



HOW THE OMANI PUBLIC SECTOR DEVELOPS LEADERS

By:
Ann Said Alkindi

**A dissertation submitted in partial fulfilment for the degree of
Master of Science
(Organisational Leadership)**

August 2015

HOW THE OMANI PUBLIC SECTOR DEVELOPS LEADERS

By:

Ann Said Alkindi

CHAPTER FIVE

ANALYSIS AND DISCUSSION

**A dissertation submitted in partial fulfilment for the degree of
Master of Science
(Organisational Leadership)**

August 2015

CHAPTER FIVE

1. ANALYSIS AND DISCUSSION

1.1. Introduction

This chapter presents the findings from the research reported in chapter 4 and provides an analysis and discussion of these findings.

The strategy in choosing the participants for the study was designed to strengthen the analysis. The strategy of having diversified and comprehensive overviews from developing leaders in the Omani public sector required careful selection criteria for the interviews.

The literature review has revealed some new insights into the Omani public sector such as the absence of a comprehensive human development strategy and the urgent need for leadership development policies, principles and strategies for the Omani public sector. Benchmarking with Singapore and Dubai was helpful in identifying the gaps in leadership development within the Omani public sector.

The modern Omani public sector structure is 45 years old, which is relatively young, compared to other countries. Considerable political and economic change has happened in the Omani context, since the beginning of the modern Oman in 1970. There was also a turning point after 2011 when social unrest across several Arab countries, known as ‘The Arab Spring’, also occurred in Oman to a limited extent (Worrall, 2012). This background and these considerations were reflected in the analysis of the questions asked in the interviews.

The main questions that were addressed were:

1. ‘How does the Omani public sector develop leaders?’ In other words, ‘What is the existing mechanism or approach of developing leaders in the Omani public sector?’
2. ‘Does the answer to this question provide a good basis on how public sector leaders for Oman should be developed?’
3. ‘What can be learnt from the Dubai experience in developing public sector leaders?’ This was important because Dubai has launched different leadership programs for both

government and private sectors, and covered various levels, even launching a program for young leaders (ages of 28-34) (Hofmann, 2008). As result of the importance given to leadership development, the UAE has also launched the UAE Government Leaders Program (2013).

4. 'Are there ways to improve Omani public sector leadership development by using lessons learnt from benchmarking with Singapore?'

1.2. Selection Criteria for interviewees

It should be taken into consideration the fact that all appointments and removals of senior positions in the Omani government are done by the Sultan, through a royal decree. It has been shown by monitoring the changes in the Omani public sector for the last 45 years since 1970 until mid-2015 that the trends in senior levels (Ministers, Undersecretaries and Directors Generals levels) hardly change. The pattern in the Omani public sector is that senior officials remain in the same position at least 10 years, regardless of his or her performance. Some of the interviewees served in the Omani government for up to 43 years, in different positions. Long service is the norm in the Omani public sector.

Selection criteria for interviewees are as follows

1. Therefore, it was important to be extremely selective in choosing the interviewees, in order to ensure deep, honest and comprehensive responses. Interviewees needed to be aware of the theme of leadership development, and to be in a position to have influenced the leadership development of others. The selection criteria were designed to include respondents from a wide variety of backgrounds, and therefore to get as broad a picture of leadership development in the Oman Public sector as was possible at this time.
2. One of the selection criteria was the criticality of the job position of the interviewee. For example, officials were chosen who had been heading several government entities at same time. Those officials were in the position to give very valuable opinions.
3. Another selection criterion included choosing officials that were known for preparing and developing employees working under them, so that some employees were able to hold important positions and become a head of government entities.
4. A third criterion was to include interviews of officials who came into office after 2011.

To have a combination of the old guard and the new blood.

5. The fourth criterion was to include interviews of some government officials who came from a private sector background. This gave the opportunity to see their point of view on the difference between the two sectors, the challenges they faced, and whether they were able to make changes.

Regardless of some unhealthy perceptions of Omani officials, it proved possible to set appointments and interview them through normal formal arrangements without other interventions. The level of transparency was admirable, and included honest critique of the public sector.

Qualitative research was the appropriate methodology where the context is important. Qualitative research is also appropriate where the interviewees' opinions and responses must be subjected to comparison and interpretation, not statistical analysis. The tool used was semi-structured interviews, which were designed to first build a comfortable atmosphere taking into account the sensitive nature of the topic of leadership development (or lack of development). As described in the research methodology, the Curriculum Vitae of each interviewee was requested and studied before the interview. To introduce the subject the general question, 'What is the concept of leadership to you?' was used. This was useful because the concept of leadership shapes how a person in a leading position develops the people under him and shows how he or she leads the organisation.

