>Tabitha</i>	2008	King Abdullah University of Science and Technology, a co-educational venture where women and men
<i>The Importance of Education Upon Effective Leadership</i>	<i>Westbrook</i>	2009	There is a relationship between educational qualifications of chief financial officers and effectiveness of local district financial leadership in Alabama Public Schools.
<i>Education and Effective Leadership</i>	<i>Anderso</i>	2010	Different universities certificates are identified with the majority of the managers
	<i>Nissar</i>	2010	Policy makers value academic qualifications
	<i>Balcony</i>	2006	The principal function of leadership emerges from the college as an autocratic leader
	<i>DeKlein</i>	1997	Leadership can be learned
	<i>Haymon</i>	1992	There is a positive connection amongst leadership and college student achievement.
<i>Women, Education And Leadership</i>	<i>DeAnne</i>	2011	Womendo not get the leadership positions equal their percentage in education in KSA
	<i>Miller</i>	2011	Women represent only 14% of its labor force. Most of them work in education, 6% in public health, and 95% in the public sector.
	<i>Cheung</i>	2010	The context of a “culture of gender” still defines expectations for women and men as leaders.

	<i>Wallace</i>	2010	Direct relationship between strong educational leadership and school conditions,
	<i>Greenleaf</i>	2009	women leaders are an enabling force, helping people and organizations to perform and develop
	<i>Julian</i>	2009	Nora bint Abdullah al-Fayez, a US-educated former teacher, was made deputy education minister in charge of a new department for female students,
	<i>Barbuto</i>	2007	The interaction of gender and education produced consistent differences in leadership behaviors.
	<i>Eagly,</i>	2007	Women leaders experience reflects the considerable progress toward gender equality
	<i>Heffernan</i>	2002	Future of business depends on women

Literature Review of Education Factor (Own elaborated 2012)

Society Factor Summary Table

Subject	Author	Year	Thoughts
<i>Definition of Society</i>	<i>Jenkins</i>	2002	Society may be described as an economic, social, or industrial infrastructure, ethnic groups
	<i>Lenski</i>	1974	Society is a group of people related to each other through persistent relations and dominant cultural expectations
<i>Society Categories</i>	<i>McKay et al.</i>	2009	Societies classified into three broad categories: pre-industrial, industrial, and postindustrial
<i>Society</i>	<i>Orlikowski</i>	2008	Information technologies have impacted society

<i>and Woman</i>	<i>and Scott</i>		and culture
	<i>Prakash</i>	2003	Women increasingly became subordinate to men in traditional societies
<i>Society and Woman Leadership</i>	<i>Caliper</i>	2005	Human capital theory presaged an argument that emerged in the mid-1980s: that a company's profits could be bolstered by the special qualities women possess
	<i>Castells</i>	2004	Information society shaped by digital life enhances women straggle for taking their rights
	<i>Hofstede,</i>	2001	Societies over times developed cultures that support masculinity
	<i>Acker</i>	1992	Woman who aspires to leadership positions must overcome both her childhood socialization
	<i>Bass and Stogdill</i>	1970	Women elected prime minister in Britain, Canada, India, Pakistan in 70s
	<i>Peter</i>	1997	Women leadership started in the United States in the early 1970s
<i>Woman Leadership</i>	<i>Lowen</i>	2010	Ability to share power and communicate well and comfort with less hierarchical organizations
	<i>Amato, et al.</i>	2009	The role of leader in guiding business toward sustainable social responsibility or corporations is very important
	<i>Altintas</i>	2008	The modernization, economic factors, technology factors, liberalization tendency helps women to call for their rights, and establish many feminism movements that support women rights
	<i>Margaret Hennig</i>	2003	Argued that differences between women's and men's ability to carry out responsible jobs are minimal
	<i>Calas</i>	1993	Globalization, and information and communication revolution help woman to get leadership position

	<i>Fagenson</i>	1993	From the reasons women ascend to leadership positions less frequently than men are that women most frequently inhabit managerial positions with little power, little advancement opportunity, or where other women are so rare that their presence is attributed to their sexuality
<i>Saudi Society and Women</i>	<i>Sabbagh</i>	2009	Massive oil revenues help to acquire Western technology while maintaining those values that were central to Saudi society
<i>Saudi Society and Women Leadership</i>	<i>Al-Ahmadi, Hanan</i>	2011	The progress of leadership in K.S.A. is still very slow at she faces
	<i>Castells</i>	2004	Social dynamics from the interaction between cybernetic culture and self-identity movement such as religious groups that reject fast social changes help in emerge new cultural landscape society
	<i>Al-Homoud</i>	2001	Urbanization fostered new institutions, such as women's charitable societies, that facilitated associations and activities for women outside the family network, and press and internet helps women to get leadership position

Literature Review of Society Factor (Own elaborated 2012)

Leadership Skills Factor Summary Table

Subject	Author	Year	Thoughts
<i>Definition of Soft Skills</i>	<i>Paajanen</i>	1992	Soft skills is a sociological term relating to a person's Emotional Intelligence Quotient (EIQ)

