Leadership Programs: Framework for Creating Real Leaders

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Abstract

Leadership Development Program (LDP) is a combination of current and future leaders. In other words, the LDP prefers cloning subordinates, etc., to teaching true leaders. This article reviews the LDP and describes aspects of programs that help train, grow, and develop true leaders, not followers. Also, it synthesizes information from academic books and journal articles on the subject using secondary sources. By examining the existing problems and concerns of the current LDP framework, we can develop a theoretical understanding of how LDP can be taught and improved. This framework provides unique insight into key psychological traits of leadership, including independence, objectivity, and the ability to express conflict. Cognitive frameworks and skills, as well as individual emotional intelligence, form the basis for the development of new LDPs, but program components vary according to individual diversity, needs, and current and future delivery methods. This work is unique and valuable for two reasons. First, it asserts its rightful leadership position by providing a synthesis of literature that compiles previously scattered LDP material. Second, a conceptual framework is developed to demonstrate how LDP can be incorporated into learning and leadership development at the collective and individual levels.

Keywords: *Leadership, Leadership development program, framework, Leaders, Followers.*

1. Introduction

In an organization, a leader's responsibility for leadership is essential. Concerns have recently been raised over the LDP's inability to develop its leadership skills to handle the complexity of contemporary organizational life (Lehtonen & Seeck, 2022). Finding leaders who can accomplish their assigned strategic goals is a difficulty for many firms. Future leadership development is something that all three industries throughout the world are interested in. Political parties aim to hold or aspire to power outside of for-profit organizations, whereas the former want to grow earnings and market share. Professional organizations are eager to offer specialized leaders in their corresponding professions. According to Richard (2020), scholars have been concentrating on this problem more and more. Direction and future plans are documents that identify the direction and aspirations of executives and leaders and help the organization to develop sustainably (Pham, 2022). Risks to growth, development, and lack of participation in decision-making are common for the current LDP (Bastable et al., 2022).

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Because the LDP is a program for organizational leaders that improves leader-supported emotional management, it is of special importance. They are defined by consistently supplying companies with future leaders since they are one of the most crucial tools for delivering leadership. Finding present and future prospective leaders is one of the biggest issues facing companies throughout the world (Montano, Schleu & Hüffmeier, 2023), particularly in the Arab area, or what they refer to as the Middle East (Habash & Abuzarour, 2022). Fengjiang and Steinmüller (2023) identify two problems: finding the right individuals for current and future duties, and successfully developing these possibilities. There aren't many leaders available to take on these jobs because only a small portion of these candidates are successful. The purpose of leadership delivery work is to support organizations that operate in dynamic environments in maintaining performance. The internal reality of the company and its external circumstance, or working environment, are the two halves of the changing scenario. Therefore, leaders are essential to businesses. I anticipate continuous success every time. In other words, we are eager to bring about change by ensuring that it is ongoing and unstoppable. The most crucial task a leader must take on when thinking, preparing, and acting is change. (Zada, 2022).

In the context of change, organizational change, and the continuous development of management skills, as well as leadership thinking that considers contemporary uncertainties, risks, and opportunities, are said to be organizational change. A method is an objective condition or external environment that catalyzes or brings about change. In other words, companies look for chances or use obstacles they confront as opportunities to their benefit, depending on whether the changes are caused by changes in the internal environment or internal strategic decisions. Organizations are social constructions rather than consumables that need to be altered, and conventional design techniques in organizations—and design consultants especially—typically uncover and manage organizational distortions. The weft is an organization's social structure, but it offers no instructions on how to achieve it. The program focuses on what people should do for work, not for themselves. For example, it focuses on acquiring skills and knowledge, the focus is on "human capital development, rather than LDPs" (Hvidsten, Rai, By, & Hvidsten, 2023).

Given the ongoing debate over whether these programs assist in the development of future leaders and if these leaders are real or imposters, the study's issue lies in the nature of leadership development programs or the preparation of leaders. In addition to establishing corporate responsibility, it scales to meet top management requirements. This is thus because LDP prioritizes copying over developing and original work. It is stated that leaders are in a unique position to foster and accomplish ongoing performance, manage change, and generate change for ongoing achievement.. This is a research question, and we need to find alternative proposals to overcome this problem and provide a framework that helps provide true leaders to grow.