In order to understand the complete picture and define the elements that affect leadership development within the Omani public sector for the purpose of deep diagnosis of the situation of leadership development, the following questions were then asked:

- 'What are your main challenges leading the organisation?'
- 'Is there any relationship between leadership development and organisational structure, communication and culture?'
- 'How do you identify potential within your organisation?' The purpose of this question was to track how the interviewee developed people that were identified to have potential. This enabled a deeper understanding of how leaders are developed with in the Omani public sector.

- Since some of the interviewees were not familiar with the Singaporean experience, their opinion on the Singaporean experience in developing leaders were asked as sub-question. Usually an example of how Singapore is developing leaders in the public sector was given.
- ‘How important do you think to have leadership development program in the Omani public sector?’
- ‘Do you think having a leadership development program for the public sector is sufficient to build leadership capabilities?’

1.3. Method for analysis of interviews

For purposes of accuracy, all interviewees were recorded and then written down by labelling them using formal coding and memoing techniques (Punch, 2009). Details of the analysis approach was given earlier in the Research methodology chapter 4. Where applicable an interviewee is quoted to substantiate or illustrate a point that is discussed in the analysis. For the purposes of keeping the interviewee anonymous, the identity of the interviewee is not given when he/she is quoted.

All of the interviewees expressed common themes such as barriers to leadership development including working environment, organisational structure and government governance. These common themes were identified by systematic review and comparison of the interview texts, notes and recordings. Then relationships between these themes were identified, in order to create an organised and usable review of the interviews. For each of these themes, comparisons were made between all the interviewees’ results, to find similarities and differences in points of views. Not all themes were covered by every interviewee, so only the themes that had a broad range and depth of response and opinion are discussed in this dissertation.

1.4. Results of the interview discussions

The following discussion points cover the details of the main findings.

1. A main finding from the interviews of all the participants is that any leadership development cannot be successful without an overall framework that includes other important ingredients. The interviewees identified that there is no point in having the best training or

leadership development program and yet other important factors are missing. The factors identified by the interviewees included an absence of a meritocratic system, no proper governance within the Omani public sector and a low remuneration scheme compared with private sector. In other words, the interviewees said that having leadership development is essential and is required badly with in the public sector, however it is will not work without other good governance systems. The interviewees identified that the recipe for the Omani public sector is incomplete and ineffective if leadership development is introduced in the absence of an overall human resources strategy for the country. They identified that it is necessary to have a clear vision of the quality of competencies of the Omani people, in both the private and the public sector.

2. Status of leadership development within the Omani public sector:

Feedback from the interviewees gave real working life examples and testimonies from public sector officials that verified points mentioned in the literature and the claims of international reports. One of the important international reports produced by the World Bank is the Worldwide Governance Index report. This report has six elements to value the overall governance. The most relevant element to this discussion is the government effectiveness. Below is the diagram for Oman from the Governance Index report (Bank, 2013).

