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The Role of Training and Development Programs in Developing the Innovative Capabilities of the Administrative Leadership, Case Study: Ministry of Culture and Sport, Doha, Qatar

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Abstract:

The aim of this paper was to evaluate the role of training and development programs in developing the innovative capabilities of the administrative leadership in through a case study applied on the Ministry of Culture and Sport. Different areas were addressed. They covered training and development, and development of administrative leadership: role and importance. Areas covered included the concept of training, development concepts, and a comparison between traditional leaders and development leaders. Seventy-four administrative leaders from the Ministry of Sports and Culture were involved in the study. It was found out that most of them were young or middle-aged holding BA and MA. They accepted that the training and development programs have a role in developing innovative capabilities. Most of them appreciated these programs. However, it is recommended more improvements can be made. The Ministry is advised to take care to select leaders who believe in change and continue running development programs to enhance and improve leaders' knowledge, experience and skills. More innovative training and development programs are advised to have more innovative and creative leaders that contribute to the organization more effectively.

Keywords: Training, Innovation, Leadership, Evaluation and Performance

1. Introduction

The success of organizations depends to a large extent on the success of the managerial leaders who are in charge of managing them. These leaders are expected to anticipate the future, make plans, and lead change and transformation processes which enable their organizations to adapt to emerging changes. It is clear that the management leadership that seeks to enable the organization to succeed is the leadership that is ready to change and transformation (Mannion, 2009). Although the ability to change is a feature of the leadership of all organizations, it is more urgent in the countries that are on the road to progress as the GCC countries. These countries want to achieve two important things at the same time. They seek to advance to the ranks of developed countries. At the same time, they must go as fast as others, so that they can keep a place among other developed countries. Thus, administrative leaders of the governmental organizations in these countries must carry out their daily activities and play their role in leading their organizations to carry out their developmental and future tasks (Fasano & Iqbal, 2013). They must meet future challenges and transform diverse threats to opportunities for success technologically, socially and economically. Hence, the role of the administrative leadership in the GCC countries is a very difficult and very important role at the same time.

Special attention should therefore be given to the selection, training and development of administrative leaders and ensuring that they play their roles efficiently and effectively. This paper is important as it discusses the role of training and development in developing creative capabilities for administrative leadership. Training and development are important in making the administration plays the role entitled to it more perfectly.

Equally important is the development of administrative leadership in government organizations rather than in private sector organizations. The reason for this is that the administrative leadership in the governmental organizations is the key to the development of all human resources, and the key to the development of the governmental organizations themselves, and indeed the whole society as a beneficiary of the services of the government sector and deal with it. Globalization, market openness, increasing interest in intellectual capital, local, regional and international competition, steady technical progress, increasing population numbers, changing culture, education and consumption patterns all require effective administrative leadership. This stresses the importance of developing leaders innovative capacities so that they are always ready to carry out their current and future tasks.

Training and development are a future investment that has a positive impact on the return of performance in the organization as a whole. It takes a great deal of time, effort and money. Therefore, it must be ensured that this investment gives the expected returns (Elnaga & Imran, 2013). Despite the difficulty of this task, and the time and effort it takes, it is considered necessary to ensure that development efforts are underway and set in the goals set for them. In this sense, this paper addresses the following topics:

- Training and development
- Development of administrative leadership: role and importance.
- Case Study (Ministry of Culture and Sports, Doha, Qatar)

2. Literature Review

2.1. Training and Development

When examining the area of training and development, it is necessary to take a comprehensive look at the topic so that it is possible to be aware of its components clearly and to be able to understand how these components interact. Training and development provide a comprehensive approach to this important and vital activity. Training and development activities are a subsystem that integrate with other subsystems within the large system (organization) which consists of subsystems. Training and development system take its inputs from other systems and gives its outputs to them. As such, human resource training and development can be defined as that subsystem of human resources systems that is involved in planning, implementation and evaluation of programs aimed at helping workers enhance their knowledge, abilities, skills and attitudes (Boxall, Purcell, & Wright, 2008). Thus, this will contribute effectively to the development of their work behavior, helping them prepare for their future tasks and making the changes required in their organizations.