The purpose of the current paper is to determine the nature of the LDPs currently in use and the motivation behind their implementation, to determine whether they are intended to foster change and develop real leaders with independent thought, or if their primary goal is to mimic current and future leaders by copying employees and other people rather than developing them into independent, self-sufficient leaders. By demonstrating the flaw in leadership training programs that prevents the development of an individual leadership personality rather than a cloned version of a subordinate personality. Additionally, by identifying the party or parties accountable for the failure to develop lead ers, and lastly, one of the objectives is to demonstrate to those involved in LDPs the neces sary ingredients for success by offering a suitable developmental framework for developi ng future leaders and then identifying what are the current challenges and issues facing th e current leadership programs.

The findings of this study will help organizations better understand the leadership framew ork needed of leaders and how to effectively support them in growing their leaders.

This integrative literature review aims to summarize the existing research on the subject due to the death of past studies and the current surge in LDP literature.

The research question is as follows:

RQ1. How can leadership be learned and developed from LDPs? We contribute to theory building in two ways:

1)   by bringing the currently fractured information on LDPs together; and

2)   by developing a conceptual framework that shows how the LDP can take both leadership development at the collective and individual levels into account, as well as the learning.

2. Literature Review

This section provides a comprehensive literature review over leadership development.

2.1 The need for LDPs

Leadership issues and capabilities are no longer viewed as environmental or innate, and programs designed to develop leadership skills can help develop leaders. Leadership development programs focus on learning how processes and activities are managed and how people behave. Theories such as inspirational, transactional, transcendental, servant, learning, and developmental leadership have been developed to address leadership issues. Recent studies have highlighted the need for effective leaders, both collective and individual, to ensure the success of organizations. Ineffective leadership can hinder the implementation of activities (Bergner, Rybnicek, & Koschutnig, 2022). Research on the transfer of education in government agencies reveals the importance of learning in companies, including leadership programs. (Nassar et al., 2022; Kamali, 2018). Transformational leadership styles are the most common approach, teaching young people what adults have taught them and shifting their knowledge from higher to lower levels. Zada (2022) found that businesses should prioritize learning and enhancing employees' abilities and mental health to ensure the success of their organizations. Organizational leadership should focus on promoting transformative change, dislodging prevailing patterns, and establishing new environments for novel patterns to develop. This puts more pressure on the team and calls into question the role and importance of leadership and leaders in the transformation process (Zada, 2022).

Policies and practices negatively impact vulnerable people worldwide, particularly young people who face risks to growth and development. Leadership programs are often implemented to address these risks, and research has been conducted to understand the goals, content, and outcomes of existing youth development programs. Bastable et al. (2023) found that development programs should provide young people with skills to engage with and opportunities to change their situation, and active youth participation is necessary. Women's contributions to innovation in Gaza organizations have important implications for policy makers and leaders. NGOs should encourage more women leaders to join organizations to empower women in leadership. Women-only leadership programs that celebrate new leadership narratives and identities can help women become more capable of taking on leadership responsibilities in line with a predefined national or local vision (Brue & Brue, 2018).

2.2 Leader and follower

The relationship between leaders and followers is closely linked to the Leadership Preparation Program, which is a complex process that can be both one-way and two-way. Leaders play a crucial role in helping followers grow and develop trust through

interaction, which can lead to them becoming role models and self-assurance. Aligning a team towards a servant culture can be challenging, but as the culture becomes self-reinforcing, the process becomes easier. Leaders, especially seniors, prioritize the community, making their concerns about organizational standards and expectations readily accepted. This is true for both followers and leaders in the organization. To encourage social learning, leaders must demonstrate community-oriented conduct within their organizations. Emotional intelligence is essential for leaders and officials, along with communication and persuasion skills. Leadership involves influencing others, and the theory of leadership suggests that attributes and leadership emergence interact in a cyclical pattern. Leaders must use their abilities and characteristics to suit the demands of their followers, and the best leadership abilities in specific circumstances can result from the interaction of leadership qualities and appearances.

