

() ()
(16) (128)

(Edmondson, 1999)
(Argyris & Schön, 1996)
Learning Organization

(Edmondson, 1996)

(Bass, 1999)
(Popper, et al., 2000)

Lipshitz,)
(et al., 2002; Coad & Berry, 1998

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(Lakomski, 2001)
(Agshae & Bratton, 2001)

(Marquardt, 2000)

(Amitay, 2005)

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.(Badrinarayan, 2003)

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Küpers & Weibler, 2006;)

Leadership Styles

.(Brown & Dodd, 1999

Vera)

:(& Crossan, 2004

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-2

Transformational Leadership

Charbonneau, 2004; Özarall,)

.(2003; Krishnan, 2005; Stone, et al., 2004

.(Charbonneau, 2004)

.(Küpers & Weibler, 2006; Kelloway et al., 2003)

: (Bass, 1985)

.(Krishnan, 2005)

.(Krishnan, 2005)

Transactional Leadership

.(Krishnan, 2004)

(Küpers & Weibler, 2006)

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(Farago, 1995)			
(Finger & Brand, 1999)			
Activity	Process	Krishnan, 2004; Duckett & Macfariane, 2003;)	
		:(Stone, et al., 2004; Küpers & Weibler, 2006	
		Charisma	-1
	Learning Organization	Inspiration	-2
	(Raidén & Dainty, 2006)		
		Intellectual	-3
	(Gorelick, 2005)	Individualized Consideration	-4
	(Garvin, 1998)		
		Bass	
Systematic Problem			-1
-3 Experimentation	-2 Solving	(Krishnan, 2004; Duckett & Macfariane, 2003;	
Learn from Past Experience		(Stone, et al., 2004; Küpers & Weibler, 2006	
-5 Learning from Others	-4		
Transferring Knowledge		Organizational Learning	
	(Senge, 1990)	(Thomas & Allen, 2006)	
	Senge	(Sun & Scott, 2003)	
Personal Mastery	-1		
		(Hodgkinson, 2000)	

			(Appelbaum, 1997)
(Raidén & Dainty, 2006)			
			(Hodgkinson, 2000)
		:Mental Models	-2
		(Raidén & Dainty,	
			.2006)
			(Retna & Tee, 2006)
Single-Loop	Argyris & Schön		
		:Shared Vision	-3
	Learning		
			(Kai, et al., 2002)
			(Stewart, 2001)
	Double-Loop Learning		
Altman &)			
			(Illes, 1998
	Senge		
	Adaptive Learning		(Appelbaum & Garansson , 1997)
		:Team Learning	-4
			(Sun & Scott, 2003)
			(Retna & Tee, 2006)
	Generative Learning		
			(Kai, et al., 2002)
(Malhotra, 1996)	(Wijnhoven, 2001)	:Systems Thinking	-5

: -3

: -4

(Farago, 1995)

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(2005)

(Senge, 1990)

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Purposes

Designer

Core

Vision

Values

Senge

Learning

Processes

(Agashe & Bratton, Learning Organization

(Crossan, et al., 1999)

Teacher .2001)

Mental Models

(Malhotra, 1996)

:(2005)

: -1

.(Santos, 2006)

: -2

: Steward

(Brown & Posner, 2001)

:

(Johnson, 2002)

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Marquardt,)

.(2000

(Coad & Berry, 1998)

(Prewitt, 2003)

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(Vera & Crossan, 2004)

(Marquardt, 2000)

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(Amitay, et al, 2005)

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(513)

(89)
2006

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(44)

(www.ase.com.jo)

(Kumar & Idris, 2006)

(300)

(16)

(200)

One-Sample Kolmogorov-Smirnov Test

(Castiglione, 2006)

(4.41)

(.05)

(.00)

(2.10)

(128)

(%64)

(1)

()

(108)

%.84

		(46)	(40-31)	
				.(%36)
:Charismatic-Inspiration	-	.(%69)	(88)	
		20-16)		
			.(%54)	(69) (
				-2
:Intellectual Stimulation	-			
				:Leadership Styles
				(Bass & Avolio, 1990)
				:Transactional Leadership
(Senge, 1994)				-1
:Adaptive Learning	-1			
				:Reward Contingency
:Generative Learning	-2			Material Reward
				Management By
		(1)		:Exception
		-3		: Transformational Leadership
				Individualized
				:Consideration