The following chart identifies the activity of training and development as a system and defines its components (Saad, 2015).

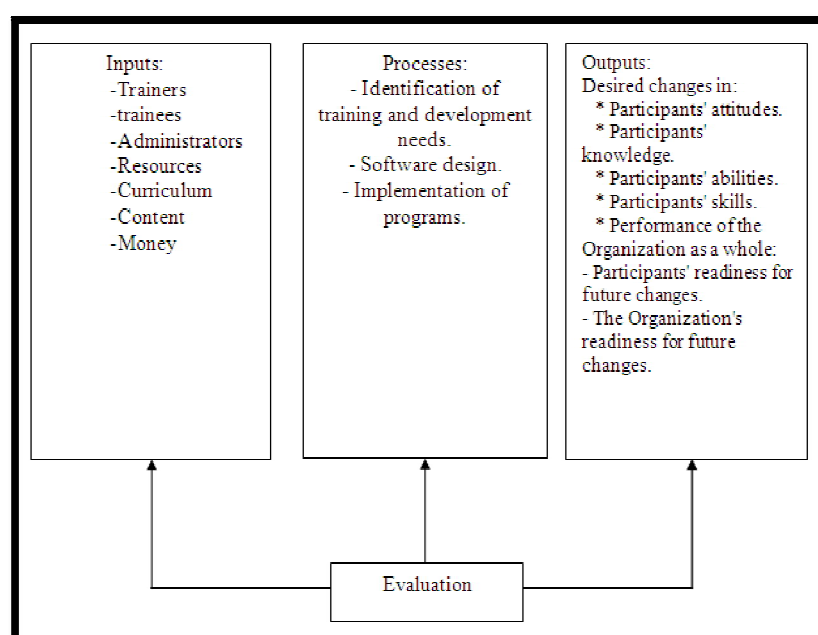


Figure 1: Training and Development as a System and Defines Its Components (Saad, 2015)

2.2. Concept of Training

Training means teaching and learning the skills we need in a particular work or activity. Training in the conventional sense of organizations is seen as acquiring the knowledge and skills necessary to carry out the present tasks (Fitzgerald, 1992). It is a schematic work consisting of a set of programs designed to teach human resources how to perform their current work with a high level of competence throughout the improvement and development of their performance.

Training is therefore a sub-system of human resources management systems based on meeting the training needs of both the employees and the organization they work in. Training may be considered as a sub-system of training and training of human resources, and the development of administrative leadership is another sub-system. There are those who view training as in itself a change.

2.2.1. Development Concept

Development concept is a process designed to help workers meet the challenges that arise from developments in the work environment, and also helps them to adapt to the required levels of performance (Mulder, 2017). The development is seen as the recuperation of employees so that they can carry out the tasks assigned to them in the current job and adhere to the required standards. It also means that individuals acquire the knowledge, skills and experience necessary to assume greater roles and responsibilities than the present time. Development has also been defined as the acquisition of knowledge and skill to carry out current and future tasks (Fitzgerald, 1992).

Although there is sometimes confusion between training and development; however, there is a distinction between training and development. Yet, they match in some areas. In the following table, there is a comparison between training and development based on how they serve human resources in the organization (Raj, 2007).

Training	Development
It Focuses on Skills	It Focuses on Capacity, Knowledge and Trends
It focuses on the current needs of staff and organization.	It focuses on the current and future needs of employees and organization.
It suits the needs of executives.	It caters to the needs of supervisors and administrative leaders.

Table 1: Training and Development (Raj, 2007)

There are different important elements which contribute to the success of the leadership development programs. One is the organization's philosophy of development. Another is the belief in the feasibility of leadership development programs. Another one is the high professionalism in identifying the training needs of the administrative leaders. A further one is the good design of the programs, their proper implementation, evaluation and effectiveness (Raj, 2007).

2.3. Philosophy of Leadership Development

The philosophy of developing managerial leaders is inseparable from the philosophy of human resource development in general. It is the holistic view of the organization towards the development of administrative leadership in terms of nature and the necessity and feasibility of the investment as human resources of the performance of the organization as a whole (Aswathappa, 2005).