2.3 Challenges and obstacles

Leadership is crucial for organizations to manage and meet the needs of the population. However, developing leaders face numerous challenges, including approach, tools, and purpose. Leadership development is a long-term process, requiring the right climate, equipment, work, care, and time. It is a universal objective for maintaining organizational performance, especially in healthcare. Leadership skills are different from clinical and scientific abilities, and "heroic lone healers" can help doctors become good leaders. Successful organizations are known for their leadership development programs, but only a small number of healthcare organizations have adopted this approach. Financial limitations often hinder leadership development, and professional associations and organizations can support initiatives to cut costs and boost member motivation.

Leaders face various challenges that limit their efficiency and limit their full leadership potential, including organizational structure, culture, rules, practices, and individual elements like knowledge, abilities, confidence, support network, balance, and self-determination. Addressing these issues and difficulties can lead to solutions. The ability of trainees to identify metacognitive skills, such as what they lack in themselves, is the most crucial result that future leadership development programs can achieve.

2.4 Inducing Change and Leadership Programs

Public organizations recognize the responsibility of leaders to bring about change, benefiting the public, organizations, and target populations. Senior management must first address leadership challenges, followed by middle, lower, and human resources. Change processes depend on the availability and shortage of people's skills and capabilities. Planning and ongoing supervision over several years are necessary for successful change. Organizational and management change theories emphasize leadership development programs, which are correlated with improved performance. Professional leadership is based on the idea that a leader's reputation and experience are correlated with improved performance. Leadership programs can be categorized into two types: improvement and revolutionary and dramatic change. Leaders' duties may include ensuring development in response to external environment and goals. The output of leadership development programs depends on the program's input and data. Therefore, it is essential to consider the appropriate programs for individuals enrolled in leadership programs.

2.5 Samples of leadership programs

The goal of this section is to analyze numerous leadership programs to demonstrate what they are and make it clear that the issue at hand does not stem from the names of the theoretical subjects covered in these programs. a degree equivalent to postgraduate study that takes the shape of a small-scale master's program. Titles, availability of materials, and applicability to the necessary competencies are not examined. Instead, along with the essential frameworks and abilities, they will be evaluated against the Competency Framework's pillars, which will be suggested later in this study. Notes from the

Palestinian National School brochure that was published in 2017 are explained in Table (1) below.

Table 1: Notes from the National School Leaders Preparation Program	
Pillars of Leadership Program	
Objectivity	The training manual did not show that, but the school's reports praised the experience of the Palestinian Authority, and there was talk of qualitative developments that took place in the past period. The experience of leadership preparation programs was praised by the school's public relations reports.
Contradictions	The manual of the training program for the Palestinian National School did not indicate whether the program combines contradictions, between contradictory and diverse knowledge and experiences, and experiences from multiple sides; Theoretical subjects such as (team building, management and leadership, finance, public relations, planning, financial policies, economic indicators, writing reports, ..., and languages) do not explain anything. However, the speakers who were hosted in the programs all follow the same approach, meaning there is no combining contradictions.
Independence	The programs have not been clarified if their contents, nature, and implementation nature are independent, in the sense that they contribute to the consolidation of an independent personality. However, depending on personal experience and expertise in dealing with Palestinian institutions, they are usually advocacy aimed at shaping the personality of the referred as desired and not allowing the trainee to build an independent awareness and an independent leadership personality.
Components and fields of leadership programs	
Cognitive framework	It shows that there are multiple topics in the program such as: lectures, discussion, listening to the experiences of senior employees, and case studies, all of which contribute to providing information, but do they work to create a knowledge framework that can present and lead change?
Skills framework	There is a two-month practical training period without sufficient clarification of what the training is
Subjective and emotional intelligence	There is an absence of topics of development and self-intelligence to serve the community and the public and to establish good self-values.
Beyond knowledge	This is an important question that requires conducting a study to see if the training topics have contributed to creating self-awareness and identifying individual needs, and if they have contributed to creating self-awareness to work on transforming this awareness and entering into the system of skills and action.

