The Mediation Role of Psychological Empowerment on the Relationship Between Dialogical Leadership and Organizational Brilliance

Jinan Shihab Ahmed1 · Ibrahim Suleiman Masri2 · Manal Majed Abu Minshar2 · Alhamzah F. Abbas3

Abstract
Dialogical leadership is believed to be the most applicable leadership style in battling wicked issues. While the positive effect of dialogical leadership is inevitable, there are inadequate literature findings that evaluate the factors influencing its positive outcomes in an organizational setting. This research presents a theoretical and applied framework that tests the mediating role of psychological empowerment in the relationship between dialogical leadership and organizational brilliance. Survey data were collected from 110 managers of Al-Rasheed Bank in Baghdad, Iraq. The hypotheses were tested using multiple regression analysis. The results support positive associations between dialogical leadership and organizational brilliance and the effect of psychological empowerment on dialogical leadership and organizational brilliance. In addition, the results supported the mediation hypothesis. Based on the results, recommendations were formulated highlighting the necessary administrative practices leading to organizational brilliance in banking institutions in Iraq. It highlights the necessity of adequately helping and supporting bank managers who present new ideas that contribute to the development of the bank.

Keywords Dialogical Leadership · Organizational brilliance · Psychological empowerment · Leadership · Organizational performance

JEL classification: M10 · M12

Introduction

Today’s organizations face economically, and socially complex and turbulent environments fueled by excessive competition for markets, resources, and spheres of influence. This reality, together with the increasing regional and global expansion of organizational activities, requires the acquisition and implementation of new leadership styles capable of surmounting challenges. In this sense, scholars have emphasized the need to adopt more appropriate
leadership styles (such as dialogical leadership) that would raise the material and especially psychological conditions of employees, making them better resilient and adaptive to the changing vagaries of organizational fortunes (Van Loon, 2017; Clardy, 2018; Morin et al., 2016). Dialogical leadership is the new leadership style that leverages leaders’ creative abilities to engage with individual employees through active dialogue (listening, showing respect, suspending judgment, and voicing), allowing the team and organizational members plenty of opportunities to contribute to the leadership function in a state of rapid change and uncertainties (Van Loon, 2017). In addition to its relational aspects, the dialogic approach to leadership is also contextual. Van Loon & Van Dijk (2015) explain that dialogical leadership is the most appropriate leadership response in wicked contexts, where organizations face “deep complexity, global interconnectedness, and continuous change” (p. 62).

Dialogical leadership becomes relevant in the context of Iraqi bank management. Like their counterparts across the world, Iraqi banks are facing wicked challenges. Emerging from the devastations of the Gulf War (Sullivan, 2017), which was a time of existential crises, Iraqi banks have not fully settled down to the gradually emerging “tame” condition when the Covid-19 pandemic hits organizations hard and drives everything into the wicked condition of uncertainty and complexity. Banks in Iraq seek to attune themselves to this leadership approach by paying attention to the voices of internal stakeholders, including managers, external stakeholders, and regulators, and providing safe spaces for a fruitful exchange of opinions and ideas. Dialogical leadership is the appropriate solution to the wicked issues Iraqi banks face, as the need for a complex solution stem from the presence of a complex issue (Scharmer & Kaufer, 2013).

Although multiple works of literature highlight the importance of dialogue in wicked issues (Van Loon, 2017; Scharmer & Kaufer, 2013; Van Loon & Van Dijk, 2015), Dialogical leadership is still not explicitly explored and evaluated as the primary mechanism through which strategic leaders influence the learning process at the individual, group, and organizational levels (Parry, 2011, p. 63). Previous literature stressed incorporating dialogue into transformational leadership (Jensen, 2018). A study conducted by Bose et al., (2020) explored Psychological Empowerment (PE) role in the relationship between Transformational Leadership (TL) and Organizational identification (OI), the study finding revealed that TL had a positive outcome on OI, with PE being the intermediate mediator between them. While this study emphasized the effect of transformational leadership in an IT sector, it would be interesting to find out the influence of psychological empowerment on dialogical leadership in a wicked condition like the Iraqi bank’s dilemma via a framework consisting of the following aspects: (i) Dialogical leadership; (ii) Psychological empowerment; and (iii) Organizational brilliance.

Dialogical leadership in the context of Iraqi banks is believed to be a style that allows organizational leaders to achieve organizational brilliance by psychologically empowering subordinate managers. The underlying emphasis is to psychologically empower managers to commit wholeheartedly to addressing the Bank’s contextual challenges through dialoguing with each other. Such a leadership approach generates win-win dividends and provides the basis for fostering organizational brilliance. Based on this stance, this paper contributes to the literature by exploring the psychological influences and mechanisms involved when dialogical leadership impacts organizational brilliance within the highly flux Iraqi banking industry. Organizations are essentially relational in structure and rarely rational and thus require mutual understanding through engaged dialogue among their managers (Van Loon,
Organizational brilliance has multiple definitions, one definition based on the analysis of Saramago’s novel “Blindness” is a phenomenon that is so brilliant or illuminating that it blinds organizational members or consumers with its penetrating light. Another definition refers to the highest possible level of excellence continuously achieved by employees due to their innovative knowledge and leadership competence, which they proactively place in the service of their organization’s strategic objectives (Leslie et al., 2015).

This study has three main axes. After this introduction, the first section reviews the literature on the main study variables. The second section highlights the scientific methodology of the study. The third and final section presents the results of the study and the conclusions and recommendations of the study.

![Fig. 1 The Four Pillars of Dialogue Leadership](image)
Literature Review

Dialogical Leadership

Dialogical leadership is rooted in dialogue and reciprocal exchange between leaders and followers in teams, units, or entire organizations (Van Loon, 2017). It is an all-inclusive approach in which the individual shapes the organizational leadership function by engaging with the members and leaders of the team, unit, and organization. Dialogical leadership thus represents a positive emotional catalyst for the fulfilment of the individual’s psychological needs; it cultivates energy and effectiveness as opposed to cynicism and ineffectiveness (Seymour & Geldenhuys, 2018). Dialogical leadership advocates for the co-creation of value in organizations by leaders and followers in processes where the leaders blend their guiding functions with contextual peculiarities and draw upon the competencies of their followers to achieve organizational ends. Dialogue is central to this process.