2.3.1. Foundations of the Philosophy of Leadership Development

According to Aswathappa (2005), the philosophy of developing managerial leadership in organizations is based on the following principles:

- The process of developing administrative leadership is part of an integrated system for the training and development of human resources.
- The philosophy of the development of administrative leadership, which is part of the philosophy of the organization and its general strategy, lay the foundations of the principles of development process and determine its course.
- The process of developing administrative leadership is a continuous process
- The process of developing administrative leadership is a comprehensive process for all administrative leaders in the organization and at all levels.
- The development of managerial leadership should be meaningful for participating leaders. It must meet their training needs and meet the needs of their departments and jobs.
- The development of administrative leadership should be based on the data of administrative sciences, psychology, sociology and education (behavioral sciences).

The development of managerial leadership is different from other training and development processes. This difference leads to different methods and means as well. This difference is due to the fact that the administrative leaders are different in terms of their duties and therefore in terms of the abilities and skills they must possess. The administrative leaders must have a set of abilities and skills can be summed up in the following points:

- Mental capabilities and skills (administrative)
- Human capabilities and skills
- Technical capabilities and skills

It is obvious that administrative and human capabilities and skills must be the major part of the attention of the administrative leaders. Capabilities and technical skills are within the limits required for daily work. Technical details are left to specialists in their respective fields. The following figure shows the capabilities and skills of the managerial leaders, noting that the larger area represents the larger capabilities, managerial and human skills) of each of these skills in the work of the administrative leaders (Raj, 2007).

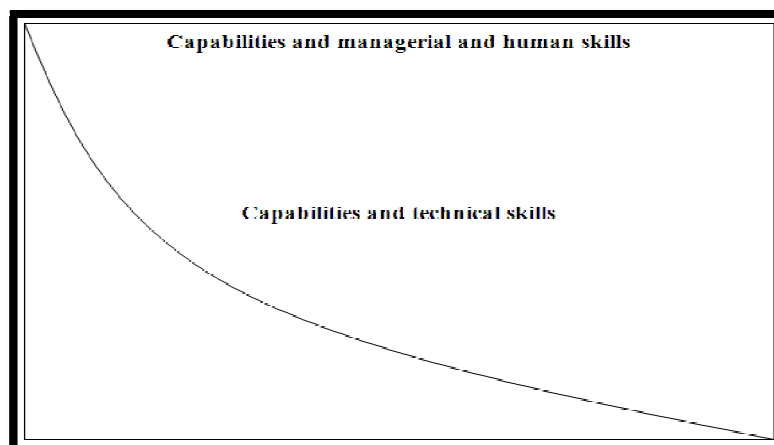


Figure 2: Capabilities and Skills Possessed by Management Leaders (Raj, 2007)

Capability is the innate or acquired energies that enable an individual to perform an activity or work, and may be mental or physical. Skills are associated with the ability acquired in a systematic, repetitive and continuous manner so that an individual can do something (Heckman & Corbin, 2016).

The abilities and technical skills include everything that the administrative leader can do to accomplish his daily work and everything he has to know to understand the work of the units he heads. The abilities and human management skills include the ability of the leader to interact with others and influence them. This includes communication skills and other motivational skills. The administrative capacity includes the ability to prepare plans, design systems, division of labor, define powers and responsibilities, and all that is required for its work in the field of regulation. It also includes managerial and mentoring capabilities. These capacities and skills are different from the leaders' needs depending on their positions in the organization and their different levels of leadership. Administrative leaders at the top of the pyramid often involve strategic decisions. It is up to these leaders to make the right change at the right time and in the right way. Leaders must therefore have high-level managerial and humane capabilities, as opposed to managerial leaders at direct levels whose work mostly includes operational decisions. In other words, the need for managerial leaders to develop their innovative capabilities in their areas of work increases as they are at a higher level of leadership in their organizations. Their innovative capacities must be highlighted in the areas of non-recurrent decision-making, problem solving and change processes. What was fit for the last decade of abilities and skills may not fit for the next decade or even for the next year only. This is due to the rapidly changing environment and the frenzied race between states and organizations in all fields existing and unremittingly persistent (McGinty, Castrucci, & Rios, 2018).

