Inclusive leadership in the General Secretariat for the Council of Ministers - An analytical research

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Abstract

The current research aims to evaluate the level of inclusive leadership within the General Secretariat for the Council of Ministers, and its role in achieving integration in work through the need to improve relationships between different administrative levels, facilitate participation, expression of opinions, and belonging to the organization. In order to achieve the research objective, the descriptive analytical statistical method was chosen using the SPSS V.25 programs, with various statistical methods and measures, including mean, standard deviation, variance coefficient, relative importance, and simple regression, through a questionnaire tool for data collection. The research community included the leadership in the sample of research, with (87) questionnaire forms distributed and (83) forms received. The main results of this research indicate the existence of an inclusive leadership pattern in the sample of research, through the availability of the dimensions adopted in the current research, especially dimension of openness that contributes significantly to employing inclusive leadership through the investment in new opportunities to improve work procedures and responsiveness to staff suggestions, and dimension of availability is through the leadership's ability to deal with work problems, where subordinates can communicate easily and participate with the leadership to enhance work performance, as stated in the dimension of accessibility, in addition, the inclusive leader must have motivational, communicative, and communication skills, be able to make appropriate strategic decisions, possess the ability to adapt to the increasing variables in the world, such as technological, social, environmental changes, and the ability to set prioritize and achieve the targeted goals.

1.Introduction

Leadership serves as the primary catalyst for driving creative and innovative processes within an organization, Al-Sarraf and Al-Taie, (2022) The development in administrative work has contributed to the introduction of a set of principles and concepts in all aspects of work as leaders play a crucial role in guiding the organization towards achieving the highest level of performance and shaping the behavior of their subordinates to align with the organization's goals. Effective leadership can transform an organization from disarray to success, and it is imperative to adopt leadership styles that are adaptable to technological advancements and various crises. This requires meticulous planning, collective work, and a visionary approach that anticipates potential impacts on the organization based on current data, thus necessitating a comprehensive study of inclusive leadership style, Inclusive leadership, a term used to describe leaders who exhibit openness, approachability, and availability in their communication with subordinates, has been substantiated by numerous studies as a vital skill and art that leaders in a position of authority utilize to influence, inspire, and guide their staff towards achieving desired goals (Dohamid et al., 2020). It involves motivating and assisting others in realizing objectives and is rooted in distinct values that encompass both personal and professional realms (Amayreh, 2020). A leader's role in strengthening employee relations is crucial, as they provide support and resources to facilitate the completion of tasks assigned to employees (Javed et al., 2017), Inclusive leadership should be recognized as a unique leadership style, as it serves as a tool for directing organizational resources towards achieving effective performance, knowledge acquisition, and personal and social development of the workforce within the organization (Rayner, 2009). It revolves around the behavior of the leader, who invites and appreciates input from others, shaping the beliefs and opinions of their team members and ensuring that their voices are valued. Inclusive leaders demonstrate behaviors that encourage their subordinates to communicate their opinions and ideas freely, as they are approachable and available at all times, ultimately fostering job creativity by promoting a culture of active participation and creative contributions to the organization.

Iraq is currently undergoing significant changes in various dimensions of political, economic, social, and cultural spheres, posing challenges to organizations in general and government institutions in particular. Keeping up with the rapid pace of global development and technology has become crucial for organizations, including the government, to perform tasks efficiently and effectively. The strength of an organization is now measured by its ability to adapt to the information revolution and technological advancements. However, bureaucracy and red tape have posed additional obstacles, and the government is under mounting pressure to address the demands and expectations of citizens in terms of service quality, technological progress, and improved government performance in terms of quantity, quality, and style, due to the increasing population numbers and rising living standards (Amayreh, 2020). Thus, embracing inclusive leadership and fostering a culture of innovation and adaptability is essential for organizations, including the government, to thrive in the face of these challenges and deliver superior performance.

1.1. Literature review

Inclusive leadership features a leadership style that seeks to understand and assimilate subordinates and strengthen the relationship between them and the leader, as well as enhancing the sense of justice in dealing by the leader with all his subordinates at different organizational levels, motivating them, and presenting the best ideas In a fashion that adds to achieving The mission of the organization, "And there are a variety of definitions of inclusive leadership, which can be clarified through the perspective of a number of authors and researchers, The researcher (Yu, 2019) studied Humanistic leadership model values individual differences among subordinates, carefully considers their opinions, recognizes their contributions, and creates an environment characterized by equal opportunities and fair participation to achieve organizational goals, Guo et al (2020) explained Leaders' words and actions that indicate appreciation for subordinates' contributions by focusing on enhancing interactive relationships among them to

