

**FLEXIBLE AND MECHANISM MANAGEMENT AFFECTING TEACHERS’
WORKING INCENTIVE IN UNIVERSITY OF QIQIHAR, HEILONGJIANG PROVINCE**

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ABSTRACT

The research objectives were: 1) To study the component of teachers’ working incentive and flexible and mechanism management in university of Qiqihar, 2) To development the model of flexible and mechanism management factors affecting teachers’ working incentive in university of Qiqihar, And 3) To verify the Model of flexible and Mechanism management factors effecting teachers’ working incentive to fit well with the empirical data. The research design using the quantitative methodology, the population were 2,311 teachers in two public universities of Qiqihar in Heilongjiang Province, The sample size were 396 teachers, determined by G*power program and using stratify random sampling method, the data collecting by a 5 rating scale questionnaires. Divided to 5 sections, There were validity (IOC) of each item between .80-1.0 and reliability on each section between .89-.99, Data analysis by X. SD. CFA and SEM with SPSS and AMOS statistical package program.

The research were finding; the teachers’ working incentive divided on the 3 components namely; teachers’ need, teachers’ self-efficacy and teachers’ motivation, and overall was a high level, The model of flexible and mechanism management factors affecting teachers’ working incentive in university of Qiqihar, Heilongjiang province fit well with empirical data (Chi-square =57.387, df =49, CFI=0.999, TLI= 0.998, RMSEA= 0.021), Flexible and mechanism management has positive direct effect on teachers working incentive and Organizational climate with statistically significance at .01, but no significant indirect effect on teachers working incentive.

Keywords: teachers' working incentive, flexible and mechanism management, model factors affecting, Qiqihar city

1. Research Background and Significance

The flexible and mechanism management in university was organizational administrative method that emphasizes the objectives and teachers' ability to be important. In order to correctly understand and effectively implement the flexible management in university, they are under great pressure. For teachers in colleges and universities, proper pressure can increase the motivation to work, but excessive occupational pressure will affect the physical and mental health of teachers, and also produce a series of problems. Through statistical analysis, it can be found that there are the following problems in the work pressure of teachers in colleges and universities: Teachers have low pressure on teaching tasks, but have great pressure on scientific research tasks and requirements; On the quantitative assessment and evaluation and professional title evaluation conditions, university administrative management system, salary, welfare benefits, social and self-expectations and other aspects of the general performance of pressure. From the perspective of age, teachers aged between 31 and 40 are relatively stressed; Generally speaking, teachers in colleges and universities are under great pressure in salary, administrative management system of universities, expectations and requirements of society for teachers in colleges and universities, and conflicts between work and study. For example, teachers' dissatisfaction, passivity, high mobility and absence bring hidden dangers to the development of education. At the school level, appropriate workload should be determined, reasonable management system should be established, and harmonious interpersonal relationship should be built

In 2011, researchers investigated the pressure and work enthusiasm of college teachers in Heilongjiang Province, China, and the results were not optimistic. 2021 In a press release, the Ministry of Education of China announced relevant documents on comprehensively deepening the construction of the teaching staff in the new era of reform, including the policy of promoting the reform of the wage system, realizing the value orientation of the income distribution policy, exploring the construction of the college salary level survey system, improving the college capital mechanism, improving the internal incentive mechanism. In order to give full play to the incentive and guidance role of the income distribution policy, It also includes further reducing the burden on teachers, reducing the work unrelated to education and teaching activities, so that teachers can concentrate on

teaching, stimulate teachers' work enthusiasm, and stimulate teachers' potential. How to use the incentive mechanism to stimulate teachers' work potential and better motivate on the teachers.

Looking at the application of incentive theories and methods at home and abroad, western incentive theories are relatively mature. For example, Maslow's hierarchy of needs theory reveals that the fundamental impact of people's flexibility is their needs. Mayo believes that workers' work efficiency changes with the extent to which their superiors can meet their social needs. Federer's contingency theory advocates that managers should be different according to specific people, Take different management measures flexibly and vary from person to person,. Driven by the reform of China's higher education system, the reform has brought more development space and opportunities to teachers, which is related to more challenges and pressures. Therefore, colleges and universities and their teachers must face more onerous teaching reform tasks, as well as issues such as professional title promotion, social pressure, income pressure, etc.