Source: Author using Palestinian National School Booklet

One example of a leadership program that may be obtained online is the leadership development programs offered by the Palestinian National School, which is managed by the Palestinian Authority in the occupied West Bank. It turns out that cognitive frameworks still require the incorporation of objectivity, independence, and conflicts to build personal awareness and beliefs that enable the development of independent leaders. It's true that the National School's program requires a capstone project for graduation that investigates and responds to a matter of public concern, but it's unclear whether this project assisted participants in leadership preparation programs in developing their own vision and mission statements or merely served as a starting point, even if it was formal. The same may be said about the requirement that a member in a leadership program spend training time away from his place of employment. The question is whether s/he received genuine assignments and was authorized to do them by the responsible

management in the training facility at a time when the owners of the actual job sites withheld information from their colleagues about what was taking on. This is the essence of the issue.

2.6 LD management and a matching tool.

Leadership development programs are crucial for maintaining organizational coherence and aligning the activities of an organization's units with its vision and goals. Senior management and human resources aim to maintain control and ensure the continuity of senior management approaches and benefits. However, these programs may become a financial constraint rather than a tool for fostering creativity and lateral thinking.

Organizations seek to assign competent leaders to their departments and divisions to oversee and grow their workforce, as well as create new services and products. The goals of these programs vary depending on the perspective of the participants, who may see them as tools for advancement or to study and qualify for higher positions.

Program design determines program outputs and is essential in predicting the program's future consequences. It involves who participates in the development of programs, the mechanism of development, the topics and content, candidate selection, influencer selection, and the administration's desired outcomes. Program design should support the stimulation of thinking and the development of autonomous convictions, including raising skill intelligence.

There are two ways to create leadership development programs: focusing on top management's goals and including appropriate partners and groups, such as participants, department management, human resources division, and target audiences. Involving various target audiences connected to senior management and soliciting feedback from all staff members can help in planning and creating effective leadership development programs.

3. Methodology

As a result, the contribution of this article is related to ideas, attitudes, and the new framework. The program description and analysis methodology are based on literature reviews and secondary sources of published research, supported by the researcher's practical and personal experience. The first section of the research project's methodology is based on the description and analysis, while the second section's methodology is based on the description and suggestions for future development.

4. Results

4.1 The proposed framework for leadership programs

This part is devoted to presenting a suggested framework for a leadership program. It serves as a crucial starting point for creating development programs, ensures that participants are not carbon copies of what officials want, and is based on the crucial tenet that leadership development must occur independently. Leadership training will not be a market where participants replicate and perform the same roles repeatedly. The three basic components—which may be referred to as pillars—of the framework are objectivity, contradictions, and independence. These pillars are demonstrated by the following.

4.1.1 Pillars of Leadership Programs

This section highlights the main pillars of leadership programs that share in developing real leaders.

4.1.1.1 Objectivity

To accomplish program goals connected to what these leaders are aiming to develop, senior management and decision-making bodies generally collaborate with program designers. It was developed with the intention of building on what its predecessor had begun. The leadership programs shift from development to copying, as was already indicated. Regarding the concept of objectivity, it necessitates the application of critical and analytical thinking, as well as non-restriction in the circumstances, themes, or modes of thought. Additionally, there are no restrictions on behaviors, schools, or the kind or level of change that is necessary. To put it another way, a leadership program's responsibility is to enlighten, equip, and allow aspiring leaders choose what they should embrace, and think is suitable for them and their decisions.

4.1.1.2 Contradictions

According to legend, people adopt their family's religion and believe that humans are products of their environments. This implies that a person's views, attitudes, and behavior are significantly influenced by the setting and climate in which they live. The contradictions, one of the foundations of leadership programs, which is reflected by the requirement for leadership programs to incorporate both the positives and their opposites, are the topic of debate here rather than the actual topic at hand. Good leadership and corruption, election and appointment, centralization and decentralization, reading and listening, quantity and quality, strategy and technique, capitalism and socialism, etc. are only a few examples of the tensions that exist.