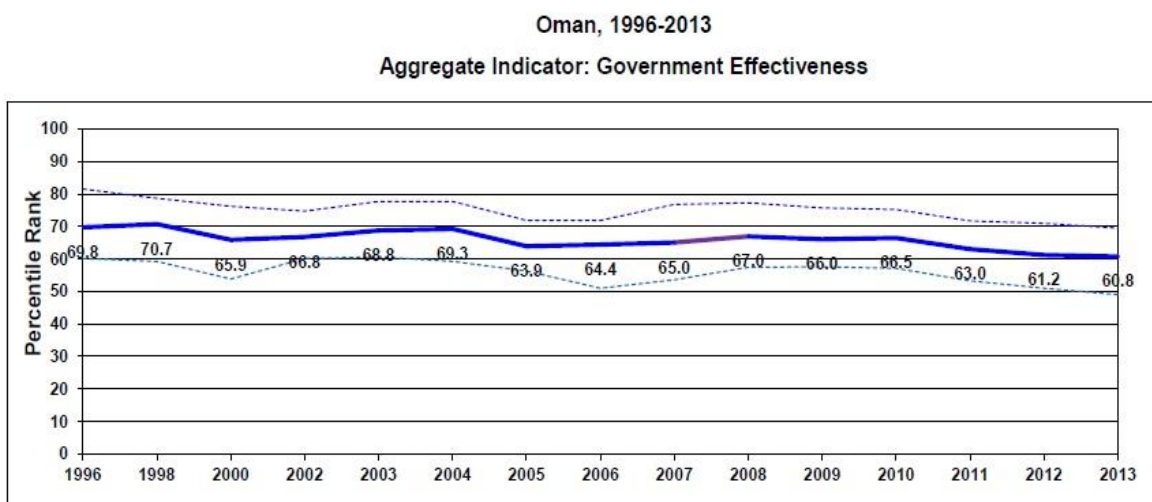


Figure 1. Trend on Government Effectiveness Measure – Oman (Bank, 2013).

According to this report government effectiveness is declining and for the 12 year period, 1996

to 2013, (the last report was issued in 2013) shows a trend slightly downwards. When government effectiveness fails to improve for a period of more than a decade, then it is possible that talented human capital may leave the public sector in search of better opportunities. An environment of falling government effectiveness is unlikely to allow leadership skills to flourish. Conversely, a decline in government effectiveness is result of different reasons, and one of them may be absence of good leadership.

There are other aspects that interviewees identified as affecting leadership development in the public sector. These factors are considered to be barriers for leadership development. Those aspects are categorised in the following points.

3. Civil Service law, regulations and practices:

The norm which is the informal rule of an organisation is stronger than any power of laws (Jones, 2009). A number of interviewees (4 out of 11) said that, in their opinion, the majority of the civil service employees do not see their performance evaluation results. Therefore, the dominant culture is there is no effective evaluation which has resulted in no pressure for public sector employees to improve their performance.

The civil service law (Oman Ministry of Civil Service, 2015), does not create significant obstacles for leadership development. For example, promotion used be based on seniority (i.e. years of service). In the 2004 Civil Service Act, article 28 of the law says that promotion is based on 70% competence and 30% seniority. Also the law is clear that the employee should have a discussion about his / her performance evaluation. Two interviewees' quotes are relevant:

'What kind of leader that he doesn't discuss evaluation of the employees? Since there is no evaluation in the civil service there is no competition.'

and

'The civil service law does not prevent you from discussing the employee evaluation. It is fear of tough discussion.'

The underlying question is, 'If the civil service law is not an obstacle, then why is there an ineffective culture that does not promote self-development?' It may be that creating an effective culture is not a priority and building in house capabilities is not a mandate either. Or the existing

officials have blocked potential as they are threat to their position. As Morris (2009) noted, policy makers and government depend first on consultants and last on research as bases for decision making. This dissertation does not address the extent to which the Omani public sector spends on consultants. A continued dependency on consultants proves the weakness of not developing specialised capabilities of Omanis.

4. Working environment:

An interviewee explained that:

The rules hold you from paying your people but not stopping you from training, empowering them, trusting them allowing them to make mistakes. The rules are not telling, not developing talent. We should be creating (an) interesting working environment (that is) is fun, but we haven't done nothing to create what is called learning culture.'

Omani employees are faced with payment according to civil service law, while the salary scheme for non-Omani employees is without any ceiling. Therefore the Omani public sector is not able to attract the best talent. Consultants are seldom combined with a shadowing program to develop an Omani employee, so there was no emphasis on knowledge transfer. The emphasis is often to manage consultants in order to ensure the deliverables have been met, rather than on knowledge transfer.

5. Organisational structure and working culture:

The interviewees had two different opinions related to organisational structure and working culture and how these have impacted on individual progress and created a hierarchy ceiling that closed opportunities to identify potential leaders.

One interviewee reported that:

'The government's organisational structure was developed in the 1970s. It is outdated and as old as the Ottoman Empire. I believe in having a horizontal organisational structure, as what we have now is a very centralised structure - more vertical'.

Another interviewee offered a contrasting view:

'There is no relationship between organisational structure and communication.'

The obstacles we have will not be solved by new structure, there is no need for improvement in this regard’.

There appears to be a lack of belief about the importance of the effect of organisation structure, otherwise we would see a different organisational structure for ministries. In Oman most ministries have almost same structure (see Figure 1 below). Examples are the Ministry of Oil and Gas (2015) which is relatively new having only been approved in 2008, and the Ministry of Civil Service (2015). According to Common (2011), the Omani public sector has a rigid hierarchical structure, the employees showing leadership ‘were targets for disapproval.’