University as the important place for academic research, fosters the talent, has the development of science, cultural heritage, social services, such as multi-functional, excellent teachers team, the key factor of personnel structure of colleges and universities teachers not only is the educator, but also to create new knowledge and cultivate the researchers, university education is the important factor in the development of education in our country, Leaders in terms of the present personnel management in colleges and universities should be in line with the flexibility of the flexible management policy, inspire teachers' independent work, study, make teachers consciously in teaching work rather than impose pressure, incentive mechanism and flexible management are now are more suitable for university teachers' management system, how to use is a good choice, as a manager of important decisions, It is also the management mode and management behavior of managers.

2. Research questions

This research will focus on the following questions:

1. What is the components of the teachers' working incentive and flexible and mechanism management in university of Qiqihar, HeiLongJiang Province.

2. What is the model of flexible and mechanism management factors affecting the teachers' working incentive in university of Qiqihar, HeiLongJiang Province?

3. The model of flexible and mechanism management factors affecting the teachers' working incentive in university of Qiqihar, HeiLongJiang Province was fit well with the empirical data.

3. Research objectives

The purposes (objectives) of this research are:

1) To study the components of the teachers' working incentive and flexible and mechanism management in university of Qiqihar, HeiLongJiang Province.

2) To development the model of flexible and mechanism management factors affecting the teachers' working incentive in university of Qiqihar, HeiLongJiang Province.

3) To verify the Model of flexible and mechanism management factors on the teachers' working incentive fit well with the empirical data.

4. Research hypothesis

The model of flexible and mechanism management factors affecting on the teachers' working incentive in university of Qiqihar, HeiLongJiang Province, when fit well with the empirical data . there were the hypothesis as follows:

H1 : Flexible and mechanism management had positive direct effect on the Teachers' working incentive.

H2 : Flexible and mechanism management had positive direct effect on the Administrators' leadership.

H3 : Flexible and mechanism management had positive direct effect on the Organization climate.

H4 : Administrator leadership had positive direct effect on the Teachers' working incentive.

H5 : Organization climate had positive direct effect on the Teachers' working incentive.

H6 : Organization climate had positive direct effect on the Administrators' leadership.

H7 : Flexible and mechanism management had positive indirect effect on the Teachers' working incentive via Administrators' leadership.

H8 : Flexible and mechanism management had positive indirect effect on the Teachers' working incentive via Organization climate.

H9 : Flexible and mechanism management had positive indirect effect on the Teachers' working incentive via Organization climate and Administrators' Leadership.

H10 : Organization climate had positive indirect effect on the Teachers' working incentive via Administrators' leadership

5. Conceptual framework

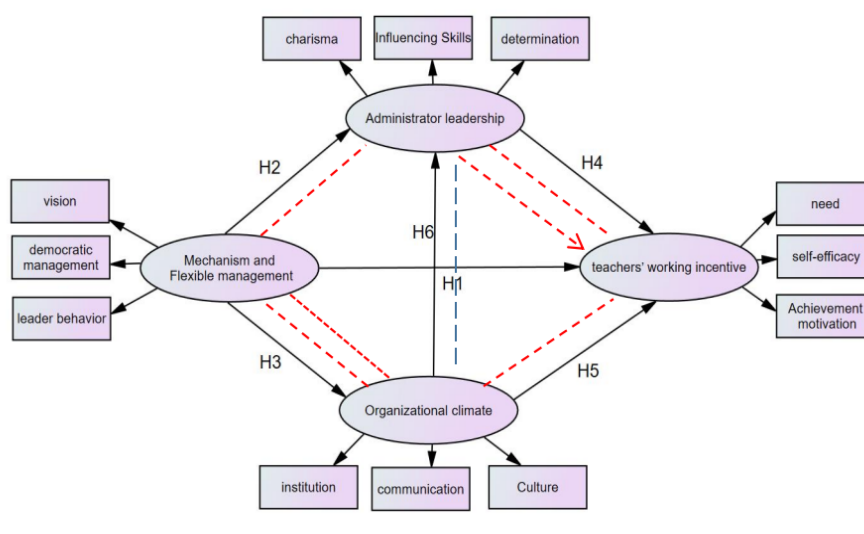


Figure 1: the conceptual framework

6. Methodology

1) Research Design

The this research methodology divide to three main parts as follow;

Part 1. To study on the literature review on the theory and some research about the working incentive, and the factors effected on the teachers working incentive in universities of Qiqihar in Heilongjiang Province, and analysis the collected data by content analysis.