achieve inclusiveness, ASSAD (2021**)** pointed in his studied of inclusive leadership through Behaviors, practices, and mutual partnerships between leaders and subordinates that make individuals and groups part of a whole, guiding and aligning them to achieve common results for the public good while maintaining a sense of belonging and uniqueness, Barak et al., (2021) developed Supervisor's ability to engage subordinates at all organizational levels in decisions related to work, in which their voices may be absent. Either, Meng and Neill (2021) A specific aspect of relational leadership that highlights the role of leaders in listening to and understanding the needs of followers. As such, inclusive leadership is characterized by leaders' openness, accessibility, and availability within the organizational environment, A leadership style that seeks to understand and accommodate subordinates, enhance the relationship between them and the leader, as well as promote a sense of fairness in the leader's dealings with all subordinates regardless of their organizational levels, motivate them, and provide the best ideas in a way that contributes to achieving the organization's goal (Obead, 2022), In light of the above, the researchers provide an operational definition of inclusive leadership: as a style that seeks to achieve the desired openness based on the perspectives of subordinates and workgroups within the organization, and their ability to participate with the leader in the decision-making process through their interaction in adopting their effective perspectives.

The research problem can be explained through the main question: What is the role of inclusive leadership in the General Secretariat of the Council of Ministers? A number of sub-questions arise from this main question: What is the extent of using the inclusive leadership style in the General Secretariat of the Council of Ministers? What is the extent of using the openness, the availability, the accessibility dimension's in the General Secretariat for the Council of Ministers?

Any research gains its importance from the importance of the variable under study, as contemporary administrative concepts that play a vital role in facing crises and environmental variables in the researched organization, especially since environmental changes have become very complex and dynamic, and The research also gains importance from an applied point of view through its society in which the research will be applied, which is represented by the General Secretariat of the Council of Ministers, as it is the supreme authority responsible for providing technical, advisory and logistical services necessary to coordinate advice on state policy and provide the necessary support to the General Secretariat of the Council of Ministers, the Council of Ministers and its affiliated committees and ministries.

The research objectives identify the availability of the Inclusive leadership in the researched organization and highlight the availability of Inclusive leadership dimensions through openness, availability, and accessibility in the General Secretariat of the Council of Ministers.

1.2. The concept of inclusive leadership

There are many leadership patterns, including conscious leadership (Saaed and Abdul sattar ,2019), and educational leadership (Sagheer, and Sukkar,1993), and Authentic leadership (Al –Baghdadi and Al –Hadrawi,2015) And other modern patterns, In contrast to other leadership styles, Inclusive leadership is The researcher (Nembhard and Edmondson, 2006) is considered the first to have focused on the concept of inclusive leadership in the field of management, where they see it as "words and actions by the leader or leaders that indicate an appreciation of the contributions of subordinates," whether or not their voices are heard by the leader, in addition to being trusted and respected by them (Cenkci et al., 2020). Hollander (2009) presented the theory of inclusive leadership in the field of social psychology, which revealed the relationship between the leader and their subordinates in achieving the common goal of their work (Assad and Mohammed, 2021), distinguished by its capacity to foster acceptance, affiliation, individuality, and inclusiveness. These traits enable organizations to engage with their external environment effectively and achieve their objectives. (Qi et al., 2019). Style that is define (Jameel, 2021) "is that it is a set of procedures or activities organized by the specialist in a specific field", It can be distinguished from the electronic administration It is a mechanism that

employs information and communication technology to accomplish its aims organization"
(Raheemah,et al, 2018).

1.3. Inclusive leadership Dimensions

The researchers have varied perspectives on the dimensions that measure Inclusive leadership. Ye et al (2019) consider that the dimensions of Inclusive leadership consist of openness, availability, and accessibility. Abid (2022) shares the same opinion, while Ashikali (2018) suggests that the dimensions of Inclusive leadership include cognitive diversity and emotional diversity. Despite the different perspectives of the researchers, the current study relies on Carmeli et al's (2010) scale of Inclusive leadership dimensions, which consist of openness, availability, and accessibility. This is because these dimensions align with the study's objective of examining the Inclusive leadership style in the General Secretariat of the Council of Ministers, as well as fitting the context of the research, which is the General Secretariat of the Council of Ministers. This study is the first (to the researcher's knowledge) to test these sub-dimensions, so they will be explained in detail as follows:

1.3.1. Openness

Openness is a feature of successful leaders that respond to organizational changes as a result of environmental changes outside the organization, and the process of openness may come as a result of The implementation of novel technologies, mergers and acquisitions, organizational reconfiguration, and shifts in leadership conduct, reducing the number of employees, and many other influences, but the main joint in the process of openness It is how the leader interacts with and responds to organizational change (Yae et al., 2019). The inclusive leadership approach fosters a sense of belonging and inclusivity among all staff while promoting creativity and innovation. (Assad,2021), Based on this, an open researcher is defined as an administrative approach that emphasizes transparency and acceptance of ideas from all subordinates, and understanding their needs, thus creating a more positive and supportive work environment where all subordinates feel appreciated and integrated.