Administrative leaders, especially in GCC as it is moving in the path of growth at an accelerated pace, should realize that the environment of their organizations include is characterized by progressive changes that are essentially due to the following factors:

- Globalization and its positive and negative effects.
- Accelerated scientific and technical progress.
- Change of clients and beneficiaries, in terms of age, educational levels, way of thinking, size and type of needs.
- Local, regional and international competition.
- Changing the legal and economic environment in their communities.
- Problems of pollution and global warming, and the requirements of environment conversation.
- The emergence and settlement of new concepts that impose obligations on private and governmental organizations, such as social responsibility.

The above factors are important foundations that affect the philosophy of organizations and their strategies, including the philosophy of developing managerial leaders. Organizations now need leaders who take into account all these factors when they are doing their work leading their organizations towards the future.

2.4. Concept and Importance of Leadership

According to Oxford Dictionary (2018) one of the meanings of the word "lead" is to show others the way to a destination by going in front of or beside them. Leadership is the action of leading people or an organization.

Hence the concept of leadership is representing the group of persons who control the group or organization. Leadership as a management concept is seen as the ability to influence others. It is defined by Orduyas the activity of someone to influence people and make them cooperate to achieve a goal they wish to achieve (Ted, 1965, 102-122). Leadership has also been defined as the ability to influence the behavior of the members of the group and coordinate their efforts and guide them to reach the desired goals (Khairi, 2013, 16). Leadership has also been defined as a process aimed at influencing the activity of individuals and groups and directing human behavior in the organization to achieve the objectives of management (Abdallah, 2014, 50).

It is also believed that leadership in general is based on the concept of followership. In other words, people want to be followers. This requires one of them to be a leader to the group. With the concept of subordination, there is the concept of motivation, represented by the efforts of the leader to motivate his followers (Gelab, 2011, 467-468).

It is noted that what distinguishes leadership is the ability to influence, drive, and lead people to achieve the goal. The leader is different from the manager. Leadership is an interaction between the leader and his subordinates. This includes to make the desired effect in them. It is not enough that the subordinate be president or director, but must be a leader, accepted by the workers and accept his leadership. In other words, official authority alone is no longer sufficient to make the organization work effectively and raise the morale of the workers and urge them to work hard to achieve the goals. According to Warren Bennett, true leaders are those who influence the culture of their organizations. They are social planners who create and maintain values. This indicates that the leader has innovative capabilities that not only exist, but always look to the future and change his organization to be ready for what comes.

2.5. Traditional Leader Vs Development Leader

According to Sadler (2003), administrative leadership has long been the focus of writers and thinkers who tried to develop theories that contribute to understanding the types of leaders and their patterns and ways of behaving in different situations. Each contribution contributes to building a cumulative structure that enriches human knowledge to help people choose their leaders, develop them and know their qualities. In the light of what has been reached in the theories of administrative leadership, and in the light of the world witnessing the explosion of knowledge, scientific progress and accelerating change in all areas, administrative leaders can be divided in terms of their effectiveness in leading their organizations in the time of change to two types:

- Traditional style
- Developmental style

A leader can choose the place he sees fit within these two types. The following table shows the differences between these two types and their comparison:

Area of Comparison	Traditional Style	Developmental Style
Work	They care a lot about formalities and they fully follow the procedures and steps outlined.	They care more about achievement than about procedures and formalities.
Laws and Regulations	They are concerned with the literal application of laws and regulations.	They are concerned with applying the spirit of laws and regulations while maintaining non-violation of laws.
Subordinates	They do not trust the capabilities of their subordinates or their trustees, and therefore they only carry out the delegation process in a limited framework and do not attach importance to an effective incentive system.	They trust the capabilities and morals of subordinates and carry out the delegation process on a large scale and attach importance to an effective incentive system.
Outlook for the future	They do not have a clear vision for the future. They look at the immediate success of their institutions and link them to their personal success and pay attention to expenditure. They have a philosophy that does not encourage change.	They inspire employees with a clear vision for the future and busy with the long-term success of their institutions. They are more concerned with achievement than expenditure pressure. They believe that change is imperative and that they must take it into account and make it a strength for their institutions.
Technology	They consider using technology increases costs, deprives people of their jobs and causes various risks to their institutions.	They consider the use of technology to be an advantage for their institutions because of its impact on increasing productivity, improving quality and reducing long-term expenditures.
Decision-making	In their decisions, they rely on their personal experience and their own vision of the subject. They present decisions after they have already made by them to their subordinates to implement.	They rely on the scientific method of decision making and believe in the importance of information systems to provide them with data and ideas and involve their subordinates in the decision-making process.