Part 2. To development the flexible and mechanism management factors affecting on the teachers' working incentive in university of Qiqihar, HeiLongJiang Province. The data correcting by 5 scale rating questionnaires and the data analysis by X, SD, CFA and SEM with SPSS and AMOS statistical package program.

Part 3. To verify the model of the teachers' working Incentive was fit on the empirical data with Chi-square, df, CFI, TLI, RMSEA indicators and suggestion on the direct and indirect effect of factors affecting teachers' working incentive.

2) Population and sample

Population and sample were the teachers in university of Qiqihar in Heilongjiang province. The population were total 2,311 teachers and determined the sample size to 396 by G*power program and using stratify random sampling method. As figure 2

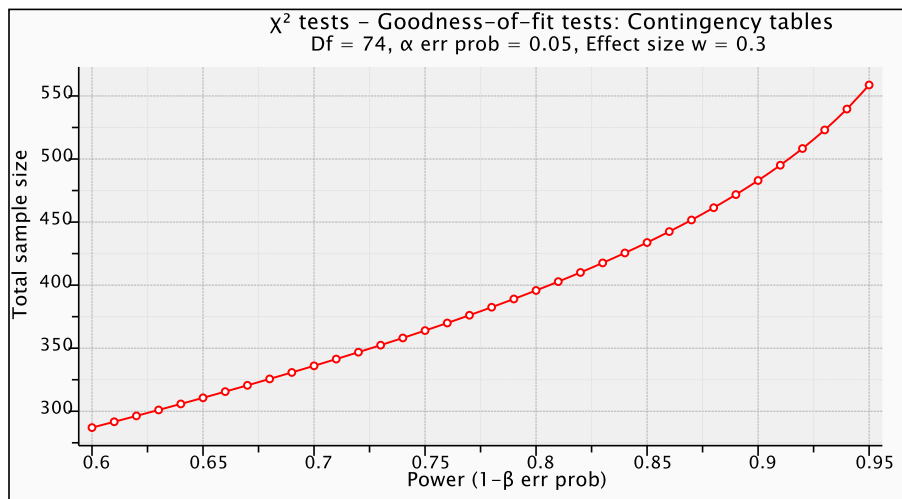


Figure 2: the sample size

χ² tests - Goodness-of-fit tests: Contingency tables

Analysis: A priori: Compute required sample size

Effect size = 0.3,

α err prob= 0.05,

Power (1-**β** err prob)= 0.8,

Df=74

Table 1: Population and samples by stratify random sampling method

university	Population	samples
QIQIHAER UNIVERSITY	1580	271
QIQIHAER MEDICALUNIVERSITY	731	125
Sum	2311	396

3) Research Instrumentation

The instrument for data collecting of the research was a 5 rating scale questionnaires. There were content validity of each item on questionnaire by index of Item-

Objective congruence (IOC) with score were between .60-1.00. and The reliability of instrument when tryout on the 30 teachers (not samples group). by the Cronbach coefficient reliability test. The coefficient of reliability each factor of questionnaires were between 0.9-1.0. acceptable (more than 0.7 and excellent) There were good reliability of each section of questionnaire were excellent as table 2;

Table 2: Show reliability of questionnaires

Measures	Number of items	Reliability
Teachers working incentive	17	.951
Flexible and mechanism management	16	.911
Administrator Leadership	18	.954
Organizational climate	15	.960

7. Research finding

1) Descriptive data of observed variables of factor

The data normality distribution of factors (T_W2, F_L2, O_C2, A_L2.) could be show as table 3

Table 3: The means, Standard Deviations, Skewness, Kurtosis for normality test.