Sociologically and psychologically, dialogue differs from the debate in that the former suggests the principle that one’s beliefs and concepts should not be imposed on the beliefs and opinions of others, but instead encourages the diversity of ideas and opinions rather than suppressing them (Day & Dragoni, 2015; Cunliffe & Eriksen, 2011). Unlike debate, whose outcome anticipates one party winning against the other, dialogue generates mutual understanding, which predisposes the dialogue to respect and commit to whatever understanding emerges from the dialogue (Alhanen et al., 2019). On this basis, the concept of dialogical leadership emerged with its four main pillars, as illustrated in Fig. 1.

The first pillar of dialogical leadership stresses incorporating internal and external dialogue flexibly, internal dialogue refers to the inner discussion that leaders have with themselves, while eternal dialogue denotes the interaction with the employees (Van Loon, 2017). The second pillar highlight the five different roles a leader can play and provides space for each different role. The third and fourth pillars, respectively, suggest switching leadership following the issue faced and creating an environment capable of generative dialogue (Van Loon, 2017). The four pillars of dialogical leadership enabled it to create the appropriate conditions for interactive dialogue due to a flexible mixture of internal and external dialogue between leaders and followers. Dialogical leadership is inclusive. Accordingly, several interpretations of the concept of inclusive leadership have emerged to indicate an honest and open dialogue between the leader and working individuals through their openness to each other’s views to receive new ideas (Grill et al., 2011; Raelin, 2013) also agrees that the inclusivity properties of dialogical leadership are considered a form of contemporary leadership approach built on the exchange of ideas and information to search for meaning and shared understanding between leaders and followers. Thus, Van Loon & Dijk (2015) argued that the dialogic approach to leadership is transforming multiple voices and visions within the organization and other organizations into convergent visions by creating an environment characterized by sharing new opinions, ideas, and perspectives the method of dialogue.

Similarly, Reitz (2017) avers that the concept encapsulates behaviours that stimulate the learning process of individuals and groups within the various administrative levels to increase the self-awareness and positive behaviours of leaders and workers. Clardy (2018) defined dialogical leadership as practices that combine silence and speech, such as listening, expression, respect, and comment in a creative, spontaneous, and intense manner. In their study, Kjellström et al., (2020) indicate that dialogical leadership is a leadership behaviour
that uses dialogue as a tool for workers to share their ideas and opinions in an open manner that accommodates all parties for the workers to reach new and unified opinions that include all the issues of the organization. From these definitions, the researcher notes the focus of dialogical leadership on sincere intention and intellectual and psychological integration between the leader and their subordinate managers in terms of good listening, respect, participation, and the expression of new opinions and proposals through a cooperative, interactive dialogue.

As for the dimensions of dialogical leadership, Groysberg & Slind (2012) submit that four behaviours measure dialogical leadership (i.e., familiarity, interactivity, integration, and intentionality). **Familiarity** is when decision-makers gain workers’ confidence in their organizations through personal communication and transparent listening with subordinate managers to gain their trust. This is achieved through dialogue and rapprochement, which is positively reflected in exchanging ideas and information from the base to the top of the organizational hierarchy (Ibrahim et al., 2014). Regarding **interactivity**, the focus is on fostering social relations between leaders and those under their authority to promote an authentic, interactive culture based on standards, values, and behaviours that support the transformation of communication into a two-way relationship. This is important as technology tends to make the structure of communication a one-way affair, primarily through the absence of interactive communication in print media. Dialogical leadership called for a smooth, open, and interactive dialogue with working individuals and not any closed and unilaterally directed dialogue (Groysberg & Slind, 2012).

Regarding **integration**, dialogical leadership focuses on enhancing collaboration between the leaders and their subordinates, whereby the former involves the latter in operational decision-making and the setting of organizational strategy. Such collaborative involvement positively impacts managers’ feelings towards the leader and the organization and helps them foster resilience to fatigue, ineffectiveness, and cynicism that abound in contexts of complexity and unique challenges. On the other hand, it equally fosters renewed energy and active participation among managers and boosts their creativity and confidence in their team (Seymour & Geldenhuys, 2018). Finally, **intentionality** plays a crucial role in bringing about the expected impact of dialogical leadership. Some scholars believe that the intentionality of the leader is an integral part of their human self, which becomes manifest in the negotiated or shared vision they bring to the organization. Most leadership intentionality crystalizes into an organizational vision which, according to Bhindi & Duignan (1997), “provides direct psychological comfort in times of crisis and turbulence.” Used in this sense, intentionality in dialogical leadership becomes a will that motivates organizational actors to take purposeful action and aboutness that fixes their collective effort to the organization’s strategic objectives and the meaning to which all organization members subscribe (Haye, 2008).

**Psychological Empowerment**

Psychological empowerment is used in this study as a mediator variable in dialogical leadership–organizational brilliance relationships. Spreitzer first introduced the concept in 1995. Since Spreitzer, the concept has assumed varying connotations, with some seeing it simply as an explanation of employees’ behaviours and attitudes that positively contributes to high performance in workplaces (Wikhamn & Selart, 2019). For example, Wang & Lee (2009) defined psychological empowerment as the motivational awareness stemming from the
work environment aimed at directing the activities and skills of followers to achieve work requirements. Morin et al., (2016) indicated that it generates positive feelings in employees towards the organization to achieve work requirements. For their part, Prabowo et al., (2018) see psychological empowerment as a mechanism to improve employee self-confidence by allowing them to employ their abilities, skills, and knowledge to achieve organizational objectives, thus motivating them to be independent, proactive, and creative.

Similarly, Al-Madadha et al., (2019) defined the concept as the process of improving the personal capabilities of followers by reducing organizational practices and informal techniques that limit it. However, Kumari (2020) argued that the term is mentioned as a mixture of employee confidence, self-reliance, courage, a sense of responsibility, and organizational orientation geared toward doing their duties in the workplace. In the light of these definitions, the concept of psychological empowerment denotes a tool that encourages the maintenance and the immersion of workers in their work, functionally, psychologically, and cognitively, and motivates them to perform masterful and creative work.

Spreitzer (1995) developed a four-dimensional psychological empowerment scale that included (meaning, competence, self-determination, and impact). This conceptualization provides an adequate theoretical basis to measure the concept (Singh & Kaur, 2019). First, the dimension, meaningfulness, refers to the intrinsic value of work for employees that gives a sense of freedom and fulfilment in doing their duties and performing their roles in organizations (Batool et al., 2016). Moreover, to Yoon & Hahn (2021), meaning is a positive indicator for confirming that the employees have made the best career choices in working for the present organizations that help them achieve social ends and economic benefits. The second dimension, competence, refers to employees’ ability to adapt and respond to the external environment changes in making their work more competitive (Beheshtifar, 2011). For these reasons, Andermann (2012) cites competence as the primary rationale for preparing training and education for employees to make the organization achieve a competitive edge.