A mechanistic structure is designed to induce people to behave in predictable way. Jones (2009) defines a mechanistic structure to have centralised decision-making authority.

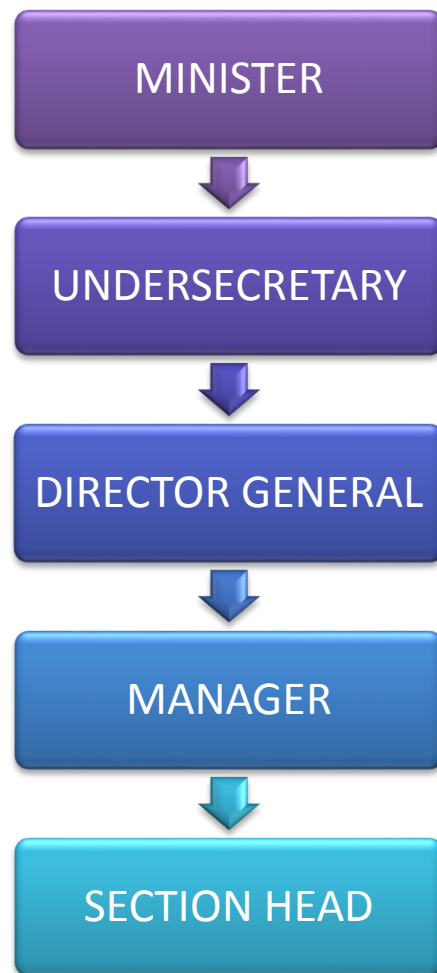


Figure 2. A typical organisational structure of the Omani public sector.

Today it is common for a senior Omani official to hold many positions, yet there appears to be no published research on this phenomenon. However there have been criticisms in the Arabic media, calling the Omani Minister ‘a superman’ for holding many positions besides his ministerial (Newspaper, 2014). This centralization, not only in the government structure, but also in roles and responsibilities being centralised in one person (the ‘superman minister’), leaves no room for delegation or the chance for other people to develop, as key positions are monopolised. It also has an effect on the work quality and leaves limited chance for work improvement as the Minister (or person in a strategic leading position) has no time to do so. This can lead to a conflict of interest, an overloaded work schedule and the inability to pay proper attention to each role.

6. Remuneration, Retention and Payment schemes:

‘Petty Power invested in men who cannot live on their salaries is an invitation to misuse that power’ (Yew, 2009)

Public servants are asked to perform well, despite the average financial benefits gap between them and employees with similar responsibilities in private companies. An example of this, according to research done by Swales and al Fahdi (2010), is that a PhD holder in the public sector would earn around 1500 Rial Omani, compared to above 2500 Rial the private sector (1 Rial is equal to USD 2.6). Governments that are not concerned about this discrepancy are not honest to them and are open to the risk of abuse of petty power. Since one of the important roles of the public sector is policymaking and strategic planning, this requires high-level strategic skills. It is unrealistic to attract and retain such talented people with low payment schemes. Singapore was one of few countries in the world that faced this reality. The results of the interviewees conducted with senior managers in the Omani public sector related to remuneration and retention are discussed below.

It appears that there is not sufficient proper delegation and empowerment, as the senior officials busy with operational duties are only depending on few people within the organisations. Several comments from interviewees refer to this problem:

‘We are depending on few people with in each government entities (a handful) to

run the show. If one of them leaves we start screaming.'

'At low level there is more technical work, what we see in the government, that officials at high level doing technical work leaving the strategic thing and no time to develop talent. And no one is planning for the future, we are busy on operational level. They take day to day decisions.'

This dependency on only a few people may result from not building capabilities and capacity within the departments. Personal development is only offered to few people under the first line of command. These people who are developed may leave due to work pressure and low payment. As a result, retention of possible future leaders is at risk.

'We are unable to pay competitive salaries compared to the private educational sector. I did have a Director General level, where I supported their progress and sent them for higher education. As a result, they left us because we could not pay according to the payment scheme of the Private sector.'

'I don't have capabilities. A good employee who managed to develop him/ herself will leave the government. I can't compete with private sector. Once they become marketable they leave.'

Some of the senior officials acknowledge that salaries are unfair and some say that there are other incentives than money. It is possible that when people are paid fairly that other incentives will also matter (Perry, et al., 2006). In Oman in 2015 the salaries of line one (Minister level) are confidential, which is against best practices of governance (Rose-Ackermann, 1999). When there is a financial crisis or drop in the oil price, the Omani public sector bonuses for employees have been stopped, but not for Ministers and Undersecretaries.