4.1.1.3 Independence of opinion formation

The right to free speech belongs to the trainees themselves, and they should be allowed to voice their ideas. The programs won't be able to offer a developing framework for leadership towers whose objective is to create genuine future leaders and not replicas until then, and via the interplay and overlap of the aforementioned three pillars. Through constraints and limitations for thinking or assuming a previous stance in the cognitive or skill framework, thinking beyond the box is impossible. To attain one's own convictions, a self-contained personality needs the most freedom and flexibility possible.

4.1.2 Field of leadership development

The primary elements of these programs are the disciplines that must be covered in leadership training. As was previously said, the departments of the companies define the fields, which are often determined based on the duties that the expected leaders play according to their levels. Future leaders are the focus of several programs, some of which include three or four components. The first level is awarded to up-and-coming leaders at the level of the head of a division or department, and the last level—either the third or fourth—is given to senior leaders who are anticipated. The topics or competencies that are typically developed range from those that are behavioral in nature and relate to the conduct and behavior of workers, specialized in the field in which the trainee is employed, to others of a leadership nature related to strategic thinking, development, and decision-making, as well as those that are related to the development of self-individual intelligence.

To allow the parties and beneficiaries to define them as they see fit in light of various organizations, goals, geographical locations, and surrounding circumstances, the suggested framework will be separated into three subjects and competences, for example and explanation. The following are these subjects:

1.   Knowledge

Knowledge is information and data that has been processed, meaning there has been interaction and contact with it, and the student has been able to mentally turn it from raw information into knowledge. The utilization of theoretical information from specific,

general, cultural, and other issues stems from the difficulty in determining what has been converted and digested and who has not.

2.   Skills

Skill refers to the course of action or the way it was carried out. Working using actual knowledge as opposed to theoretical knowledge. When throwing a ball or making a shot, a person throws oneself using their throwing abilities. Additionally, social communication competency refers to a person's ability to interact with people to accomplish a goal, whether it be a preliminary or ultimate one. It is connected to two components of personality and character characteristics like emotion, patience, and anxiousness as well as other aspects of employment and purpose like the ability to use a computer, the ability to analyze things, and other abilities.

3.   Self-emotional intelligence

The ability to sort out one's own emotions and use them well with oneself and others, as well as the capacity to deal with challenges, take in and relate to relationships and social interaction with others, is what it means by being able to understand and recognize the personal feelings of future leaders and those of others.
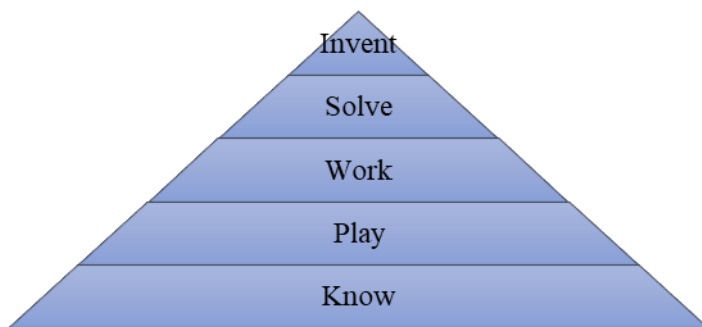

Figure 1: Hierarchy of Skills (Kokcharov, 2015)

As shown in figure (1), Kokcharov suggests a pyramid of five skills, which start from knowledge and the acquisition of professional skills for use at work, then providing solutions and moving to innovation. This pyramid originally applies to leadership programs (Kokcharov, 2015). It is important to localize the sequence of skills in the frameworks and components of the model. The use of skills in work requires interaction and understanding of the three components of the framework of knowledge, skills, and self-intelligence for the purpose of doing work. Providing solutions and innovation requires advanced degrees of interaction between the three components of the frameworks adopted, and therefore innovation requires high self-awareness and advanced specialized skills with a knowledge framework commensurate with the degree of innovation.

4.1.3 Acquisition of knowledge and skills

Tools for growing leaders are required for gaining knowledge and abilities, and all of these tools may be created here as long as they uphold the three pillars of the aforementioned framework for leadership development. These include, but are not limited to, the following: lecture, workshop, seminar, book presentation, discussion, watching a movie, round table, mentoring, scientific trip, exchanging roles, placing in specific situations, case studies, virtual practice, work by hand, etc. 2020 (Awashreh).