Variables	\bar{X}	S.D.	Skewness		Kurtosis	
			Statistic	Std. Error	Statistic	Std. Error
T_W2	N1	3.689	0.935	-0.930	0.123	0.367
	SE	3.701	0.923	-0.900	0.123	0.377
	AM	3.735	0.946	-0.894	0.123	0.235
		3.708	.90189	-.986	.123	.510
F_M2	VI	3.738	0.899	-0.986	0.123	0.506
	DM	3.708	0.938	-0.862	0.123	0.072
	LB	3.721	0.924	-0.967	0.123	0.385
		3.722	3.7223	.88202	-1.036	.123
O_C2	OS	3.753	0.964	-0.925	0.123	0.254
	COM	3.728	0.960	-0.871	0.123	0.160
	CO	3.726	0.947	-0.940	0.123	0.283

Variables	\bar{X}	S.D.		Skewness		Kurtosis	
		Statistic		Statistic		Std. Error	
O_C2	3.729	3.7356	.91846	-.981	.123	.368	
CH	3.722	0.933	-0.927	0.123	0.289	0.245	
DE	3.711	0.945	-0.884	0.123	0.135	0.245	
IN	3.726	0.048	-0.882	0.123	0.191	0.245	
A_L2	3.719	3.7195	.91098	-.968	.123	.305	

From Table 3, It showed the characteristics observed variables of factors; Teachers working incentive (T_W2), Flexible and mechanism management (F_M2), Organizational climate (O_C2), and Administrator Leadership (A_L2). There were the mean average of the variable were 3.708, 3.722, 3.729 and 3.719 respectively for full score of 5, which showed that the means of all indicators were at high level. The standard deviations 0.899 to 0.964 means which showed that all observed variables have moderate dispersion and can be used for indicators. There were Skewness value between -0.882 to -0.930, and Kurtosis value between 0.072 to 0.506. Both Skewness and Kurtosis showed that all variables still distributed normally.

2) Correlation analysis

The Intra correlation matrix, all indicators could be show as table 4

Table 4: Intra-correlation by Pearson product Correlation

	N	SE	AM	VI	DM	LB	OS	COM	CO	CH	DE	IN
N1	1											
SE	.907**	1										
AM	.905**	.877**	1									
VI	.365**	.397**	.371**	1								
DM	.348**	.376**	.356**	.874**	1							
LB	.366**	.390**	.378**	.895**	.864**	1						
OS	.253**	.262**	.242**	.340**	.295**	.329**	1					
COM	.278**	.298**	.268**	.352**	.304**	.340**	.887**	1				
CO	.264**	.279**	.256**	.345**	.299**	.324**	.869**	.888**	1			
CH	.246**	.258**	.234**	.351**	.322**	.337**	.881**	.894**	.900**	1		
DE	.281**	.278**	.265**	.338**	.293**	.328**	.884**	.887**	.906**	.903**	1	
IN	.252**	.259**	.241**	.343**	.322**	.350**	.863**	.882**	.888**	.900**	.883**	1

**p<0.01

From Table 4, It was summarized that showed the significance correlation level of all observed measures was 0.01. As a result, there is a significant correlation between .234 to .907, and they were positive correlation and statistically significant ($p < 0.01$). According to the data analysis, all pairs of correlations show a positive link with a moderate scale and can be utilized as indicators in a model of confirmatory factor analysis.

3) Measurement model analysis

The model was specified to compose of 4 factors, 1) Teachers working incentive (T_W2) factor with 3 indicators, 2) Flexible and mechanism management (F_M2) factor with 3 indicators, 3) Organizational climate (O_C2) factor with 3 indicators, and 4) Administrator leadership (A_L2) factor with 3 indicators. when testing the fit of the structural model with empirical data on the CFA measurement model with indicators found that: Chi-square=50.287 , df=48, $p=.383$, CFI=1.000, TLI=1.0001, RMSEA=.011, that show the structural model fit well on empirical data.