As the third dimension of psychological empowerment, self-determination describes how employees do their job and complete the duties entrusted to them, driven, as it were, by intrinsic motivation to work and finish the assigned tasks more effectively. This disposition leads to the dynamic behaviours of employees at their workplaces (Singh & Kaur, 2019). Finally, the fourth dimension of psychological empowerment refers to its impact. Impact indicates the degree to which the psychological makeup and attitudes of employees contribute to organizational decisions and practices (Saleem et al., 2017). In other words, impact defines the extent of employees’ influence on their organization’s internal operations and strategic outcomes (Flaherty et al., 2017).

Organizational Brilliance

Organizations seek to sustain superior performance in their activities and processes by developing critical information technology and delegating powers to employees to gain the competitive advantage that excellence, creativity, and knowledge generate (Salih, 2020). The key ingredient in this process is the brilliant impact brought through employees’ total engagement with the organization. Accordingly, organizational brilliance refers to the highest possible level of excellence continuously achieved by employees due to their innovative knowledge and leadership competence, which they proactively place in the service of their organization’s strategic objectives (Leslie et al., 2015). Similarly, Nafei (2018) suggests that
organizational brilliance is the uniqueness of employees’ skill profile and its positive impact on their services under purposeful long-term leadership. Thus, organizational brilliance entails blending the organization’s unique resources, excellent managerial know-how, and organizational capabilities (Grant & Spence, 2010).

O’Shea & Alonso (2013) believe that organizational brilliance is everything that focuses on knowledge, resources, and organizational capabilities that are difficult to imitate, critically contributing to achieving organizational goals, in contradistinction to organizational excellence that focuses on improving operations management processes. Radi (2020) specifically tracked down several factors that catalyze organizational brilliance. These factors include growth, happiness, abundance, significance, and meaning, which collectively underpin the development of unique human, material, and knowledge resources that are difficult to imitate and thus lead to results that enhance the organization’s competitiveness. Keeping these antecedent factors in perspective, Al Shobaki and Naser (2016) developed a three-dimensional scale that could evaluate the brilliance of organizations in terms of leadership, knowledge, and service. And Radi (2020) indicated in his study that the factors that increase organizational brilliance are (growth, happiness, abundance, importance, and meaning) as shown in Fig. 2.

Organizational brilliance consists of three dimensions: the first dimension, *brilliance in leadership*, is characterized by the leader’s disposition that constantly seeks to empower managers along the organizational hierarchy to lead themselves effectively and confidently. It involves raising the competencies of all subordinate managers to a level where they exercise self-leadership, be self-motivated, and take initiatives to develop their talents and use them for the benefit of the entire organization (Al-Abedi & Al-Attabi, 2020). The second dimension, the *brilliance of knowledge*, is defined by leaders’ ability to keep pace with developments in the organization’s primary industry and the general environment as well as

![Fig. 2 Factors that Support Organizational Brilliance](image-url)
to adapt to the rapid development in technology and customer requirements, all this while maintaining high ethical standards (Al Shobaki and Naser, 2016). Finally, brilliance in service innovation, as the third dimension of organizational brilliance, underscored the role of leaders in driving organizational innovation based on intellectual creativity, providing outstanding service to customers, and creating opportunities for continuous improvement and adaptation to the external environment (Palazzeschi, Bucc and Di Fabio 2018).

**Empirical Evidence for Study Variables in the Literature**

Several studies indicated an interactive relationship between research variables (dialogical leadership, psychological empowerment, and organizational brilliance). For example, Van Loon (2017) empirically establishes that a high dialogical leadership level generates original solutions and improved ideas. It also helps to address the tensions between organizational management and employees by turning the tensions into convergent ideas through dialogue. Regarding organizational brilliance, Clardy (2018) found that leaders who welcome alternatives, introduce solutions, and consider unconventional ideas mooted by team members are better placed to stimulate innovation (a critical dimension of organizational brilliance). Regarding psychological empowerment, Morin et al., (2016), in their study on emotional commitment and psychological empowerment, found that psychologically empowered leaders are better at eliciting positive feelings from employees in favour of the organization while at the same time making the employees more innovative and creative.

**Hypothetical Research Model**

The objective of the hypothetical model (see Fig. 3) is to visualize the relationship that may exist between the research variables. The model yields the following hypotheses:

- **H1**: There is a positive correlation between dialogical leadership and organizational brilliance.
- **H2**: There is a positive correlation between dialogical leadership and psychological empowerment.
- **H3**: There is a positive correlation between psychological empowerment and organizational brilliance.
- **H4**: Psychological empowerment mediates the relationship between dialogical leadership and organizational brilliance.

![Hypothetical Research Model](image-url)
Methodology

Sample and Sampling Technique

Determining the location where the research is being conducted is necessary to achieve objectivity, honesty, and consistency, which are all necessary conditions for the questionnaire that will concern the researched sample in the field of application. Accordingly, a preliminary survey was conducted at the branches of the Al-Rasheed Bank of Iraq.

This bank is considered to be wholly owned by the state enterprise. It is one of the governmental banks that practices all banking operations. It enjoys financial and administrative independence and operates according to economic foundations. Al-Rasheed Bank was established under Law No. 52 of 1988 and began operations on January 1, 1989. In 1998, it was transformed into a public company under the Public Companies Law No. 22 of 1997. The objectives of the bank were defined under the Bylaws of Al-Rasheed Bank No. 7 of 1998. These objectives are to support the national economy in commercial banking, invest money, and provide financing to various sectors following the Iraqi development plans. The Bank performs several tasks as specified in its Bylaws, including accepting Bank and cash deposits of all kinds, investing money and cash interests in various aspects of investment and lending by granting cash credit facilities for various activities to its customers, in addition to many other banking services.

While the researcher had enjoyed a high level of cooperation from the bank during the research, it is important to note several limitations faced during the research. The first was a temporal limitation as the duration of preparing and conducting the study was highly condensed during which initial visits were done, problems diagnosed, questionnaires distributed and collected, the managers were met, and their opinions and suggestions recorded. These took place between September 14, 2020, and November 14, 2020. Secondly, there was the issue of spatial limitation: The study covered a total of 81 branches of the Al-Rasheed Bank of Iraq, which are dispersed across Iraq. Finally, there were limitations to the sample of respondents used in the study. These were drawn from three levels of the Bank’s hierarchy: the higher administrators (represented by the general manager and his two deputies), middle administrators (represented by branch and department managers), and direct and supervisory department heads (represented by people’s officials).