Table 2: Comparison between Traditional Style and Developmental Style of Leadership (Sadler, 2003)

2.5.1. Roles of the Administrative Leader

The organizations' conviction that their managers should be real development management leaders is essential. Without full faith in the roles, leaders play, they cannot work and be effective in the performance of their vital roles. Thus, leaders' contributions to economic and social development processes cannot be effective, and they cannot be successful in providing services to beneficiaries and clients. Also, it will be extremely difficult to carry out the necessary organizational change processes (Hladio, 2017).

Knowing the role of the administrative leader helps in selecting and designing the development programs that he will participate in. This will help to understand the innovations of the leader's work. This will then help to identify the innovative skills to be developed. It will also help to strengthen his motivation for innovation and creativity and to make changes in the organization's structure and in the surrounding environment if possible. The administrative leader has multiple roles.

It is believed that the leader must have three qualities in order to be able to manage his leadership roles and these qualities are:

- To be able to make individuals achieve the highest degree of achievement.
- To be skillful and competent in his work as a leader, planner, and organizer.
- The third future role should be at the top of change processes in his organization, and to be able to prepare the employees to follow him as an example.

The roles of administrative leaders can be shortened in three areas:

2.5.1.1. Role of Designer

- Design the strategy of the organization or unit headed by, and put their values
- Design policies and plans
- Design of structures and systems

2.5.1.2. Teacher's Role

This role indicates that the administrative leader helps individuals in the organization to look carefully at the reality of things in the field of work and then acquire the appropriate expertise. The leader has to lead the training and development of individuals. The role of the teacher is in the following points:

- Identify the training needs of the employees and define their weaknesses.
- Motivate employees to participate in training and development.
- Work on transferring the experiences of the experienced employees to the new ones.
- Train employees on modern means and methods of work.
- Evaluate the extent to which employees benefit from their participation in training and development programs.

2.5.1.3. Host, Server, or Facilitator Role

It represents the role of the server to the message of the organization and the role of server and facilitator and assistant to employees.

It is noted that the administrative leader who is charge of these three roles requires that the leader has three innovative capabilities:

- Fluency: It is the ability to generate the largest amount of ideas in different forms. It includes three types: intellectual fluency, communicative fluency, and expressive fluency.
- Allergy to problems: The ability to understand the situation and anticipate problems before they occur, that is, looking ahead to make the necessary changes as a solution to the problem before it occurs.
- Flexibility: The ability to change the state of mind means changing the situation, which is the opposite of the intellectual stalemate that we see in some who act in all situations in constant and repeated ways, thinking that what happened yesterday will be repeated today and tomorrow.

2.6. Case Study: Ministry of Culture and Sport

According to the official Qatari Newspaper, Raya (2016). the Ministry of Culture and Sports in Qatar is considered one of the main ministries of special importance due to the central role it has played and continues in terms of selecting, preparing, training and developing human resources, strategies, policies and plans, or organizing work in the administrative units of the institution as a whole. Accordingly, the selection of the Ministry of Culture and Sports in this case is due to the importance of the role it plays.

This case study is divided into two parts:

Section 1: Information on the Ministry in terms of its overall competencies and responsibilities related to the development of human resources.

Section II: A field study on the role played by development programs in the development of innovative capabilities of the administrative leadership in the ministry.

2.6.1. Section 1

Ministry of Culture and Sports:

His Highness the Emir Sheikh Tamim bin Hamad Al Thani issued Emiri Decree No. 7 of 2016 on the organizational structure of the Ministry of Culture and Sports (Web Archiving, 2015). The organizational structure of the Ministry of Culture and Sports consists of the administrative units set forth in the organizational chart attached to this resolution:

First: The administrative units of the Minister:

- Office of the Minister.
- Internal Audit Department.
- Planning and quality management.
- Department of Legal Affairs.
- Public Relations and Communication Department.
- Management of broadcasting licenses.