	(2)		(25)	
Sakaran, (0.60)		:		(10)
	(2006)	(10-6)	(5-1)	
	-5		(15)	
			(15-11)	:
:		(25-21)		(20-16)
Multiple Regression	-1			
		:		
		(Sarros & Santora, 2001; Stone, et al, 2004 ;		
Pearson	-2	Jung & Avolio, 2000 ; Popper & Lipshitz,		
		2000 ; Avolio & Bass, 2002 ; Vera & Crossan		(2004
		:		
		(14)		
		(Voci & Young, 2001 ; Smith & Taylor, :		
		(2000 ; Appeldaum, 1997 ; Österberg, 2004		
:		(7-1)		
		(14-8)		
		(5)		Likert
:	(3)			
	:	-1		-4
			Validity	
(.097)	(3.08)			
		(2.90)		
(3.26)				
(0.91)				
			Reliability	
			.Cronbach Alpha	

(3.61)
 .(0.95)

-2

(3.49)
 .(0.91)

(3.46)
 .(0.91)

(3.52)
 .(0.92)

(3.47)

.(Voci & Young, 2004; Driver, 2001) (3.39)
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" :

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(5)

.(1)

T (0.47) B
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.(0.00) (4.51) .(Avolio, et al., 1999)
 R²

(%40) :

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(6.87) T .(0.46)
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 R²

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F (0.54) R²
 (25.22) " :

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" (9)

T (0.20 0.02) B
 (1.86 0.17) (0.22) (0.40) B
 (0.07 0.86) (2.52) (6.37) T
 (0.01) (0.00)

.(0.29)

(2.84) T
 .(0.00) (0.33) R²
 .(0.00) (30.34) F

F (0.30) R² " :

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(Coad & Berry, 1998)

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(Brown & Posner, 2001)

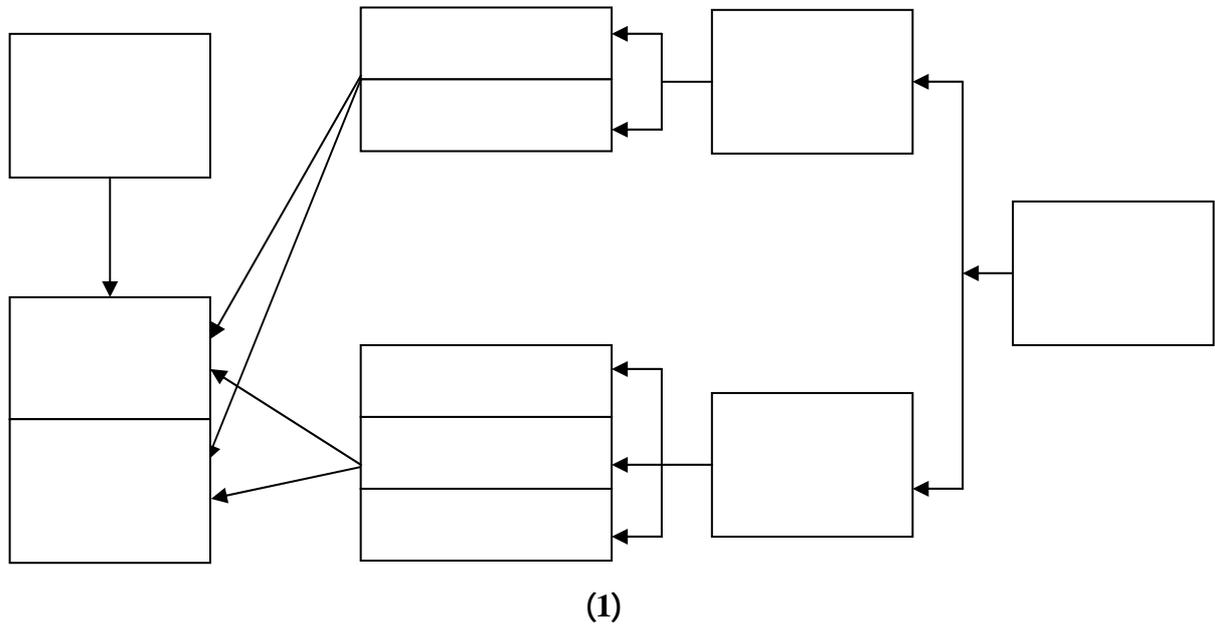
(Amitay, et al., 2005)