As for the sampling technique, the purposeful stratified sampling approach was used, where the population was further divided into four groups: (1) Higher management, (2) Sections and divisions from headquarters, (3) Rusafa Branches, (4) Karkh Branches. Out of the 110 questionnaires administered to the managers at Al-Rasheed Bank of Iraq (see Table 1), 95 were completed and returned, resenting an overwhelming 86.36% response rate. The

| SN | Locations                        | Population | Sample (50%) |
|----|----------------------------------|------------|--------------|
| 1  | Higher Management                | 4          | 2            |
| 2  | Sections and Divisions from HQ   | 90         | 45           |
| 3  | Rusafa Branches                  | 86         | 43           |
| 4  | Karkh Branches                   | 40         | 20           |
| Total |                                  | 220       | 110          |

Table 1 Study Population and Sample
responses came from branches operating in Baghdad. The non-response (15, 13.64%) was negligible and could not bias the results.

**Measures and Validation**

The measures used to evaluate the three variables investigated in this study are all adaptations of existing measures from the literature. First, the dialogical leadership variable was measured using a 23-item four-factor scale (see Appendix I) developed based on the theoretical dimensionality of the concept advanced in Van Loon (2017) and the measure developed by Verpalen (2018). Verpalen (2018) reported good reliability ($\alpha=0.81$) for the dialogical leadership scale. Second, psychological empowerment was measured using a 27-item four-factor scale. The scale (see Appendix II) was developed based on Spreitzer’s (1995) 12-items Psychological Empowerment Scale. Spreitzer (1995) reported an acceptable Cronbach’s $\alpha=0.72$ as internal consistency reliability for the instrument. Finally, the organizational brilliance variable was measured using 9 items inventory of three factors (see Appendix III) developed based on the scale used in Nafei (2018), who reported Cronbach’s internal consistency reliability index for the scale at acceptable ($\alpha=0.79$). The three measuring instruments were rated on the 5-point Likert scale ($1=\text{strongly disagree}$ to $5=\text{strongly agree}$).

**Statistical Analysis**

First, a descriptive analysis for each dimension of the research variables will be performed where the following tests are conducted: (i) arithmetic mean; (ii) standard deviation, (iii) relative importance; (iv) $t$-test; and (v) coefficient of variation.

Confirmatory factor analysis (CFA) was performed (Hair et al., 2019) to confirm factor structures and establish the reliability of the adapted measures used in this study. Additionally, the sufficiency of the sample size of 110 managers used in the study was verified using the Kaiser-Meyer-Olkin test, computed using SPSS. Specifically, the test values for dialogical leadership, psychological empowerment, and organizational brilliance were 0.944, 0.863, and 0.875, respectively, as shown in Table 2. All test results exceeded the minimum required percentage, indicating sample adequacy. Additionally, the three variables are correlated, as shown in the chi-square results and the degrees of freedom.

Pearson correlation coefficient ($R^2$) test was performed to test the association among the four factors of dialogical leadership (i.e., *familiarity, interactivity, integration, and intentionality*) and rule out the problem of multicollinearity. Next, the $R^2$ test was performed to

| Table 2 Sample Size Adequacy Test | Test of Kaiser-Meyer-Olkin | Degree of Freedom | $p$-Value |
|-----------------------------------|-----------------------------|------------------|-----------|
| Dialogical Leadership             | 0.944                       | 602              | 0.000     |
| Psychological Empowerment         | 0.863                       | 35               | 0.000     |
| Organizational Brilliance         | 0.875                       | 200              | 0.000     |
calculate the direct effect of the research variable by correlating an exogenous factor to an endogenous factor:

- H1: Dialogical leadership Dimensions (exogenous factor) → Organizational Brilliance Dimensions (endogenous factor).
- H2: Dialogical leadership Dimensions (exogenous factor) → Psychological Empowerment Dimensions (endogenous factor).
- H3: Psychological Empowerment Dimensions (exogenous factor) → Organizational Brilliance Dimensions (endogenous factor).

Various values were assessed in the test including correlation coefficient ($R^2$), Adjusted correlation coefficient ($AR^2$), and F Value (F).

Lastly, to calculate the indirect effect of the research variable (H4), a path analysis was performed using a structural modelling equation (AMOS-5).

- H4: Dialogical leadership→ Psychological Empowerment→ Organizational Brilliance.

**Results and Discussion**

**Descriptive Statistics**

The ranking of the four factors of dialogical leadership (i.e., familiarity, interactivity, integration, and intentionality) was computed based on the responses of the sampled bank managers (Table 3). **Intentionality** was ranked the most important of the four factors, with a mean of 3.92, a standard deviation of 0.678, a relative importance value of 78.6, and a coefficient of variation of 17.26. This relative importance captures the influence of **intentionality** on the strategic and operations decisions undertaken by the bank managers. The standard deviation indicates convergence and homogeneity in the perceptions of the research respondents.

The sampled managers also ranked the importance of psychological empowerment according to its constituent factors (i.e., meaningfulness, competence, self-determination, and impact). The results of which are shown in Table 4. Overall, the sampled bank managers rated the relative importance of psychological empowerment at 76.7, with a coefficient of variation of 17.41 and a standard deviation of 0.664, indicating convergence and homogeneity in their opinions on the variable. At the factor level, **competence** was scored the highest

| Dimensions      | Arithmetic Mean | Standard Deviation | Relative Importance | t-Test | Coeff. of Variation |
|-----------------|-----------------|--------------------|---------------------|--------|--------------------|
| Familiarity     | 3.87            | 0.647              | 77.5                | 22.118 | 16.70              |
| Interactivity   | 3.74            | 0.631              | 74                  | 11.875 | 16.85              |
| Integration     | 3.89            | 0.607              | 77                  | 24.145 | 15.57              |
| Intentionality  | 3.92            | 0.678              | 78.6                | 22.426 | 17.26              |
| Average Score   | 3.86            | 0.557              | 77.4                | 16.107 | 14.41              |
This result indicates the focus of bank managers on their competencies in providing customer-focused banking services and the overall development of Al-Rasheed Bank in Iraq.