1.3.2. Availability

Availability reflects the extent of the inclusive Leadershipin the organization and its hearing of new ideas by employees, Today, the world demands a leadership that works to achieve a common vision by developing and investing capabilities (Saleh and Ameer, 2022), in other words the availability of leadership when employees are exposed to problems and challenges and the extent of their Providing a platform for addressing emerging issues enables employees to share and discuss critical problems more efficiently with them (Javed et al., 2018). Bannay et al., (2020) and discusses that availability increases employee satisfaction, and then motivates them to contribute to innovative processes and make decisions in coordination with the leader, and thus Inclusive leadership allows strong communications dependable assistance for employee inputs and outputs without relying on outputs individuality, Therefore, the researcher sees availability as the leader's response to their subordinates by providing guidance and support for their needs, and providing opportunities for growth and development by building strong relationships with them and enhancing their sense of belonging and participation in the decision-making process.

1.3.3. Accessibility

It is an interdependent relationship that benefits everyone, and it has a common vision. Accordingly, Evaluation of Inclusive Leadership's effectiveness can be determined by assessing the degree of The interactivity that takes place between leaders and their Staff members, along with a focus on the inclusive nature of this interaction. leader can be reached through the easy communication process between him and his subordinates (Fang et al., 2019), the Inclusive leader plays a major role in supporting employees to participate in important processes easily and Supported by confidence And makes way In order for them to enhance Their inventive suggestions and implement them, through easy access to him and listening to his directions.

Wang et al., (2021) suggest Many studies confirm that the Inclusive leadership style is an integrative pattern through its three dimensions and Figure (1). Shows That.

In light of this, the procedural definition of accessibility for the researcher is represented by the leader's ability to interact with subordinates by building flexible relationships that enhance opportunities for developing innovative ideas and participating in the decision-making process, and effectively achieving organizational goals.

Figure 1: The Inclusive leadership dimensions, Source: prepared by the researchers.

1.4. Theories of Inclusive leadership

The interpretive theories of inclusive leadership are based on the idea that inclusive leadership is a modern approach that promotes diversity, fairness, and inclusivity in the workplace, which requires dealing positively with differences and encouraging subordinates to work collaboratively to achieve goals. One such theory is the social identity theory, which suggests that inclusive leaders create a sense of shared identity and belonging among subordinates, which helps overcome individual differences by identifying team differences and their positive impact on performance (Carmeli et al., 2010). Another theory is the self-determination theory, which posits that inclusive leaders support the basic psychological needs of their followers for autonomy, competence, and relatedness, leading to increased motivation and well-being positively associated with employee satisfaction and engagement by meeting their psychological needs (Carmeli et al., 2017). Creating a positive work environment that promotes trust, reciprocity, and mutual respect by inclusive leaders leads to higher levels of emotional loyalty and commitment of subordinates through the mutual trust between them and the leader, according to the social exchange theory (Shen et al., 2019). The social learning theory involves modeling, reinforcing, and shaping behaviors that support diversity and inclusivity in the workplace, positively related to subordinates' perceptions of diversity climate (Rink et al., 2017). Moreover, according to the leader-member exchange theory, inclusive leaders focus on building positive and supportive relationships with their subordinates based on mutual respect and positively built trust between the leader and the subordinate characterized by transparency (Sheaffer and Carmeli, 2020).

1.5 Importance of inclusive leadership

Moya et al (2020) pointed out that the importance of inclusive leadership is highlighted by its aim to achieve the following:

1.5.1 Openness to the external organizational community.

1.5.2 Taking necessary actions to generate a shared vision, enhance participation, cooperation, and positive thinking dynamics.

1.5.3 Encouraging training and developing subordinates' performance, and establishing highly professional organizations.

1.5.4 Improving and coordinating cooperation between leadership and subordinates to enhance the overall performance of the organization.

inclusive leadership is of great importance in contemporary organizations, as it is one of the tools and methods through which administrative work can be developed and improved. It is considered one of the cultural factors of the organization, in addition to its importance in sustaining practices and procedures in developing the structure of operations and increasing individual participation in work (Al-Jaafari and Al-Attiyah, 2022), As pointed out by the author (Mansoor, 2021) indicates that the response works to develop citizens' perceptions of government transparency, which makes it easier for citizens to easily access to leadership that ultimately leads To a more refined level of public confidence in the government institutions, It agrees with this (Hamad and Saeed: 2020) that would renew the services provided to citizens by establishing automatic dealings, and according to (Dai et al., 2018) the leader understands that their Decisions or actions will be analyzed by a particular Attendees, with the knowledge that the potential exists for them To have a choice of either positive or negative consequences as a result of this anticipated scrutiny, "As information and communication technology (ICT) plays a significant role in supporting and decision-making processes for leaders." (Jabbouri,et al.,2016), As the researchers below pointed out the importance of inclusive leadership by:

1.5.5. Promoting vision and common goals: inclusive leadership provides a clear concept of vision and goals, and encourages collaboration and teamwork to achieve these goals (Denning, 2010).

1.5.6. Fostering innovation and change: Inclusive leadership can effectively drive individuals and teams to innovate and embrace change (Atwater and Yammarino, 2015).

1.5.7. Achieving organizational success: Inclusive leadership can help achieve organizational success by improving performance, enhancing organization, and strategic planning (Wang and Yang, 2016).