A framework for leadership programs is shown in Figure (2) below. This framework is adaptable, appropriate for all forms of political, community, and governmental organizations, and it is compatible with all types of organizational units, their duties, and the responsibilities of their staff.

Leadership development programs- framework					
	Program Pillars				
	Objectivity		Contradictions		Independency
Program content					
Knowledge framework					
Skills framework					
Emotional intelligence					

Figure 2: Leadership development programs- framework, Source: Author

4.2 Leadership skills and specialized competencies

A certain set of duties, abilities, and skills are needed to prepare leaders. While experts need to build specific leadership abilities, management executives are concentrated on some management competencies. Keep in mind that each person has unique leadership qualities. The needs for staff are, however, decided by top management. Human capabilities and their abundance, as well as their deficiency in talents and skills, have a significant impact on the success or failure of the change process.

As they relate to emotional intelligence, character qualities take on greater significance. To interact with people, managers need to develop these skills. The study stressed the value of intelligence, concentrated on the qualities and abilities that leaders should possess, and discovered that certain qualities and abilities gained via education and experience are crucial for both present and future leaders. Self-awareness, self-management, social awareness, relationship management, collaboration, expression, insight, knowledge, handling social and work conflicts, as well as motivation using what drives people from within to get things done, are the most crucial of these (Nguyen et al., 2022). Finally, empathy, understanding the perspective of others, as well as social skills that reflect the ability to relate to and deal with others, round out the list.

4.2.1 Develop leaders.

One of the findings of this study was what Douglass (2018) called a rethinking of leadership, moving away from control and authority and toward influencing persuasion and rationalism. The framework of conviction and independence, not the framework of imposition, is where one develops a sense of self as a leader. On the other side, encouraging comparable organizations to form a network of professional and leadership coordination ties helps leaders grow. The road to skill development includes specialized academic and professional programs including master's and doctorate degrees.

Although most researchers critique the programs, they do acknowledge the value of leadership development programs. The least confident group of people in their capacity to grow into leaders who add value for the larger community is the group of leaders. This is consistent with Atef's (2017) explanation that the replication of better leaders must occur through the inclusivity of the leadership development process for all disciplines and specializations, even though it is done in a broad manner and does not just target an individual.

4.2.2 Form and Contents of the programs

Based on the aforementioned, there is consensus that, in order to maintain continuity, leadership development programs should be targeted at all organizations at the level of their functions and units. The decision-making process is the issue. The parties and individuals are the ones who will select the nature, substance, and other elements of the programs as well as take part in their overall growth. A statement, a variety of techniques, and many later-developed and new tools can all be used in a leader's program. For instance, techniques like lectures, mentorship, training, on-the-job learning, work rotation, groups, research, etc., can be applied..

4.2.3 Importance of Programs and Empowerment

A well-known lack of agreement exists on human topics that are pertinent to the social sciences. There may be supporters and opponents, and each person has a different viewpoint. This research explores the significance and nature of developing present and future leaders in light of the concept that creating suitable environments requires objectivity. Instead of copying or dictating, self-awareness and self-formation of views were required. Despite the challenges of coming up with ideas and finding practical solutions, this study offered a framework rather than a system. The first phase that calls for field investigations is the framework. This section's topic will be framed from the standpoint of empowering and preparing leaders.

4.2.4 Empowering Others

Giving people the information, resources, and skills, they need to perform their general, organizational, and specialized responsibilities is the first step in empowering others. The second step is giving them the environment they need to succeed. This understanding also includes discussion of initiatives for training and preparing leaders. Empowerment is the objective. Depending on what kind of empowerment it is, many concepts exist. Should we give them more authority within the parameters and guidelines that the top management has set? In other words, taking away someone else's freedom and authority at a time when senior management has to push for self-reflection in order to achieve the autonomous leadership personality that they need. This demands impartiality and everyone in the middle of contradictions.