Second: The administrative units affiliated to the Undersecretary of the Ministry:

- Office of Undersecretary
- Human resources management.
- Management of financial and administrative affairs.
- Management of information systems.

Third: The administrative units of the Assistant Undersecretary for Culture and Youth Affairs:

- Office of Assistant Undersecretary.
- Management of culture and arts.
- Management of public libraries and heritage.
- Youth Affairs Department.
- Management of cultural researches and studies.

Department of Publications and Publications.

Fourth: The administrative units of the Assistant Undersecretary for Sports, Assets and Projects Affairs:

- Office of Assistant Undersecretary.
- Management of sports affairs.

- Asset and project management
Human Resource Management:
Human resources management is responsible for:
- Implementation of laws, and regulations relating to personnel affairs.
- Identify the needs of the Ministry of jobs and staff, in coordination with the various administrative units.
- Preparation of a draft description, classification and arrangement of posts, and follow-up implementation and development.
- Implement performance evaluation procedures for staff.
- To carry out recruitment, transfer, assignment and procedures.
- Preparing studies on the structure of the ministry and submitting the necessary proposals for the development of administrative organization.
- Determine the training needs of the Ministry's staff, in coordination with the various administrative units and follow up their implementation and evaluate the extent of benefit.
- Developing and updating the databases of the ministry's employees.
- The Ministry of Culture and Sport runs different administrative training programs. In 2018, it ran 18 training programs tailored to suit different categories of administrative staff. Recently, it has performed programs that suit three levels. The first includes leadership positions in the financial grades from 4th to the first. Programs and workshops ranging from leadership skills and strategic planning to workshops dealing with negotiation, crisis management and institutional capacity building were planned. The second level includes training for the supervisory level. It includes posts from grades 7 to 5, and includes supervisory skills programs, organization of work programs, basic management skills, planning skills, follow-up, evaluation and detailed plans. While the third level training, which includes the executive, includes staff in financial grades from 11th to 8th grade, including behavioral skills and basic computer skills, as well as the new staff orientation program (Sharq Newspaper, 2018).

2.6.2. Section Two

The study dealt with the administrative leaders of the Ministry of Culture and Sports who participated in training programs during 2018. They include all the general managers and the like, the directors of the departments and the like.

2.7. Research Problem

Training and development activity are an investment in human resources that is the basis for organizations to achieve their objectives effectively and efficiently. The administrative leadership of any organization is the engine of activity and the key to change. Organizations consider the development of administrative leaders within this framework as a necessary process that enables their leaders to keep abreast of rapid changes in work and the local, regional and international environment. Although no one disputes the importance of developing managerial leaders, there is a little assessment of this process in Qatar. In order for the evaluation to be properly carried out, the training needs of both the organization and the leaders should be considered if properly identified. Evaluation of development programs also includes interest in their implementation. The problem of this study is that the role of the programs of developing managerial leaders in developing their innovation capacities remains uncertain, especially as we are becoming aware of the importance of innovation in the lives of the administrative leaders and the lives of their organizations as well. In other words, we do not know exactly whether these programs have in turn developed the innovative capabilities of the participants.

2.7.1. Importance of Study

The importance of the study stems from the importance and seriousness of the problem faced by organizations in terms of their lack of knowledge of the results of programs to develop their administrative leaders, especially as these programs are considered a high cost investment and increasing from year to year. Knowing the extent to which the training activity is achieved for its intended objectives helps to make the right decision regarding the design and implementation of development programs.

2.7.2. Purpose of the Study

This study aims at determining the extent to which development programs help the administrative leaders of the Ministry of Culture and Sports develop their innovative capacities (fluency, flexibility, sensitivity to problems) in order to play their roles.

2.7.3. Research Question

What is the impact of the development programs on the development of the innovative capabilities of the administrative leaders participating in the Ministry of Culture and Sports from their point of view?

2.7.4. Sampling

The study deals with the administrative leaders of the Ministry of Culture and Sport, whose number is 74. The questionnaire was distributed to them at their workplace.