<i>The Servant as Leader</i>	<i>Greenleaf</i>	1970	Good leadership in the modern age more importantly requires attitudes and behaviors which characterize and relate to skills leader develop
<i>Skills of Effective Leadership</i>	<i>Nice</i>	2011	Advising leaders how to imply these skills such as Take initiative, Be respectful, Be confident
	<i>Zaccaro,</i>	2001	Leader should have cognitive abilities, motives, values, social skills, expertise, and problem solving skills
<i>Personality and Leadership</i>	<i>Arvey et al.</i>	2006	Characteristics of leaders such as: adjustment, extraversion, conscientiousness
	<i>Judge And Gerhardt</i>	2002	Characteristics of leaders such as: openness to experience, general self-efficacy
	<i>Kickul and Neuman</i>	2000	Characteristics of leaders such as: integrity, honesty, humility, courage
	<i>Lord and Alliger</i>	1986	Characteristics of leaders such as: wisdom, determination, compassion
<i>Leadership Theories</i>	<i>Lussier And Achua</i>	2010	Leadership is created through the emergence of information
	<i>Bass, B.M. and Bass, R.</i>	2008	Theory, research, and managerial applications
	<i>Skinner</i>	2004	Positive reinforcement occurs when a positive stimulus is presented in response to a behavior, increasing the likelihood of that behavior in the future
	<i>Kenny</i>	1983	Traits in leadership
<i>Developing</i>	<i>Whetten</i>	2010	Most people assume that leadership skills can

Management Skills			be mastered by attending seminars and reading books while leadership like swimming, cannot be learned by reading
	<i>Whetten</i>	2006	Leading Change, Building Coalitions, Business Acumen (Management ability), Results driven as a characteristics of leaders
The Nature of Managerial Work	<i>Mintzberg</i>	1973	leaders have to practice skills
The Role of Leadership Skills	<i>Shahani</i>	2011	Skills of Building a Successful Team and Lead by example
	<i>Rotundo And McGue</i>	2006	Effective communication is the key to achieve success
The Difference between Women and Men in Leadership	<i>Kanyoro</i>	2011	Attitudes toward leadership are changing, what women offer is essential
	<i>Wachs</i>	2009	The Unique Female Qualities of Leadership
	<i>Berdahl and Anderson</i>	2005	About 87.5% of leaders say that training courses has helped them develop leadership skills
	<i>Caliper</i>	2005	Identified a number of characteristics that distinguish women leaders from men when it comes to qualities of leadership
	<i>Sabattini</i>	1999	Women have to prove themselves to be qualified more frequently than men
The Leadership Skills and Saudi Women	<i>Falimban</i>	2011	Training programs to educate young women leadership skills
	<i>Turki</i>	2011	Khadijah Bint Khuwaylid Women Center
	<i>Mizyen</i>	2009	U.S.-Saudi Women's Forum
	<i>Akeel</i>	2006	Leadership Program for Saudi Women

Literature Rreview of Leadership Skills Factor (Own elaborated 2012)

Experience and Knowledge Factor Summary Table

Subject	Author	Year	Thoughts
Definition of experience	<i>Heritage® Dictionary</i>	2009	Active participation in events or activities, leading to the accumulation of knowledge or skill
	<i>Collins Dictionary</i>	2003	The faculty by which a person acquires knowledge
	<i>Heidi</i>	1999	Experience as a general concept comprises knowledge of or skill of something or some event gained through involvement in or exposure to that thing or event
Experience	<i>Kant</i>	1981	Experience would never have existed at all
	<i>Karrel</i>	1977	Virtual experience and simulation gaming by using computer which decrease the need of long time experience in work
Types of Experience	<i>Heidi</i>	1999	First Hand, Second Hand, and Third Hand Experiences
Definition of Knowledge	<i>Collins Dictionary</i>	2003	Familiarity, awareness, or understanding gained through experience or study
	<i>Cavell</i>	2002	Knowledge is a familiarity with someone or something, which can include facts, information, descriptions, or skills acquired through experience or education
Knowledge	<i>Edvinsson</i>	2011	Knowledge Economy requires a new style of leadership behavior
	<i>Thomas</i>	2008	The most fertile of experiences is called crucibles
	<i>Hardy</i>	2007	The Knowledge Economy, which mainly based

			on our ability to focus upon and manage knowledge
	<i>Amidon and Macnamara</i>	1999	The new economic world order one based upon the flow of knowledge, information, and intellectual, not financial capital
Knowledge and Experience	<i>Robert</i>	2008	A experiences and knowledge influenced by the context of working in a business
	<i>Laddin</i>	2007	As women have long experiences and big knowledge will impart wisdom, insight and judgment
Women Knowledge and Experience in Leadership	<i>Keeny</i>	2010	Women have been important leaders in the domain of knowledge production
Saudi Women Knowledge and Experience in Leadership	<i>Al-Ahmadi</i>	2011	The last 10 years witnessed a growing participation of women in senior management positions and in the decision-making process in public and private sectors
	<i>Al-Ahmadi</i>	2011	Structural challenges, lack of resources and lack of empowerment, while cultural and personal challenges ranked last, contrary to common perception faces women in K.S.A.
	<i>Alexander</i>	2011	Women's Leadership Institute which provides courses for women that teaching leadership to female students in Saudi Arabia
	<i>DeAnne</i>	2011	Global women's leadership program in Saudi Arabia, to help them building the needed trust and knowledge
	<i>Mahdaly</i>	2011	No platform supporting young women in Saudi Arabia

	<i>Keeny</i>	2010	Writing and literature which have always been an important element of women activism
	<i>Fatany,</i>	2007	Saudi Women: Towards A New Era, The cultural barriers that have marginalized women are slowly eroding

Literature Review of Knowledge and Experience Factor (Own elaborated 2012)