In Singapore the Prime Minister's salary is announced and discussed in the media (Abbugao, 2012). In Quah's research paper titled 'Ensuring good governance in Singapore' (Quah, 2013), the author provides the salaries range of key appointments including the Prime Minister and President. Paying a competitive salary is a declared policy to minimise the brain drain within the Singaporean public sector (Division, Singapore Public Service, 2015). Lee Kuan Yew was well aware of the risk of paying uncompetitive salaries to public servants, as he says in his

autobiography,

'Underpaid ministers and public officials have ruined many governments in Asia'

Lee Kuan Yew (2009)

If the working culture and the remuneration scheme is unfair and not transparent it will push people to leave or be involved in corruption practices. According to Woolridge et al (2014), the West and USA have admitted that the Singaporean public sector recruits the best prospects and has the best public servant rewards, with pay packages of up to USD 2 million (for Ministers), with guaranteed jobs in the private sector after they leave government. This appears to ensure retention and respect for the public sector leaders.

7. Selection criteria for leadership positions:

The questions that were considered were

- 'Was the appointment in the senior leading position within the Omani public sector based on professional selection criteria?
- 'Was there any plan to identify candidates and develop them for a certain mission?'

The importance of this question is to provide some evidence towards establishing the presence or absence of meritocracy. A simple definition of meritocracy is 'selecting people on the basis of their ability' (Houghton, Miffin, Harbourt, 2015). When there is a lack of systematic selection and promotion based on performance, then other factors must be leading to promotions. To ensure loyalty, selecting for position is based on whom you know and not how much you know. And the deficiency in performance is offset by hiring consultants or non-Omani advisors.

This is illustrated by a response from one of the interviewees who commented:

'I will tell you frankly, choosing candidates for a leading position, is based on networking. They chose people based on the relationship not based on scientific base or based on political reasons. It has be clear criteria, in some positions we are not offered competent candidates.'

Candidates may have no idea of why in particular they were chosen for a certain position. One of the participants said:

'I was called by the Minister and told that I will be in Senior position (Undersecretary), with no justification. I am coming from military background and been given a completely different area.'

There were three interviewees who all agreed not only on the idea, but used the same phrasing:

‘Assigning people in a leadership position without preparation and development is like throwing them into the sea: they either swim or drown and some of them drown!!’

One participant said,

'We cannot refuse if we are given a position and there is no clarity of what a role requires and yet we can't refuse as it will be considered as an insult to the system.'

There are consequences to the absence of a meritocratic-based system, which affects human development and results in the wrong selection of candidates in leading positions. In this case the wording ‘person in leading position’ is deliberately chosen, not ‘a leader’ in this thesis.

One of the major consequences of the absence of a meritocratic system is the creation of an unhealthy working environment. Since appointments are not always based on competency, the Omani public sector leadership style is a good example of leader-member exchange theory (Northouse, 2013). Illustrating leader-member exchange theory in the Omani public sector, is based on the fact that there are two groups as the theory assumes: the in-group and the out-group. The leader creates an alliance which is called the in-group. The in-group by definition is made up of subordinates who are interested to do work beyond their formal job description. This group is basically dependent on how well subordinates comply with their boss. This leads to the situation that when the boss is selected on another basis other than competency, such as social background (e.g. a Sheikh or person with other high social position), then any other competent candidate under his management is a threat. As a result the competent candidates become the out-group, which can result in those competent people leaving the public sector. The impact of in- and out-groups can also lead to a shortage of competent civil servants in the public sector.

8. Loyalty groups within Departments:

Within one Ministry or Department, a group may be found around the Minister, another around the Undersecretary and another possibly around the Director General. These low-level politics

are played out in the Omani public sector, so there is no room for empowerment and trust, and therefore the out-group will face low job satisfaction. Such a working environment does not promote team work as employees are divided into two groups. The decision making process and the information flow are affected negatively because in such a working environment with groups, the tendency can be to hide not share information. Performance is not a priority, it becomes more important to focus on retaining membership in the group rather than doing the work.

It is argued that as Oman consists of a tribal society, therefore selection for leading positions has to consider the balance between tribes (Common, 2011). This fact is not an adequate justification for not choosing the most competent person from each tribe in for the suitable position (Valeri, 2015). This opinion was expressed by some of the interviewees.