Lastly, the bank managers studied also ranked the importance of organizational brilliance based on its three factors (i.e., leadership brilliance, service brilliance, and knowledge brilliance). The bank managers ranked the factor brilliance of leadership as the most important of the three (coefficient of variation = 13.10; mean = 3.96; relative importance = 79.2). The result indicates the central role that leadership brilliance plays in contemporary organizations, which demands that leaders possess the ability to keep pace with and adapt to the constant and rapid developments in the business environment. The standard deviation (0.526) further indicates convergence and homogeneity in the bank managers’ opinions on the importance of leadership brilliance in organizations.

**Table 4** Respondents’ Assessment of Psychological Empowerment

| Dimensions             | Arithmetic Mean | Standard Deviation | Relative Importance | t-Test | Coeff. of Variation |
|------------------------|-----------------|--------------------|---------------------|--------|---------------------|
| Meaningfulness         | 3.89            | 0.782              | 77.8                | 18.717 | 20.10               |
| Competence             | 3.92            | 0.719              | 78.4                | 20.766 | 18.34               |
| Self-Determination     | 3.85            | 0.786              | 77                  | 17.642 | 20.41               |
| Impact                 | 3.78            | 0.671              | 76                  | 17.426 | 17.12               |
| Average Score          | 3.89            | 0.664              | 76.7                | 18.320 | 17.41               |

**Table 5** Respondents’ Assessment of Organizational Brilliance

| Dimensions                  | Arithmetic Mean | Standard Deviation | Relative Importance | t-Test | Coeff. of Variation |
|-----------------------------|-----------------|--------------------|---------------------|--------|---------------------|
| Brilliance of Leadership    | 3.96            | 0.526              | 79.2                | 30.817 | 13.10               |
| Service Brilliance          | 3.86            | 0.629              | 77.3                | 22.566 | 16.26               |
| Brilliance of Knowledge     | 3.90            | 0.601              | 78                  | 23.442 | 15.31               |
| Average Score               | 3.91            | 0.504              | 78.4                | 29.220 | 12.31               |

**Table 6** Factor Correlation for Dialogical Leadership

|                      | FAM   | ITR   | IGR   | ITT   |
|----------------------|-------|-------|-------|-------|
| FAM                  | 1.00  | 0.637** | 0.652** | 0.576** |
| Sig. (2-tailed)      | 0.000 | 0.000 | 0.000 | 0.000 |
| ITR                  | 0.628** | 1.000 | 0.728** | 0.657** |
| Sig. (2-tailed)      | 0.000 | 0.000 | 0.000 | 0.000 |
| IGR                  | 0.661** | 0.736** | 1.000 | 0.772** |
| Sig. (2-tailed)      | 0.000 | 0.000 | 0.000 | 0.000 |
| ITT                  | 0.578** | 0.658** | 0.761** | 1.000 |
| Sig. (2-tailed)      | 0.000 | 0.000 | 0.000 | 0.000 |

**Correlation is significant at the 0.01 level (2-tailed). N = 110**

Key: **FAM = Familiarity; ITR = Interactivity; IGR = Integration; ITT = Intentionality**
Correlation test

The researcher calculated the Pearson correlation coefficient to test the association between the four factors of dialogical leadership and rule out the problem of multicollinearity. As shown in the table below, there is no overlap between the factors, with correlation coefficients less than 0.90. This means that the correlation matrix does not exaggerate the correlation between the factors.

Impact Relationships Tests

This section focuses on testing the relationships between the three study variables and their dimensions using $R^2$. $R^2$ explains the changes in the endogenous variable brought about by the effects of the exogenous variable. In this case, Table 7 captures the effect of dialogical leadership factors (exogenous variables) on organizational brilliance (endogenous variable). The value of the corrected $AR^2=0.970$ shows the change in leadership brilliance due to dialogical leadership. The remaining percentage of the model is attributed to some variables not included in the study model. The calculated value of F was 119.453 for the model at the 0.000 level of significance. Since the F value is greater than its tabulated value, the researcher accepted the hypothesis of a positive correlation between dialogical leadership and leadership brilliance.

Regarding the relationship between organizational brilliance and service brilliance, the results show that $AR^2=0.863$ explained the change in service brilliance due to dialogical leadership. The remaining percentage of models was attributed to some variables not included in the study model. The calculated value of F was 333.076 at a 0.000 level of significance. Since the F-value is greater than its tabulated value, the researcher accepts the hypothesis that there is a positive correlation between dialogical leadership and brilliance of service. Similarly, the results support the hypothesis that there is a positive correlation between dialogical leadership and brilliance of knowledge.

| Table 7 | Effects of Dialogical Leadership Factors on Organizational Brilliance |
|--------------------------------|--------------------|
| Dimensions of Organizational Brilliance | Dimensions of Dialogical Leadership |
| A | $R^2$ | $AR^2$ | F |
| Brilliance of Leadership | 1.070 | 0.976 | 0.970 | 119.453 |
| Service Brilliance | 0.096 | 0.866 | 0.863 | 333.076 |
| Brilliance of Knowledge | 0.991 | 0.615 | 0.608 | 82.855 |

| Table 8 | Effects of Dialogical Leadership Factors on Psychological Empowerment |
|--------------------------------|--------------------|
| Dimensions of Psychological Empowerment | Dimensions of Dialogical Leadership |
| A | $R^2$ | $AR^2$ | F |
| Meaningfulness | 0.481 | 0.504 | 0.494 | 52.608 |
| Competence | 0.462 | 0.501 | 0.492 | 19.511 |
| Self-Determination | 0.891 | 0.625 | 0.611 | 83.855 |
| Impact | 0.64 | 0.519 | 0.510 | 56.234 |
To test the hypothesis that is a positive correlation between dialogical leadership and psychological empowerment, the $R^2$ values in Table 8 were used to explain the change in psychological empowerment due to the effects of dialogical leadership. The remaining percentage of the model is attributed to some variables not included in the study model. The calculated F-value for the model at 0.000 level of significance is greater than its tabulated values. Thus, the hypothesis of the positive influence of dialogical leadership on all dimensions of the psychological empowerment variable was accepted.

Table 9 indicates the relationship between psychological empowerment and organizational brilliance. The $AR^2$ values were 0.333, 0.546, and 0.851, which explained the changes in the dimensions of organizational brilliance due to psychological empowerment. The calculated F values (45.076, 107.289, 497.112) for the model at the 0.000 level of significance are higher than their corresponding tabulated values, thus suggesting the acceptance of the hypothesis about the positive influence of psychological empowerment on organizational brilliance.