1.5.8. Developing capabilities and skills: Inclusive leadership helps identify individuals' skills and capabilities and provides the necessary support to develop them (Sanborn, 2017).

1.5.9. Motivating employees and enhancing job satisfaction: Inclusive leadership can motivate employees by caring about their interests and providing a positive and healthy work environment (Güzel and Gürbüz, 2019).

1. 6. Goals of inclusive Leadership

There are many goals that can be achieved through inclusive leadership in addition to those mentioned earlier. For example, inclusive leadership can foster trust among the team and promote a sense of belonging. It can also enhance creativity and improve internal processes and procedures within the organization. Additionally, inclusive leadership can provide a healthy and safe work environment and promote positive communication and interaction among members of the organization, and among the most important of these goals:

1.6.1. Improving the quality of products or services provided: Inclusive leadership can support innovation and creativity to improve the quality of products or services provided to customers (Anderson and Anderson, 2010).

1.6.2. Increasing efficiency and productivity: Inclusive leadership can improve production, management, and planning processes to increase efficiency and productivity (Li and Shi, 2019).

1.6.3. Achieving equality and justice: Inclusive leadership can improve the work environment and develop organizational culture to promote equality and justice among all employees (Northouse, 2018).

1.6.4. Achieving sustainable growth: Inclusive leadership can achieve sustainable growth by improving the environmental, social, and economic performance of the organization (Wu et al., 2017).

1.7. Models of inclusive Leadership

These are some of the famous models of inclusive leadership, and more models and theories related to inclusive leadership can be found through.

1.7.1. Theoretical Model of inclusive leadership The model proposes a theoretical framework in which individual differences (i.e. beliefs that support diversity, humility, and cognitive complexity) contribute to the transformational leadership style that facilitates the followers' perception of organizational belonging, which in turn helps to identify collective work, psychological empowerment, and behavioral outcomes. The theory of diversity and social identity is presented by explaining how to effectively lead followers in the organization, highlighting ways in which social identity theory can be effective in achieving positive outcomes in different work groups (Randel et al., 2018).

1.7.2. The Sequential Model of inclusive leadership (Najmaei 2018) developed a model in which inclusiveness is characterized by continuity. His model explains that there are two types of leaders: inclusive leaders who focus their orientation on their followers and become a pivotal point around which their followers revolve. This allows them to be available and accessible, meeting their needs and enhancing their sense of belonging and differentiation. On the other hand, non-inclusive leaders seek power, revolve around themselves, promote hierarchical differences, and are unable to meet the needs of their followers in terms of belonging and differentiation. Additionally, they are difficult to access, creating a sense of marginalization and isolation among their follower

1.7.3. Mooney (2021) developed a model to illustrate the relationship between organizational units, leadership, and subordinates in an organization. The idea behind this model is for a inclusive leadership team to be better able to solve complex problems when it strives to fulfill all five functions, and when their groups regularly collaborate through the development and strengthening of strong working relationships. The model consists of two groups, illustrated in Figure (4): The first group consists of groups with more interconnected collective relationships between curricula, contemplative practices, integrated teamwork, comprehensive education, and policy orientation. They are led by a leadership team that balances the external and internal environments of the organization and works across the organization's departments to maintain a balance of power between its units and teams. The leader's ability to energize support for their comprehensive vision and mission is the cornerstone of success for each other team group. The second group represents the strength of the environmental system and its features that help and influence the organization's work and development. The general idea of the model is that the inclusive leadership team's strength in the organization is better able to meet all requirements and solve complex problems that subordinates face when they work hard and commit to the five functions, and when their teams collaborate regularly through the development and enhancement of working relationships.

1.8 Inclusive Leadership and Public Organizations

Research indicates that inclusive leadership plays an important role in enhancing performance and achievement in public organizations, Inclusive leadership can lead to improved relationships between leaders and subordinates and promote trust and positive interaction, In addition, inclusive leadership can enhance diversity and organizational management in public organizations and promote organizational justice and employee motivation (Meng and Neill, 2021), However, it should be noted that implementing inclusive leadership requires continuous and ongoing efforts and may face some challenges and obstacles at times, such as resistance to change and discrimination and bias directed against certain groups (Nishii, 2013).

1.9. Inclusive leadership and government reinvention.

Research indicates that inclusive leadership plays a critical role in reinventing government and improving performance and efficiency in government institutions. In this context, inclusive leadership can work to change organizational culture and develop new policies and procedures that respond to citizens' needs and improve government, Research also confirms that inclusive leadership contributes to enhancing transparency, accountability, and community participation in government decision-making. Thus, transformational leadership contributes to improving the relationship between the government and citizens, building trust in the

government and government institutions (Denhardt, 2015), (Kearney and Sinha, 2020), Research evidence also supports that transformational leadership can help address complex societal challenges, such as climate change, poverty, and social justice. By working to manage these challenges inclusively and sustainably, transformational leadership can improve the quality of life in the community and promote sustainable development (Ospina and Sánchez, 2017).