2.7.5. Validity and Reliability

The questionnaire was presented to a number of specialized. The correlation coefficient was 0.74.

2.7.6. Spatial and Temporal Boundaries of Study

- This study dealt with the administrative leadership in the Ministry of Culture and Sport only and therefore cannot be said to generalize its output.
- The study dealt with administrative leaders who participated in the training and development programs in 2018 only.

2.7.1.1. Instrument

To identify the opinions of the sample members on the extent to which the development programs contributed to the development of their innovative abilities, a questionnaire was designed consisting of two parts. The first dealt with the personal data of the sample members (job title, gender, age, qualification, experience, candidate). The second part of the study questions were divided as follows:

- Questions with numbers 1, 2, 3, 4, 5, 6, discussed the role of development programs in developing the capacity of managerial leaders to act as designers.
- Question 7 dealt with the role of development programs in developing the capacity of administrative leaders to act as teachers.
- Question 8 dealt with the role of development programs in developing the capacity of administrative leaders to act as facilitators.
- Question 9 dealt with the role of development programs in developing the fluency capacity of the participating management leaders.
- Question 10 dealt with the role of development programs in developing the resilience of the participating management leaders.
- Question 11 dealt with the role of development programs in the development of sensitivity to the problems of the administrative leaders involved. The answers to the questionnaires were designed according to the five-point scale and each answer was given a weight corresponding to the 5 most agreeable to 1 disapproval.

2.7.1.2. Analysis

The percentage method and the method of arithmetic averages were used to obtain indicators and results consistent with the objective of the study. It is known that the arithmetic mean is close to the upper limit (5).

2.7.1.3. Personal Characteristics of Sample Members

The sample members are characterized by the following:

- The majority of them served as directors of departments and assistant directors of departments, accounting for 84%. It is expected that this sample to occupy future responsibility centers.
- In terms of gender, males account for 83% of the sample size, a ratio that simulates the fact that males predominate over the number of females in positions of responsibility.
- Ages of all respondents ranged between 30 and 50 years and up to half of them were aged between 30 and 40 years.
- The majority of surveyed people were holders of bachelor's degrees and master's degrees. This indicates there is a high probability that they have a desire to complete their higher education,
- There was a variance of the sample members in terms of length of experience. Some had an experience of 25% of them under ten years, and 42% reached 20 years and more.
- In terms of the motivation of participation, 50% of them said that their participation in the development program was based on their personal desire, together with the nomination of their superiors.

The following table shows the characteristics of the sample members:

Personal Characteristics of the Sample Members	Percentage	Frequency
Occupation		
General Director	8	1
Assistant of General Director	8	1
Director of Department	42	5
Assistant Director of Department	42	5
Gender		
Male	83	10
Female	17	2
Age		
Fewer than 30		0
30-39	50	6
40-49	50	6
50 or above	0	0

Personal Characteristics of the Sample Members	Percentage	Frequency
Qualifications		
PhD	0	0
MA	25	3
BA	58	7
Diploma (2 years)	17	2
Secondary School	0	0
Experience		
Less than 10 years	25	3
From 10 to under 15 years	8	1
From 15 to less than 20	25	3
20 years and above	42	5

Table 3: Characteristics of Sample Members

3. Results Analysis

The following table shows the arithmetic averages of the strength of the responses to each question. The general arithmetic average of the responses was 3.39, i.e., the respondents did not strongly agree that the development programs helped them develop their overall creative abilities.