Both before and after the turning point in 2011 (Valeri, 2015) due to regional social unrest, ‘Sheik’ as title is still one of the selection criterion for a senior post in the public service regardless of ability. There is also ‘Sayyed’ which is a title of the part of the royal family. The significance of this status was referred to by one interviewee:

‘I think there are some ministers who are ashamed to ask for such training, due to their social status. The setup of the Omani society imposes a balance in the representatives of the ministerial cabinet as well in other positions.’

Until the selection criteria changes, such as adopting the Singapore style of choosing for the main factors leading to successfulness, there is likely to be an element of favoritism, not a solid base for recruitment, selection and promotion. In 1983 the Singaporean public sector adopted the Shell performance appraisal system (HAIR) (Van der Wal, 2014). Some of the interviewees who participated in this study do not believe that the Oman public service has an appraisal system for choosing suitable candidates, for example:

‘One day, I hope to see meritocracy in the public sector so that we can progress. At least we should have technocrats.’

The definition of meritocracy in Singapore was explained by (Teo, 2015) who was appointed at the age of 30 to the position of Director of SID (Security and Intelligence). Meritocracy did not mean only promoting people on the basis of their merit and not their connections, but also doing

it on an age-blind basis. The best candidate, not the most senior, was promoted.

In Singapore the selection criteria was more than only academic performance, although many believed this, as Mr. Lee Kuan Yew gave that impression in the beginning. However character was more important than academic intelligence (Teo, 2015).

9. Training and development (On-job training and classroom courses):

The training budget in 2011 for the whole government entities; a total of 184,000 employees, of which 144, 000 were Civil servants in 2011 (Information, 2014), was 9 million Rial Omani (Finance, 2011). In 2012 the total number of government employees was 194, 000, of which 151, 000 were civil servants, and the training budget was 12 million Rial Omani (Finance, 2012).

However, it is not clear what existing public officials did to develop potential leaders by spending on training. Among all of the 11 interviewees in this study, only two have managed to create the second leadership level and adopted an excellent preparation program. This was done by on-job training, calling the trainees on assignment and sending them for further study such as a master degree.

10. Belief in self-development:

One of the significant findings in this research, is the interviewees' belief in the importance of self-development. If a public sector leader places no value on the importance of reflection (Forde, et al., 2009) then it is unlikely that he/she will develop self-awareness. Without feedback it is difficult to be able to see the bigger picture. Leaders who believe in reflection and feedback may be more likely to encourage self-development for their subordinates. This is a statement of one Omani officer who was an interviewee:

'It is the mindset, some seniors say that they are so busy to develop others. They also say that don't have time for self-reflection (coaching) self-development. It is like saying I am too busy driving my car without stopping to refuel.'

11. Local institutions for leadership development:

Oman established the Institute of Public Administration in 1977 (Institute of Public Administration, 2015). However, a review of its training plan for 2015, and the reports for the previous years, shows an absence of specific programs for developing leaders in the public

sector. One interviewee commented on the training requirement for the Omani public sector senior officials.

'I believe the role of the Institute of Public Administration is to prepare leaders. To develop such an institute you need vision, one Minister has employed one of his relatives to head such institution.'

It was observed that Dubai has launched the Dubai excellence program and established and upgraded the Mohammed bin Rashid College, which today is offering an advanced training program and a Master's degree in Public Administration (Government, 2015). The lesson from the Dubai example is that a government cannot have an excellence program to up-grade government performance without having a program of continual training and development. There will be always be a need to have a governmental college; to build accumulated experience that addresses a specific need for each country's challenges.

In contrast the Omani government has announced the National CEO program (2015) on 17 March 2015. This is the first leadership program in Oman to be launched, and as yet it is only for the private sector. A comment from an interviewee for this study was not positive:

'I don't believe in the CEO program, you don't create a CEO. It is building society not individuals who are already educated and trained. It is like having program of Ministers' development, so you have to put them as minister. This is not the way to develop leaders. Either you prepare the people who are ready to become or you set a program for the top of the secondary school graduates and you develop them all the way.'

If Oman wants to learn from the Singapore experience in developing public sector leaders, then there are many governmental institutes in Singapore that place emphasis on building a pool of leaders for the public sector. Currently there are five governmental training institutes in Singapore; and the Institute of Governance and Policy, which aim to develop leadership. Secondly there are Institutes of Leadership and Organisational Development which also aim to develop leaders and provide research, assessments and diagnostics. Thirdly, there is an Institute of Public Administration and Management which builds public service capabilities. Fourthly, an Institute of Public Sector Leadership which develops leadership through life policy lessons to

participants. The fifth one is the Civil Service International which provides international customised learning and development courses according to the explanation mentioned in the annual report (College, 2014). The Singapore example provides a clear vision of excellence for the public sector.