1.10. Challenges and determinants of inclusive leadership

Organizations face many challenges that need to be addressed within the framework of the need for continuity and change. Hence, the need for a useful leadership style has emerged in identifying the long-term directions and goals of the organization." (Al-ani and Al-saraji, 2023). Inclusive leadership is the ability of leaders to create an environment that values and leverages diversity, equity, and inclusion to drive innovation, collaboration, and business success. However, there are several challenges and obstacles that leaders face while implementing inclusive leadership practices include:

1.10.1. Lack of Accountability: Leaders must be held accountable for their actions and decisions to promote inclusive practices. However, a lack of accountability can hinder progress towards creating an inclusive workplace. Leaders must ensure that they are measuring and tracking progress towards inclusion goals. (Dobbin et al., 2007)

1.10.2. Lack of Diversity: Leaders also face the challenge of a lack of diversity in their organizations, which can make it difficult to implement inclusive practices. Lack of diversity can also lead to groupthink, where individuals within a group tend to conform to the majority view. (Herring, 2009)

1.10.3. Resistance to Change: Inclusive leadership requires a shift in mindset and behavior, which can be challenging for some leaders who may resist change or prefer the status quo. Leaders must be willing to embrace change and take risks to create a more inclusive workplace. (Catalyst, 2020)

1.10.4. Communication and Collaboration: Effective communication and collaboration are crucial components of inclusive leadership. However, leaders may struggle to communicate effectively with individuals from different backgrounds or may lack the skills to collaborate across diverse teams. (Northouse, 2021)

1.10.5. The challenges and determinants of inclusive leadership include: the challenge of culture and values, where inclusive leaders face challenges in changing values and cultures that may require administrative change. (Kearney and Sinha, 2020).

1.10.6. The challenge of excellence, where inclusive leaders must work to achieve a balance between performance and excellence motivation. (Ospina and Sánchez, 2017).

In conclusion, the challenges and obstacles facing inclusive leadership are complex and multifaceted. Leaders must be aware of these challenges and take proactive steps to address them to create a more inclusive workplace.

2.Material and Methods

The survey questionnaire serves as the major means of achieving assessing the research variables, with the researcher designing its sections in accordance with pre-existing Arab and foreign standards that align with the research topic. Referees will make significant and essential adjustments to ensure compatibility with the research environment. The researchers have noted that Inclusive Leadership is subject to ongoing development and modifications based on the organization's and surrounding environment's directions. For this study, the researcher relied on a specific scale (Carmeli et al., 2010) for variable of Inclusive leadership and its dimensions: (availability, openness, accessibility), it is appropriate for the current study community. The theoretical framework Inclusive Direction - A theoretical paradigm, The research community included the leadership in the General Secretariat of the Cabinet, with (87) questionnaire forms distributed and (83) forms received, while (4) missing forms were not included in the data analysis, resulting in a response rate of (95%). The conformity test quality functions as a measurement tool in research, serving as a preliminary step before performing required

statistical analyses to determine variable prevalence. The following is a inclusive Justification of this test.

2.1 The Sincerity of the construction
Stability: It refers to the consistency of the results of the scale, as it gives the same results when applied twice at different times on the same individuals. Stability was calculated in two ways:

2.1.1. Split-half reliability: The idea of split-half reliability is based on dividing the scale items into two homogeneous halves. To calculate reliability using this method, the scale items are divided into two halves, the first consisting of even-numbered items and the second consisting of odd-numbered items. The Pearson correlation coefficient between the scores of the two halves and the Spearman-Brown correction equation are then used.

2.1.2. Cronbach's alpha coefficient for internal consistency: Cronbach's alpha coefficient provides us with a good estimate in most situations. This method relies on the consistency of an individual's performance from one item to another because this equation reflects the internal consistency of the items.The integrity of scale construction for research variables and the suitability of scale variables with their theoretical basis were verified Implementing structural equation models, while Theory-driven factor analysis was utilized to confirm these variables. The conformity quality of scale variables with the measuring criteria depended on certain criteria, which can be Displayed in Table (1)

Table 1: Shows the Cronbach's alpha coefficient and split-half reliability for each dimension.

Dimension	Dimension Name	Number of Items	Pearson's Correlation Coefficient	Spearman-Brown Corrected Split-Half Reliability
1	inclusive Leadership	15	0.763	0.786

3. Discussion of Results
The arithmetic mean of the inclusive leadership variable and its dimensions will be discussed, as well as the t-test to find out the extent to which the practices of this style of leadership are applied in the General Secretariat of the Council of Ministers, according to the following:

3.1. Sample Specification Analysis
Below are tables showing the distribution of sample individuals by gender, educational attainment, and job position.
Classification. Data: 2- According to gender: Table (2) shows the distribution of sample individuals according to gender.

Table 2: shows the distribution of sample individuals according to gender

Gender	Frequency	Percentage
Male	68	81.9%
Female	15	18.1%
Total	83	100.0%

Classification. Data: 3- According to educational qualification, Table (3) shows the classification

Table 3: Shows the distribution of sample individuals according to educational qualification.