The direct effects among the research variables led us to consider the indirect effects using the path analysis method, through which the mediator role of psychological empowerment was determined in the relationship between dialogical leadership and organizational brilliance, as shown in Table 10, path analysis was carried out using the AMOS-5 structural modelling equation software.

Table 10 shows the paths that represent the relationships between the dimensions of dialogical leadership, psychological empowerment, and organizational brilliance. The indirect influence between the familiarity dimension and organizational brilliance through the mediation of psychological empowerment is significant (0.213) at the 0.05 alpha level. This result indicates that bank managers enjoy the familiarity between them and individuals in their working circles, which is brought about through the instrumentality of psychological empowerment as an indicator of intimacy among staff, leading to organizational brilliance. Similar results were found for the interactivity → psychological empowerment → organizational brilliance.

**Table 9** Effects of Psychological Empowerment Factors on Organizational Brilliance

| Dimensions of Organizational Brilliance | Dimensions of Psychological Empowerment | $A$ | $R^2$ | $AR^2$ | $F$   |
|----------------------------------------|-----------------------------------------|-----|------|--------|------|
| Brilliance of Leadership               |                                         | 2.192 | 0.352 | 0.333  | 45.553|
| Service Brilliance                      |                                         | 1.121 | 0.552 | 0.546  | 107.289|
| Brilliance of Knowledge                 |                                         | 0.861 | 0.850 | 0.851  | 497.112|

**Table 10** Results of Hypotheses Tests (Indirect Effects)

| Indirect Pathways                                      |
|--------------------------------------------------------|
| 0.213 Familiarity → Psychological Empowerment → Organizational Brilliance |
| 0.186 Interactivity → Psychological Empowerment → Organizational Brilliance |
| 0.166 Integration → Psychological Empowerment → Organizational Brilliance |
| 0.123 Intentionality → Psychological Empowerment → Organizational Brilliance |
tional brilliance (0.186), the integration → psychological empowerment → organizational brilliance (0.166), and intentionality → psychological empowerment → organizational brilliance (0.123) relationships, which are all significant at 0.05 level of alpha. Thus, the indirect hypotheses were all supported.

Conclusions

Despite the multiple views of researchers in organizational behaviour on the concept and importance of dialogical leadership, there is a broad consensus among them about its four dimensions (i.e., familiarity, interactivity, integration, and intentionality). These factors promote the growth and development of positive psychology of individuals, positively enhancing their implicit capabilities to be self-directed and self-led so that the organization performs brilliantly. It became clear through the results of the descriptive statistics that there is a high awareness by the research sample towards maintaining the stability of the dialogue between the administrative leadership and the staff required in the face of different situations and tasks in a good way through their possession of an advanced level of the dimensions of the dialogical leadership variable. Additionally, the study establishes that psychologically empowered bank managers tend to contribute to organizational brilliance through their ability to cultivate cooperative and partnering relationships with their colleagues and with external customers. Therefore, dialogical leadership and psychological empowerment correlate directly with the emergence of organizational brilliance.

This study has several important implications. The researcher highlights the necessity of adequately helping and supporting bank managers who present new ideas that contribute to the development of the bank and its overall performance. This could be achieved through institutionalizing dialogue as a mechanism for addressing issues and tapping into the psychological resources of bank managers. In light of the positive statistical associations among the study variables, the researcher stresses the need for the bank managers to pay more attention to these relations and work to strengthen them by searching for the best means and ways to attract individuals with high positive psychology while developing plans and mechanisms to maintain them. The impact indicator reflects a significant indirect effect on the relationships between the dimensions of dialogical leadership and organizational brilliance through psychological empowerment as a mediating variable. This result was consistent with this research hypothesis.

Furthermore, there is a necessity to establish in Al-Rasheed Bank a specialized unit within the human resources department consisting of management-level staff whose mandate is to explore ways and devise means of integrating elements of dialogical leadership, some basic principles of employee psychological empowerment, and critical mechanisms of organizational brilliance into the processes and procedures of Al-Rasheed Bank to achieve sustainable organizational brilliance.

Appendix I

| Dimensions | DIALOGICAL LEADERSHIP | Scale |
|------------|------------------------|-------|
| Statements |                        | 1 2 3 4 5 |
Familiarity
- Transfer information from top to bottom
- It is dealt with in an official organizational language
- Addressing personal stories to strengthen the relationships between the bank’s leadership and employees
- Seeking to know the conditions of the employees inside the bank
- Conducting a mutual dialogue on different working conditions
- Participation of the management of the bank’s employees in their occasions

Interactivity
- Official books are relied on to deliver orders and instructions
- Work to publish news related to work matters
- Communicate with bank members through dialogue
- Spreading the culture of dialogue within the bank
- Use social media if necessary
- Interaction is sometimes via the Internet

Integration
- Create a bank message
- Employees are not allowed to put the message of the bank
- Delegating the management of the bank to employees is part of its powers
- The bank administration allows other members to participate in writing the institution’s message
- The management of the bank encourages participating employees to speak about the bank’s message in meetings and seminars
- The management of the bank makes the employees as ambassadors and effective representatives to introduce the bank.

Intentionality
- Communicate with specialists to prepare the bank’s strategy
- Relying on the central policy of the bank
- Relying on the study and analysis of information accurately when the administration sets the bank’s strategy
- The management of the bank relies on dialogue with employees to build the strategy
- The bank’s management explains all the details of the bank’s message after it has been drafted
- Bank management provides activities to support increased dialogue with employees within the institution

Appendix II

| Dimensions          | PSYCHOLOGICAL EMPOWERMENT | Scale |
|---------------------|---------------------------|-------|
| Statements          |                           | 1 2 3 4 5 |
Meaningfulness

- My employment is advantageous to me.
- My job allows me to experiment with new ideas.
- My job allows me to experiment with new ideas.
- My job provides me the opportunities to exhibit my skills and potential.
- I am constantly driven to do the task that has been allocated to me by the company.
- My employment satisfies all of my professional requirements.
- My coworkers show me professional respect and admiration.
- I assess my work on my own set of quality criteria.
- My employment is suitable for me and falls within my qualifications and expertise.
- When I complete my duty successfully, I get a feeling of personal fulfillment.
- My employment allows me to have a respectable place in society.
- My employment meets all of my personal requirements.
- I am proud of the work I am doing for the company.
- My employment gives me a lot of opportunities to assess how well I’m performing.