1.5. Summary of the main findings

It would be easy to conclude that the Omani public sector needs a development leadership program, in the absence of such program. However, the shortcomings and the deficiencies in the current leadership development in the Omani sector needs more than just development of a new program.

The direct answer to the main question posed in this thesis, ‘How does the Omani public sector develop leaders?’ is that currently there is no clear process or mechanism. The current common way of development is that a candidate has been adopted by senior level officials and groomed to be in a leading position. These were personal efforts by officials who have nominated them and trained them, the system has not produced them. This purposeful development of leaders may be because there is lobbying that serves each other’s interests; to nominate and develop a candidate to ensure loyalty.

A senior interviewee whom has nominated a number of candidates for leading positions said:

‘All the excellent candidates you see, they have developed themselves, and there was no plan or path for them designed by the system.’

1.6. Main findings

From the research reported in this study, it is possible to identify from the interviewees’ responses a number of key components for change that are central to future approaches for leadership in Oman.

1. Developing leaders for public sector is a necessity and this does not come alone. It requires making effective use of the many institutes in Oman and optimizing all available recourses.
2. A centralised decision making organisational structure does not develop new good

leaders.

3. None of the interviewees had attended a management or leadership development course at the Institute of Public Administration, which means that this Institute has not played a role in developing these public sector leaders. This sends a completely negative message about the role for this institute in developing public sector leaders. Good Institutions with a positive reputation are needed that provide excellent training to develop public sector leaders.
4. The Civil Service itself is not an obstacle for human development, it is the absence of true willingness for human development. Belief in the value of self-development and developing others is a pre-requisite for a system for formally developing leaders. Many current seniors in the government were promoted based on seniority and not on efficiency, so developing and learning is not a priority in their eyes. This has also resulted in a slow motion environment without competition.
5. Poor remuneration compared to the private sector leads to a lack of candidates for leadership positions.
6. Recruitment and selection that is based on social position, networking or relationships is preventing the appointment of the most competent people for leadership positions.
7. In-groups that surround a senior leader prevent more competent people from being promoted and this may lead to these people leaving the public service.
8. The need for change in Omani public sector is urgent more than ever before for three main reasons; the civil unrest and demonstrations after 2011, To maintain the great achievements for the last 45 years of H.M. The Sultan, and the economic conditions worsening due to the recent oil price drop (Valeri, 2015). All of these reasons make an urgent need for good leaders in the public sector.
9. Developing leaders in the public sector is a loop in a big chain. All the aspects come together in one package. Development of leaders requires many factors, including a meritocratic system, adopting an anti-corruption policy, a fair payment scheme compared to the private sector, and building a learning culture.

The following chapter 6 provides recommendations on how to develop leaders in the Omani public sector.

References:

- Abbugao, M., 2012. Singapore cuts PM pay but still world's best paid. *AFP News Service*, 5 Jan.
- Bank, T. W., 2013. *Oman Governance Index*. [Online]
Available at: <http://info.worldbank.org/governance/wgi/pdf/c169.pdf>
[Accessed 30 June 2015].
- College, C. S., 2014. *Annual Report 2013-2014*, Singapore: Civil service College.
- Common, R. K., 2011. Barriers to Developing Leadership in the Sultanate of Oman. *International Journal of Leadership Studies*, 6(2), pp. 215-228.
- Division, Singapore Public Service, 2015. *Press Release - Public service pay*. [Online]
Available at: <http://www.psd.gov.sg/media/press-releases/press-release---civil-service-mid-year-payments-1>
[Accessed 25 July 2015].
- Finance, O. M. o., 2011. *Final State Account 2011*. [Online]
Available at: <https://mof.gov.om/Portals/1/documents/Financial-reports/final-state-account/2011/Min-Decision-288-2012.pdf>
[Accessed 25 July 2015].
- Finance, O. M. o., 2012. *Final State Account 2012*. [Online]
Available at: <https://mof.gov.om/Portals/1/documents/Financial-reports/final-state-account/2012/Min-Decision-250-2013.pdf>
[Accessed 25 July 2015].
- Forde, C., McMahon, M. & Reeves, J., 2009. *Putting Together Professional Portfolios*. London, UK: Sage Publications.
- Government, M. B. R. S. o., 2015. *Mohammed Bin Rashid School of Government*. [Online]
Available at: <http://www.mbrsg.ae/home.aspx?lang=en-US>
[Accessed 25 July 2015].
- Hofmann, A., 2008. *Developing Leaders and Leadership*. [Online]
Available at: <https://est05.esalestrack.com/eSalesTrack/Content/Content.ashx?file=75e0b8b5-5f41-4772-a0e4-c1d2afabf403.pdf>
[Accessed 9 July 2015].
- Houghton, Mifflin, Harbourt, 2015. *The American Heritage Dictionary of the English Language*. Boston, MA: s.n.
- Information, O. N. C. f. S. a., 2014. *Statistical Year Book 2014*. [Online]
Available at: http://www.ncsi.gov.om/NCSI_website/book/SYB2014/4-Government.pdf