Educational Qualification	Frequency	Percentage
Diploma or below	2	2.4%
Bachelor's	46	55.4%
Higher Diploma	2	2.4%
Master's	21	25.3%
Doctorate	12	14.5%
Total	83	100.0%

Classification. Data: 4- According to according to job position, Table (4) shows the classification

Table 4: Shows the distribution of sample individuals according to job position

Job Position	Frequency	Percentage
Secretary-General	1	1.2%
Deputy Secretary-General	1	1.2%
Advisor to the Secretary-General	1	1.2%
Director-General	7	8.4%
Deputy Director-General	16	19.3%
Department Director	57	68.7%
Total	83	100.0%

Classification. Data: 5- According to according to Years of service Table (5) shows the classification

Table 5: Shows the distribution of sample individuals according to years of service

Years of Service	Frequency	Percentage
6-10 years	1	1.2%
11-15 years	12	14.5%
16-20 years	43	51.8%
21 years or more	27	32.5%
Total	83	100.0%

3.2. Computing the mean and standard deviation of the inclusive leadership variable and its dimensions.

From Table (6), we observe that the variable of inclusive Leadership obtained the highest mean of (3.56) and the highest relative importance of (71.2%), indicating a positive direction.

Through the values of the variance and which of the variables the sample individuals were more homogeneous in their answers, we notice that the lowest variance coefficient is the most homogeneous. We also observe that the standard deviation values are consistent with the variance coefficients, where the lowest value in the standard deviation corresponds to the lowest value of the variance coefficient. This strongly supports the homogeneity of the data.

Table 6: Study variables results

Variable	Mean	Standard Deviation	Relative Importance (%)	Importance Ranking	Response Direction	Variance Ratio (%)
inclusive leadership	3.56	0.40	71.2	1	High	11.2

3.3 Analyses of Dimensions of inclusive leadership:

Through the table (7), we notice that " dimension openness" has the highest mean score of (3.64) and the highest relative importance of (72.8%), with an upward trend. It is followed by "Accessibility" with a mean score of (3.53) and a relative importance of (70.6%) also with an upward trend. "Availability" comes next with a mean score of (3.52) and a relative importance of (70.4%), also with an upward trend. Furthermore, by examining the coefficient of variation values, which indicate the homogeneity of respondents' answers, we notice that "Accessibility" had the lowest coefficient of variation and was therefore the most homogeneous, followed by "dimension openness" and then "Availability". Additionally, the standard deviation values were consistent with the coefficient of variation values, as the lowest value of standard deviation corresponded to the lowest value of coefficient of variation. This greatly supports the homogeneity of the data.

Table 7: Shows the results of the dimensions of inclusive leadership.

Dimension	Mean	Standard Deviation	Relative Importance (%)	Rank of Importance	Response Level	Variability (%)
Openness	3.64	0.45	72.8	1	High	12.4
Availability	3.52	0.47	70.4	3	High	13.4
Access	3.53	0.43	70.6	2	High	12.2

3.4. Detail of the sample responses based on the variable of inclusive leadership and its dimensions:

To determine the sample responses to the items in each dimension of the leadership construct, we will use proportions, frequencies, weighted means, and standard deviations. To determine the direction of responses, we will compare the arithmetic mean with the hypothetical mean. If the arithmetic mean is greater than the hypothetical mean, this means that the sample responses were inclined towards agreement. If the arithmetic mean is less than the hypothetical mean, this means that the responses were inclined towards disagreement. The hypothetical mean is calculated as follows:

The hypothetical mean = sum of scale alternatives / number of alternatives.

The hypothetical mean $= \frac{(5+4+3+2+1)}{5} = 3$

3.5. Statistical Description of Study Variable

Descriptive statistics were used to determine the sample's responses to each item and each dimension. This section will cover two aspects: the first aspect will present the results on the axes, and the second aspect will present each item for each dimension. The five-point Likert scale was used to determine responses to items and to determine the level of response. This scale's levels were divided as follows table (8):

Table 8: Shows the results of the Mean value

#	Mean value	The level of response
1	1-1.80	Very Low
2	1.80-2.60	Low
3	2.60-3.40	Moderate
4	3.40-4.20	High
5	4.20-5.0	Very High

The mean value for this axis was (3.56), which is greater than the assumed mean value of (3), indicating that the sample responses for this axis are inclined towards agreement, and fully agreeing. The level of response for this axis was high, with a standard deviation of (0.40), indicating that the responses of the sample members about this axis were homogeneous. This axis contains several dimensions as follows:

3.5.1. Openness: table (9) The arithmetic mean for this dimension was (3.64), which is higher than the hypothetical mean of (3), indicating that the sample's responses for this dimension tend towards agreement and complete agreement. The response level for this dimension was high, with a standard deviation of (0.45). This dimension contains (5) items, with the arithmetic mean for the second item being (4.01), which is higher than the hypothetical mean, while the fourth item recorded a lower mean of (2.41). This indicates that the upper management is open to communication with subordinates and requires them to be responsive to their needs. Table (9) shows a general description of the paragraphs in the openness dimension.