4.2.5 Strategic thinking

Strategic thinking is a problem that most leadership development programs must deal with. Implementing strategic planning typically takes precedence over strategic thinking. In terms of contemplation, analysis, training, and training to grasp what is happening in the immediate environment in terms of economics, politics, and society, strategic thinking is a quality that develops with knowledge and beyond knowledge (Mathias, 2017). People aren't forced or given material or monetary incentives to work toward carrying out the organization's vision and goal. Instead, they are persuaded to do so.

Instead, it is a shared conviction by all people, whether they are workers or volunteers. For this, a special emphasis must be placed on conviction, as both present and future leaders must be particularly convinced of the beliefs, vision, and strategic objectives they hold for organizations. This is accomplished by referring to an understanding of the nature of the relationship between the leaders and non-leaders within the same organization. Without a reality that enables the anticipated leaders to come to a conviction or convictions, it is impossible for them to spread the vision and message to others. This will be accomplished through the self-generated technique of persuasion, which means that the framework for producing current leaders is what offers and creates the conditions for coming to one's own convictions. Programs for leadership development that support the constant succession and flow of genuine and ongoing leaders can only succeed with conviction.

4.3 Program failures

The failures of leadership programs are shown in Table 2 below, which shows how individuals are imitated instead of being developed into autonomous, imaginative, and problem-solving leaders.

Table 2: Program failures

Item	Explanation
Goal of the program	Typically, top management wants to copy who act as the management wants, and leadership programs are one means of copying. The programs are based on taking the visions of the higher authorities as commitment without discussing them, and therefore there is no discussion of the vision and general goals.
Program design	The design of programs is based on official directions and usually includes a kind of glorification of current organizations and leaders, without discussion and analysis based on the formation of strategic thought.
Item	Explanation
Program content	The programs focus on executive and specialized issues rather than creating a controversy and constructive criticism, and thus do not contribute to creating independent convictions.
Candidature	It is done through a pattern of personal relationships away from the latent capabilities, and it is arranged within a network of relationships and clientelism in the sense of corruption. It required nomination from the direct manager, so some names are imposed from above on the list of trainees.
Selection method	Mainly based on acquaintances and relationships
Cognitive framework	Defined by the responsible authorities and continues to flow in one path
Skills framework	The responsible authorities teach the skills which want and usually do not deviate from formalities and images, the most important of which are hypocrisy, clientelism, and how to network for personal purposes and benefits.
Self-intelligence	It learns How can you manipulate other people, and there is no interest in developing self-intelligence to serve society and the public and to establish good self-values.

Source: Author

5. Conclusion

The study demonstrated that the existing leadership development programs do not focus on educating and producing independent present and future leaders who are able to expand their knowledge, cultivate self-awareness, and transform it into a component and part of a leadership personality capable of creativity and problem-solving. The study revealed that in order to create independent leadership personalities, current and future leaders must have three main pillars: objectivity, independence, and the fusion of the contradictory ones. A foundation of knowledge, skills, and appropriate emotional intelligence must also be included in leadership programs. These three elements interact with one another to create a distinct leadership personality. Not imitate individuals who

serve as a senior management tool to maintain an outmoded and corrupt strategy, and refrain from creating a new system, contacts, and culture.

6. Limitations

The study's biggest shortcoming was that it relied just on secondary sources and the researcher's practical experience, which is objective. The researcher's experience indicates that the data obtained from official sources such as reports and interviews with officials do not deviate from public relations data. This constraint makes it difficult for the author to extrapolate the findings of the study. The current paper's conclusions may be difficult to generalize if it simply considers leadership development programs without considering the organizations.

7. Future Research

The present leadership programs being implemented in businesses need to be evaluated empirically against the knowledge frameworks and pillars found in the study. Practical and field studies continue to be the foundation, while theoretical studies help to provide clarity and the essential drive. For this, field studies on the leaders who have been used in Arab nations are required to understand what is happening, including the need to know if they contributed to the development of self-awareness beyond knowledge and the leadership training programs acquired the necessary skills for the trainees. It is also necessary to know if they contributed to the creation of leaders or copies of previous leaders with comparison to the results that were presented in this study.

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