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(Brown & Posner, 2001)

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(1)

16		20		84		108		
51		50-41		40-31		30		
17	22	27	34	36	46	20	26	
26	34	69	88	5		6		
21		20-16		15-10		10		
12	16	54	69	22	28	12	15	

(2)

Cronbach Alpha	
0.77	
0.69	
0.78	
0.81	
0.88	
0.75	
0.82	

(3)

0.97	3.08	1.02	2.90	1.13	3.42		1
				1.01	2.69		2
				1.03	2.88		3
				1.03	2.85		4
				0.92	2.67		5
		0.91	3.26	0.76	3.58		1
				0.87	2.97		2
				0.97	3.16		3
				1.06	3.36		4

				0.90	3.22		5
0.91	3.46	0.91	3.47	0.93	3.66		1
				0.85	3.36		2
				0.95	3.76		3
				0.87	3.45		4
				0.98	3.14		5
		0.89	3.39	0.94	3.35		1
				0.94	3.39		2
				0.86	3.27		3
				0.89	3.52		4
				0.85	3.43		5
		0.92	3.52	0.95	3.27		1
				0.89	3.56		2
				0.92	3.48		3
				0.92	3.60		4
				0.92	3.70		5

(4)

0.95	3.61	1.01	3.69		1
		0.88	3.60		2
		0.90	3.73		3
		0.98	3.50		4
		1.07	3.25		5
		1.00	3.41		6
		0.82	4.07		7
0.91	3.49	1.03	3.37		1
		0.91	3.73		2
		0.85	3.27		3
		0.78	3.68		4
		0.89	3.73		5
		0.94	3.26		6
		0.96	3.40		7

(5)

Sig.	T	B	
0.00	5.14	0.47	
0.00	4.51	0.33	
$R^2 = 0.40$		$F = 43.77$	$Sig. = 0.00$

(6)

Sig.	T	B	
0.001	3.38	0.35	
0.00	4.68	0.39	
$R^2 = 0.33$		$F = 30.71$	$Sig. = 0.00$

(7)

Sig.	T	B	
0.00	6.37	0.40	
0.01	2.52	0.22	
$R^2 = 0.33$		$F = 30.34$	$Sig. = 0.00$

(8)

Sig.	T	B	
0.00	6.87	0.46	
0.85	0.19	0.02	
$R^2 = 0.54$		$F = 25.22$	$Sig. = 0.00$

(9)

Sig.	T	B	
0.00	2.84	0.29	
0.86	0.17	0.02	
0.07	1.86	0.20	
$R^2 = 0.30$		$F = 18.04$	$Sig. = 0.00$

(10)

Sig.	T	B	
0.04	2.13	0.26	
0.40	0.85	0.09	
0.00	3.44	0.39	
$R^2 = 0.30$		$F = 18.04$	$Sig. = 0.00$

(11)

7	6	5	4	3	2	1	
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						**80.2	2
					0.20*	0.50**	3
				0.65**	-0.003	0.40**	4
			0.77**	0.74**	0.17*	0.56**	5
		0.51**	0.42**	0.52**	0.33**	0.54**	6
-	0.67**	0.53**	0.38**	0.48**	0.14	0.54**	7

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0.01

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Impact of Leadership Styles on Organizational Learning: Field Study of Jordanian Manufacturing Firms

Shaker J. Alkshali and Ayad F. M. Al-Temimi

ABSTRACT

This study aimed to examine the effect of transactional leadership styles (contingent rewards and management by exception) and transformational leadership styles (Individualized consideration, charismatic-inspiration and intellectual stimulation) on organizational learning (adaptive and generative). A questionnaire was administered to a sample of (128) managers in (16) manufacturing companies in Jordan. A number of statistical tools and indicators were used in accordance with the study problem and purpose, among these was the multiple regression test. Results showed that transactional and transformational leadership had a significant effect on organizational learning, with its two types. The study provided a number of recommendations, including reinforcing transformational leadership style in the management of manufacturing firms, in order to maximize employees' contribution to generative organizational learning.

KEYWORDS: Leadership Styles, Organizational Learning, manufacturing companies, Jordan.