Table 9: Mean and Standard Deviation of the Openness Dimension

#	Paragraphs	Mean	Standard Deviation
1	The Senior Administration allows subordinates to present new ideas that support e-governance work.	3.95	0.80
2	The management invests in new opportunities to improve e-governance procedures.	4.01	0.69
3	The Senior Administration is concerned with organizational goals and proposes new ways to achieve them.	3.99	0.77
4	The Senior Administration responds slowly to subordinates' ideas.	2.41	0.92
5	The Senior Administration is always open and communicative with all subordinates to accomplish e-governance.	3.82	0.89
	Overall Mean	3.64	0.45

3.5.2. Availability: The mean value of this dimension was (3.52), which is greater than the hypothetical mean value of (3), indicating that the sample responses for this dimension tended towards agreement and strong agreement, with a standard deviation of (0.47). The level of response for this dimension was high, as the first paragraph recorded the highest mean value of (3.90). This dimension contains several paragraphs as follows: The mean value of the first paragraph was (3.90), which is greater than the hypothetical mean value. The level of response for this paragraph was high, while the third paragraph recorded a mean value of (2.69), which is lower than the hypothetical mean value. The level of response for this paragraph was within the average range, which highlights the role of leadership in the General Secretariat of the Cabinet in addressing problems and the importance of involving subordinates in the decision-making process to confront and solve these problems, Table (10) shows a general description of the paragraphs after the availability dimension.

Table 10: Mean and Standard Deviation of the Availability Dimension

#	Paragraphs	Mean	Standard Deviation
1	The Senior Administration tackles complex issues in e-governance.	3.90	0.73
2	The Senior Administration involves subordinates in making e-governance decisions.	3.59	0.83
3	The Senior Administration faces difficulties in resolving e-governance problems.	2.69	0.76
4	The Senior Administration provides moral support to subordinates to accomplish e-governance.	3.87	0.81
5	The Senior Administration and subordinates take responsibility for any mistake in e-governance implementation.	3.55	0.89
	Overall Mean	3.52	0.47

3.5.3. Accessibility: The mean value for this dimension was (3.53), which is greater than the assumed mean of (3), indicating that the sample responses for this dimension tend towards agreement and complete agreement. The standard deviation was (0.43), and the response level for this dimension was high. This dimension contains several paragraphs, with the second paragraph recording the highest mean value of (4.05), while the fourth paragraph recorded the lowest mean value of (2.49), which is lower than the assumed mean. This indicates a positive impact of upper management on the performance of subordinates, encouraging and contributing to improving their performance, and working on enabling subordinates to constantly communicate with upper management, Table (11) shows a general description of the paragraphs after the availability dimension.

Table 11: Mean and Standard Deviation of the Accessibility Dimension

	Paragraphs	Mean	Standard Deviation
1	The Senior Administration encourages subordinates to communicate with them regarding e-governance issues.	3.80	0.87
2	The Senior Administration collaborates with subordinates to enhance e-governance performance.	4.05	0.76
3	The Senior Administration empowers subordinates to make e-governance decisions.	3.28	0.85
4	Subordinates find it difficult to constantly communicate with the Senior Administration	2.49	0.90
5	The Senior Administration has a positive impact on the performance of subordinates.	4.04	0.86
	Overall Mean	3.53	0.43

3.6. Hypothesis Testing:

　　　　One-Sample t-test was conducted: To test the first main hypothesis which states: There is an application of inclusive leadership in the General Secretariat of the Cabinet The results are shown in table (12).

Table 12: Shows the one-sample t-test results

Mean	Standard Deviation	Hypothetical Mean	Calculated t-value	Degrees of Freedom	Tabulated t-value (5%)	Significance
3.56	0.40	3	12.91	82	1.99	Positive

　　　　The calculated t-value (12.91) exceeded the tabulated value at a significance level of (0.05) and degree of freedom (82) and was (1.99). This indicates a significant result. Moreover, since the mean value for this axis (3.56) is higher than the hypothetical mean value (3), this means that the significance is in favor of the mean value, indicating that the hypothesis has been proved in the positive direction. This suggests that there is an application for inclusive leadership in the General Secretariat of the Council of Ministers.

To test the first sub-hypothesis derived from the main hypothesis, which states "there is an application for openness in the General Secretariat of the Council of Ministers"

Table 13: Shows the one-sample t-test

Mean	Standard Deviation	Hypothesized Mean	Calculated t-value	Degrees of Freedom	Critical t-value (5%)	Significance
3.64	0.45	3	12.80	82	1.99	Positive significant

The calculated t-value was (12.80), which is greater than the tabulated t-value (1.99) at a significance level of (0.05) and with (82) degrees of freedom. This means that there is a significant difference, and since the mean value (3.64) is greater than the hypothetical mean value (3), this indicates that the significance favors the mean value, which means that the hypothesis has been proven in a positive direction. This suggests that there is an application of openness in the General Secretariat of the Council of Ministers.