No.	Statement	Frequencies					Average
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
1	My participation in the training program helped me develop my abilities to design a clear strategy for working in the unit I lead.	2	4	2	2	1	3.36
2	My participation in the training program helped me develop my abilities in planning work.	2	7	1	1	0	3.91
3	My participation in the Development Program helped me develop my organizational design capabilities.	0	4	0	4	3	2.45
4	My participation in the development program helped me develop my abilities to design new ways to guide employees.	3	4	0	2	2	3.36
5	My participation in the training program helped me develop my abilities in the development of monitoring and follow-up methods.	1	7	1	1	1	3.55
6	My participation in the development program helped me develop my abilities to design new ways to motivate employees.	1	6	1	3	0	3.45
7	My participation in the training program helped me develop my abilities in devising new ways to teach employees.	1	4	2	2	1	2.91
8	My participation in the development program helped me develop my ability to create new ways to enhance employee relationships	2	7	1	1	0	3.91
9	A member of my training program helped me devise ways to help me put my thoughts on business problems.	3	6	2	0	0	4.09
10	My participation in the Development Program helped me develop my ability to create practical and non-recurring solutions to business problems.	1	6	1	3	1	3.55
11	My participation in the training program helped me to develop my ability to sense the problems in order to identify and address them and solve them.	1	3	3	0	4	2.73

Table 4: Frequencies and Arithmetic Averages of Respondents' Responses

As for the arithmetic average of the responses to the role of development programs in developing the innovative capacities of participants in their three roles, they were as follows:

No.	Area	Average
1	Developing innovative capabilities in the role of designer.	3.35
2	Developing innovative capacities in teacher role.	2.91
3	Developing innovative capabilities in servant role.	3.91

Table 5: The Arithmetical Averages of the Strength of the Answers Related to The Roles of the Administrative Leader

The averages of the response strength indicate that management leaders agreed that the development programs contributed to the development of their innovative capacities in their role as servants to their organizations and to subordinates (3.91) more than they agreed to assist programs in their role as designers (3.35). The support of developmental programs in their role as teacher was the weakest (2.91). Overall, the overall average was 3.39, above average.

In terms of the mathematical averages of the responses to the role of programs in developing the participants' innovative abilities in the field of fluency, flexibility and sensitivity to problems, they are shown in the following table:

No.	Area	Average
1	Fluency	4.09
2	Flexibility	3.55
3	Sensitivity to problems	2.73

Table 6: The Mathematical Averages of the Strength of the Response to the Development of Fluency, Flexibility and Sensitivity to Problems

It is clear from the arithmetic averages that the largest role was to develop the fluency of the administrative leaders involved in development programs (4.09). This is followed by the development of their abilities within the framework of flexibility in dealing with situations and solving problems, reaching an average of (3.55). Their agreement to the role of development programs in developing their innovative capacities in the field of sensitivity to problems was medium.

4. Conclusions and Recommendations

4.1. Conclusions

- Most of the administrative leaders in the Ministry of Culture and Sports are young and middle-aged. They are mostly university degree holders or MA holders. In addition, they have enough years of practical experience. This makes them meet to develop their abilities, skills and knowledge. This also makes them willing to change and develop in the environments of their organizations on the basis of science and experience.
- Administrative leaders accepted that development programs have a role to play in developing their innovative capabilities. This is clear from the arithmetic average of their total responses to the questionnaire questions.
- The majority of surveyed administrative leaders participated in training programs based their personal requests coupled with the nomination of their superiors. This indicates their motivation to benefit from the development programs they were engaged in.
- Leaders appreciated the contribution of development programs to the development of innovative capacities to carry out their leadership roles above the average. The greatest influence in this area was the role of development programs in developing their capacity to serve as servants to their organizations and subordinates.
- The leaders' appreciation of the contribution of development programs to the development of their innovative abilities in the field of fluency was very high. Their assessment of the role of programs in developing their innovative capacity for problem sensitivity was relatively low.

4.2. Recommendations

- As the Ministry of Culture and Sports in Qatar has a central role of particular importance for all administration units. It has to take care to select its leadership leaders so that they are development leaders who believe in change and work for it.
- It was clear that the Ministry of Culture and Sports gives the training and development of its employee's great importance, especially the administrative leadership. Most of these leaders are young, middle-aged and university graduates. Continuing to hold development programs for them is vital in order to prepare them to be leaders of the future.
- It is important to emphasize the need for managerial leaders to innovate to address current and future problems and to train them to turn threats into opportunities for growth of the organizations and units they lead.
- It is recommended to design of development programs that focus on developing the innovative capabilities of administrative leaders so that they can educate their subordinates and transfer experiences to them and prepare them for their future tasks.

- It is also recommended to design of development programs focused on the development of innovative capacity for problem sensitivity.

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