Competence

- I successfully do the duties that have been allocated to me.
- I feel confident in my ability to complete the responsibilities that have been allocated to me.
- I am able to complete tasks by utilizing existing resources.
- I am capable of resolving any form of work-related issue.
- In carrying out my duties, I take personal initiative.
- I am well-equipped to create student-centered courses.

Self-Determination

- I have complete control over my work, including textbook selection, lesson preparation, and scheduling.
- For the sake of the work discussion, I am allowed to express my own opinions.
- I choose study materials based on the students’ abilities.

Impact

- My job has a good impact on my company.
- My job has an impact on the organization’s strategic and administrative outcomes.
- My job, I feel, determines the quality standards of my organization.
- In my organization, I play a key role in the adoption of new policies.

Appendix III

| Dimensions                  | ORGANIZATIONAL BRILLIANCE | Scale |
|-----------------------------|---------------------------|-------|
| Statements                  |                           | 1 2 3 4 5 |
Brilliance of Leadership

The bank’s leadership employs their personal commitment and innovation to improve their brilliant performance.

The bank’s leadership adheres to the rules, official policies and ethics of professional work.

The bank’s leadership has the ability to achieve multiple business objectives and different.

Service Brilliance

The bank’s management is concerned with new developments in the banking sector.

The management of the bank is working on developing the banking service through research development and community service.

The bank has an experienced and talented staff in the field of Creativity at work.

Brilliance of Knowledge

Our bank is characterized by employing knowledge and investing it in a better and correct manner.

The bank provides the right knowledge at the right time for the right people to keep abreast of developments.

Our bank establishes partnership and cooperation relations in the banking fields for the purpose of exchanging knowledge.

Funding

No funding was received for conducting this study.

Declarations

Competing interests

The authors declare no competing interests.

Ethics approval

This article does not contain any studies with human participants or animals performed by any of the authors.

Consent to participate

Not applicable.

Consent for publication

Not applicable.

References

Al Shobaki, M. J., Abu-Naser, S. S., & Abu Amuna, Y. M. (2017). Learning Organizations and Their Role in Achieving Organizational Excellence in the Palestinian Universities. *International Journal of Digital Publication Technology, 1*(1), 30–84

Al-Abadi, A. R. C., & Al-Attabi, B. A. (2020). The Role of Super-Leadership in Enhancing Behavioral Integrity: An Empirical Study in the Federal Integrity Commission. *International Journal of Psychosocial Rehabilitation, 24*(6), 8904–8911

Alhanen, K., Soini, T., & Kangas, M. (2019). Dialogical Leadership and Power. Dialogue Academy. Retrieved from https://dialogiakatemia.fi/en/2019/12/29/dialogical-leadership-and-power/

Al-Madadha, A., Al-Adwan, S., Alrousan, M. K., & Jalghoumm, A. (2019). Organizational Climate and Team Performance: The Mediating Role of Psychological Empowerment at Jordanian Pharmaceutical Companies. *International Journal of Management Practice, 12*(2), 228–245

Andermann, A., Ginsburg, L., Norton, P., Arora, N., Bates, D., Wu, A. … Patient Safety Research, T. (2011). and Education Expert Working Group of, W. H. O. P. S. Core Competencies for Patient Safety Research: A Cornerstone for Global Capacity Strengthening. BMJ Quality & Safety, 20(1), 96–101. doi:https://doi.org/10.1136/bmjqs.2010.041814

Batool, A., Ahmed, K., & Qureshi, N. (2016). Economic and Psycho-Social Determinants of Psychological Empowerment in Women. *Pakistan Journal of Social and Clinical Psychology, 14*(1), 21–29

Beheshtifar, M. (2011). Role of Career Competencies in Organizations. *European Journal of Economics Finance and Administrative Sciences, 42*, 6–12
Bhind, N., & Duignan, P. (1997). Leadership for a New Century: Authenticity, Intentionality, Spirituality and Sensibility. *Educational Management & Administration, 25*(2), 117–132. doi:https://doi.org/10.1177/0263211X9725002

Bose, S., Patnaik, B., & Mohanty, S. (2021). The mediating role of psychological empowerment in the relationship between transformational leadership and organizational identification of employees. *The Journal of Applied Behavioral Science, 57*(4), 490–510

Clardy, A. (2018). 70-20-10 and the Dominance of Informal Learning: A Fact in Search of Evidence. *Human Resource Development Review, 17*(2), 153–178. doi:https://doi.org/10.1177/1534484318759399

Cunliffe, A., & Eriksen, M. (2011). Relational Leadership, Human Relations, 64(11), 1425–1449

Day, D. V., & Drongi, L. (2015). Leadership Development: An Outcome-Oriented Review Based on Time and Levels of Analyses. *Annual Reviews of Organizational Psychology and Organizational Behavior, 2*,(1), 133–156. https://doi.org/10.1146/annurev-orgpsych-032414-111328

Flaherty, A., O’Dwyer, A., Mannix-McNamara, P., & Leahy, J. (2017). The influence of psychological empowerment on the enhancement of chemistry laboratory demonstrators’ perceived teaching self-image and behaviours as graduate teaching assistants. *Chemistry Education Research and Practice, 18*(4), 710–736

Grant, A. M., & Spence, G. B. (2010). Using Coaching and Positive Psychology to Promote a Flourishing Workplace: A Model of Goal-Striving and Mental Health. In P. A. Linley, S. Harrington, N. Garcea, & N. Page (Eds.), *Oxford Handbook of Positive Psychology and Work* (pp. 175–188). Oxford, UK: Oxford University Press

Grill, C., Ahlborg, G., & Lindgren, C. (2011). Valuation and Handling of Dialogue in Leadership. *Journal of Health Organization and Management, 34*(54), doi:https://doi.org/10.1108/14777261111116815

Groysberg, B., & Slind, M. (2012). Leadership Is a Conversation. *Harvard Business Review, 90*(6), 76–84

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate Data Analysis* (Eighth ed.). Hampshire, United Kingdom: Cengage Learning, EMEA

Haye, A. A. (2008). Living Being and Speaking Being: Toward a Dialogical Approach to Intentionality. *Integrative Psychological and Behavioral Science, 42*(2), 157–163. doi:https://doi.org/10.1007/s12124-007-9051-6

Ibrahim, S., Ghaifekir, S., Ling, S., Siraj, S., & Azeez, I. K. (2014). Can Transformational Leadership Influence on Teachers’ Commitment Towards Organization, Teaching Profession and Students Learning? A Quantitative Analysis. *Asia Pacific Education Review, 15*(2), 177–190