To test the second sub-hypothesis that arises from the first main hypothesis, which states "there is an application for availability in the General Secretariat of the Council of Ministers,"

Table 14: Shows the one-sample t-test

Mean	Standard Deviation	Hypothetical Mean	Calculated t-value	Degrees of Freedom	Tabulated t-value (5%)	Significance
3.52	0.47	3	10.01	82	1.99	Positive

The calculated t-value (10.01) is greater than the tabulated t-value (1.99) at a significance level of (0.05) with (82) degrees of freedom, indicating a significant difference. Additionally, the mean (3.52) is greater than the hypothetical mean (3), supporting the alternative hypothesis in favor of the mean and indicating that there is evidence of availability in the General Secretariat of the Cabinet.

To test the third sub-hypothesis that stems from the first main hypothesis stating (there is an application for accessibility in the General Secretariat of the Council of Ministers).

Table 15: Shows the one-sample t-test

Mean	Standard Deviation	Hypothetical Mean	Calculated t-value	Degrees of Freedom	Critical t-value (5%)	Significance
3.53	0.43	3	11.36	82	1.99	Positive

The calculated t-value (11.36) was greater than the table value at a significance level of (0.05) and with degrees of freedom of (82) and a value of (1.99). This means there is a significant difference. Also, the mean value for this variable was (3.53), which is greater than the assumed population mean of (3), indicating that the significance favors the mean. This means that the hypothesis has been proven in the positive direction, indicating that there is an application for accessibility in the General Secretariat of the Council of Ministers.

4. Conclusions

4.1 The significant role of inclusive leadership in the General Secretariat for the Council of Ministers is evident through the availability of its dimensions adopted in the current research, particularly the dimension of openness, which contributes significantly to the employment of inclusive leadership. It also enables subordinates to communicate easily with top management, and thus the dimension of availability ranked third.

4.2 The results demonstrate the role of openness in embodying inclusive leadership through the investment by top management in new opportunities to improve work procedures and responsiveness to subordinates' suggestions.

4.3 The accessibility dimension ranked second in terms of employing inclusive leadership. Subordinates can easily communicate with top management and collaborate with them to enhance work performance.

4.4 The availability dimension indicates the top management's ability to handle complex work problems and provide moral support to subordinates to accomplish their work requirements.

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القيادة الشاملة في الأمانة العامة لمجلس الوزراء – دراسة تحليلية

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مستخلص البحث

تهدف الدراسة الحالية إلى تقييم مستوى القيادة الشاملة داخل الأمانة العامة لمجلس الوزراء ودورها في تحقيق التكامل في العمل من خلال الحاجة إلى تحسين العلاقات بين مختلف المستويات الإدارية، وتسهيل المشاركة، والتعبير عن الآراء، والانتماء للمنظمة ولتحقيق الهدف البحثي، تم اختيار الأسلوب الإحصائي الوصفي التحليلي باستخدام برنامج (SPSS V.25)، مع استخدام أساليب وقياسات إحصائية مختلفة، بما في ذلك المتوسط الحسابي، والانحراف المعياري، ومعامل التباين، والأهمية النسبية، والانحدار البسيط، من خلال أداة استبيان لجمع البيانات. شملت مجتمع البحث القيادة في الأمانة العامة لمجلس الوزراء، اذ تم توزيع (87) استمارة استبيان، واستلمت (83) استمارة، في حين لم يتم استرداد (4) استمارات مفقودة لم يتم احتسابها عند تحليل البيانات، وكانت نسبة معدل استجابة العينة بلغت (95٪). تشير النتائج الرئيسية للدراسة إلى وجود نمط قيادة شاملة في الأمانة العامة لمجلس الوزراء، من خلال توفر الأبعاد المعتمدة في الدراسة الحالية، وخاصة بُعد الانفتاح الذي يسهم بشكل كبير في توظيف القيادة الشاملة من خلال الاستثمار في فرص جديدة لتحسين إجراءات العمل والاستجابة بسرعة لمقترحات الموظفين، والتوفر الذي يعتمد على قدرة القيادة على التعامل مع مشكلات العمل، حيث يمكن للموظفين التواصل بسهولة مع القيادة والمشاركة معها لتعزيز أداء العمل، كما هو الحال في بُعد الإمكانية، بالإضافة إلى ذلك، ولتعزيز هذه القدرات، يجب على القائد الشامل أن يمتلك مهارات التحفيز والاتصال والتواصل، وأن يكون قادرًا على اتخاذ القرارات الاستراتيجية المناسبة، وأن يمتلك القدرة على التكيف مع المتغيرات المتزايدة في العالم، مثل التغيرات التكنولوجية والاجتماعية والبيئية، وأن يكون قادرًا على تحديد الأولويات وتحقيق الأهداف المستهدفة.

نوع البحث: بحث مستل من رسالة ماجستير.

المصطلحات الرئيسة للبحث: القيادة الشاملة، الأمانة العامة لمجلس الوزراء، الانفتاح، التوافر، إمكانية الوصول.