[Accessed 25 July 2015].

Institute of Public Administration, 2015. *Institute of Public Administration*. [Online]

Available at: <http://ipa.gov.om/index.php/page/view/508>

[Accessed 25 July 2015].

Jones, G., 2009. *Basic Challenges of Organisational Design, Organisational Theory, Design and Change*. 6th ed. London, UK: Pearson.

Morris, A., 2009. *Evidence Matters*, London: CfBT Education Trust.

Newspaper, A., 2014. *Alzamn Newspaper front page*. [Online]

Available at: <http://www.azamn.com/?p=36043>

[Accessed 16 July 2015].

Northouse, P. G., 2013. *Leadership Theory and Practice*. 6th ed. Thousand Oaks: Sage.

Oman Ministry of Civil Service, 2015. *Ministry of Civil Service*. [Online]

Available at: <http://www.mocs.gov.om/navigation/LawPdf/MoCSLaw.pdf>

[Accessed 25 July 2015].

Oman Ministry of Oil and Gas, 2015. *Ministry of Oil and Gas home page*. [Online]

Available at: http://www.mog.gov.om/Portals/1/pdf/New_Mog/MOG%20CH.jpg

[Accessed 30 June 2015].

Perry, J., Mesch, D. & Paarlberg, L., 2006. Motivating employees in a new government era - the performance paradigm revisited. *Public Administration Review*, pp. 505-510.

Punch, K. F., 2009. *Introduction To Reserch Methods in Education*. London: SAGE Publications Ltd.

Quah, J. S., 2013. Ensuring Good Governance in Singapore. *International Journal of Public Sector Management*, Vol.26(Emerald Group Publication Limited), pp. 401-420.

Rose-Ackermann, S., 1999. *Corruption and Government: Causes, Consequences, and Reform*. Cambridge, UK: Cambridge University Press.

Swailles, S and Al Fahdi, S., 2010. *Voluntary Labour Turnover in the Omani Public Sector*, Uk: University of Hull.

Teo, E., 2015. *Values that stand the test of time in public service*. [Online]

Available at: <http://www.straitstimes.com/news/opinion/more-opinion-stories/story/values-stand-the-test-time-public-service-20150428>

[Accessed 25 July 2015].

The National CEO Program, 2015. *The National CEO Program*. [Online]

Available at: http://ceo.om/ar_calendar.html

[Accessed 25 July 2015].

UAE Government Leaders Program, 2013. *UAE Government Leaders Program*. [Online]
Available at: <http://uaegovleaders.ae/Portal/en/about-programme/strategic-objectives.aspx>
[Accessed 9 July 2015].

Valeri, M., 2015. *Simmering Unrest and Succession Challenges in Oman*, Washington, DC: Carnegie Endowment for International Peace.

Van der Wal, Z., 2014. *Human Capital Development in the Singapore Public Service Key Elements and Take- Away, Presented at the "Human Resources and Preparations for the Future" Conference, 19-22 October*,. Muscat, Oman., Oman Establishment for Press, Publication and Advertising.

Wooldridge, J. M. a. A., 2014. *State of the State*, New York: Foreign Affairs.

Worrall, J., 2012. Oman: the forgotten corner of the Arab Spring. *Middle East Policy Council*, XIX(3).

Yew, L. K., 2009. *From Third World To First ; The Singapore Story: 1965-2000*. Slipcase ed. Singapore: Marshall Cavendish Editions.

CONTACT ME



آن بنت سعيد الكندي

 @AnnAlkindi

alkindi_ann@hotmail.com



www.annalkindi.net