Jensen, U. T., Moynihan, D. P., & Salomonsen, H. H. (2018). Communicating the Vision: How Face-to-Face Dialogue Facilitates Transformational Leadership. *Public Administration Review, 78*(3), 350–361. doi:https://doi.org/10.1111/puar.12922

Kjellström, S., Törmblom, O., Stålne, K., & Wu, H. C. (2020). A Dialogue Map of Leader and Leadership Development Methods: A Communication Tool. *Cogent Business & Management, 7*(1), 1–21. doi:https://doi.org/10.1080/23311975.2020.1717051

Kumari, S. (2020). A Study on Psychological Empowerment of Women Artist Involved in Mithila Painting. *The Pharma Innovation Journal, 9*(3), 539–542

Leslie, S. J., Cimpian, A., Meyer, M., & Freeland, E. (2015). Expectations of Brilliance Underlie Gender Distributions across Academic Disciplines. *Science, 347*(6219), 262–265. doi:https://doi.org/10.1126/science.1261375

Morin, J., Meyer, P., Bélanger, É., Boudrias, S., Gagné, M., & Parker, P. D. (2016). Longitudinal Associations Between Employees’ Beliefs About the Quality of the Change Management Process, Affective Commitment to Change and Psychological Empowerment. *Human Relations, 69*(3), 839–867

Nafei, W. A. (2018). The Role of Workplace Happiness in Achieving Organizational Brilliance: A Study on Sadat City University. *International Journal of Case Studies, 7*(12), 26–41

O’Shea, M., & Alonso, A. D. (2013). Fan Moderation of Professional Sports Organizations’ Social Media Content: Strategic Brilliance or Pending Disaster? *International Journal of Web Based Communities, 9*(4), 554–570

Palazzeschi, L., Bucci, O., & Di Fabio, A. (2018). Re-Thinking Innovation in Organizations in the Industry 4.0 Scenario: New Challenges in a Primary Prevention Perspective. *Frontiers in Psychology, 9*(30), 1–6. doi:https://doi.org/10.3389/fpsyg.2018.00030

Parry, K. W. (2011). *Leadership and organization theory* (pp. 53–70). The SAGE Handbook of Leadership. Prabowo, R., Mustika, D., & Sjahbadhyi, B. (2018). How a Leader Transforms Employees’ Psychological Empowerment into Innovative Work Behavior. *Psychological Research on Urban Society, 1*(2), 90–99

Radi, S. (2020). Encouraging Brilliance in the Workplace: The Case of the Petroleum Sector in Egypt. Munich Personal RePEc Archive. Retrieved from https://mpra.ub.uni-muenchen.de/id/eprint/102899

Raelin, A. (2013). The Manager as Facilitator of Dialogue. *Organization, 20*(6), 818–839

Reitz, M. (2017). Dialogue in Organizations, 1st Edition. London, UK: Macmillan Publishers Limited
Saleem, A., Nisar, Q. A., & Imran, A. (2017). Organization Citizenship Behaviour, Psychological Empowerment and Demographic Characteristics: Teachers’ Perspective. *International Journal of Advanced and Applied Sciences, 4*(7), 129–135

Salih, Q. (2020). The Impact of Green Human Resources Management Practices on Organizational Excellence: An Empirical Study. *Management and Economics Research Journal, 6*(3), 1–8

Scharmer, C. O., & Kaufer, K. (2013). *Leading from the emerging future: From ego-system to eco-system economies.* Berrett-Koehler Publishers

Seymour, M. A., & Geldenhuys, D. J. (2018). The Impact of Team Dialogue Sessions on Employee Engagement in an Information and Communication Technology Company. *SA Journal of Human Resource Management, 16*(1), 1–11

Singh, K., & Kaur, S. (2019). Psychological Empowerment of Teachers: Development and Validation of Multi-Dimensional Scale. *International Journal of Recent Technology and Engineering, 7*(S5), 340–347

Spreitzer, G. M. (1995). Psychological Empowerment in the Workplace: Dimensions, Measurement, and Validation. *Academy of Management Journal, 38*(5), 1442–1465. doi:https://doi.org/10.5465/256865

Sullivan, P. (2017). The Gulf War, Economic and Financial Linkages, and Arab Economic Development: Iraq - the Pivot?. In T. Y. Ismael (Ed.), *The International Relations of the Middle East in the 21st Century: Patterns of Continuity and Change* (pp. 72–142). Abingdon, Oxon, UK: Taylor & Francis

Van Loon, R. (2017). *Creating Organizational Value through Dialogical Leadership: Boiling Rice in Still Water.* Cham, Switzerland: Springer International Publishing AG

Van Loon, R., & Van Dijk, G. (2015). Dialogical Leadership: Dialogue as Condition Zero. *Journal of Leadership Accountability and Ethics, 12*(3), 62–75

Verpalen, S. (2018). Effective Leaders Open up through Dialogue: Putting the Power of Leader Vulnerability to Practice with Dialogical Leadership. (Master Thesis), University of Amsterdam, Amsterdam

Wang, G., & Lee, P. D. (2009). Psychological Empowerment and Job Satisfaction: An Analysis of Interactive Effects. *Group & organization management, 34*(3), 271–296

Wikhamm, W., & Selart, M. (2019). Empowerment and Initiative: The Mediating Role of Obligation. *Employee Relations: The International Journal, 41*(4), 662–677

Yoon, P., & Hahn, J. (2021). Contradictory Aspects of Job Searching in the COVID-19 Pandemic: Relationships between Perceived Socioeconomic Constraints, Work Volition, and the Meaning of Work. *Sustainability, 13*(3), 1–15

**Publisher’s note** Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

**Authors and Affiliations**

**Jinan Shihab Ahmed** · **Ibrahim Suleiman Masri** · **Manal Majed Abu Minshar** · **Alhamzah F. Abbas**

✉ Jinan Shihab Ahmed
jenan.ahmed@qu.edu.iq

Ibrahim Suleiman Masri
masrii@hebron.edu

Manal Majed Abu Minshar
Manalm@hebron.edu

Alhamzah F. Abbas
alhamza.fadil@gmail.com

1 College of Administration and Economics, AL-Qadisiya University, Al Diwaniyah, Iraq

2 Faculty of education, Ibrahim Suleiman Masri, Hebron University, Hebron, Palestine

3 Alhamzah F. Abbas Azman Hashim International Business School, Universiti Technologi Malaysia, 81310 Johor Bahru, Malaysia