Reliability, Validity and Discriminant of measurement model

MaxR(H) were used to determine the validity and depend ability. In general, each variables' MaxR(H) value ought to be higher than its CR value and the MaxR(H) value for variables A_L2, T_W2, F_M2 and O_C2 are 0.963, 0.958, 0.958 and 0.966 receptively, which AVE values of 0.896, 0.881, 0.878 and 0.897. The findings demonstrated that all four latent variables, demonstrating the models' high dependability and validity. (Hu & Bentler, 1999)

Composite Reliability (CR)

The composite reliability (CR) of 4 factors ranged from 0.956 to 0.963 which were over 0.8 As a result, it pointed that all factors had excellent reliability. Prior to evaluating structural reliability and validity, a composite reliability (CR) must be established to measure the reliability and internal consistency of the measurement variables representing the underlying structure. A measure of internal consistency reliability. (Hair, et. al, 2019, p. 115-142).

Convergent validity (AVE)

It was summarized that the number on the diagonal represents the square root of AVE. In this study the Hu & Bentler (1999), criterion was used measure of discriminant validity and the square root of all AVE is greater than the correlation coefficient between all the other latent variables. As a result, it showed that the factors had excellent discriminant validity.

Hypothesis model

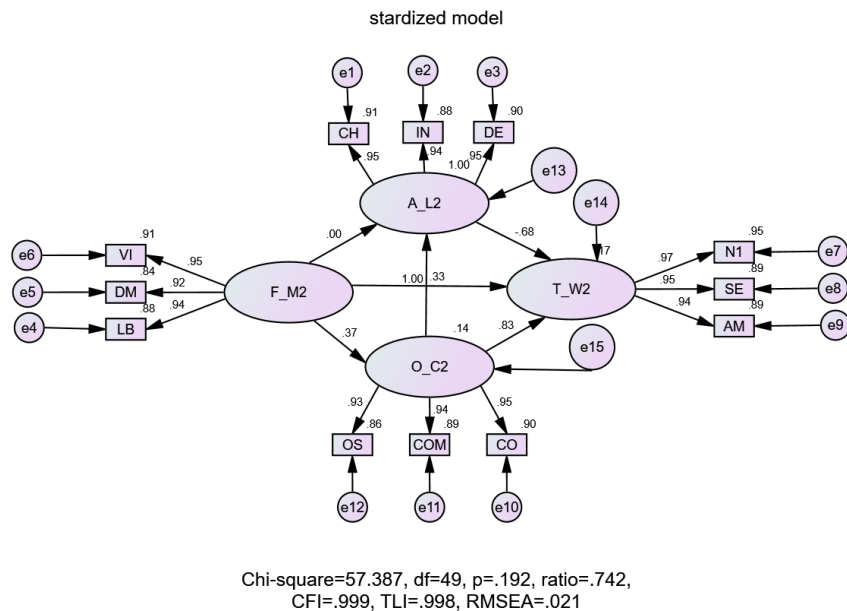


Figure 3; Hypothesis model

On the figure 3: It was summarized that the results of statistics and indicators to evaluate the model with empirical data, found that the Chi-square (CMIN) of test statistics = 57.387, df = 49, p-value = .192, that shown the model no statistically significant or the model fit well with empirical data, Moreover the others indicators could acceptable with excellent level namely : The relative chi-square (CMIN/DF) = 1.171 which less than 3, The comparative fit index (CFI) = 0.999 and the Tucker- Lewis index (TLI) = 0.998 which more than 0.95, The root mean square error of approximation (RMSEA) = 0.021 and they were excellent. So the structural model fit well on the empirical data with indicators was acceptable. it was summarized that the estimated effect and indirect effect of the factor affecting teacher working incentive; as table 4

Table 4: The table, it was summarized the direct effect and indirect effect

Factors	Direct effect			Indirect effect			Total effect		
	F_M2	A_L2	O_C2	F_M2	A_L2	O_C2	F_M2	A_L2	O_C2
A_L2	-	-	0.99**	-	-	-	-	-	0.99

O_C2	0.37**	-	-	-	-	-	0.37	-	-
T_W2	0.33**	-0.68	0.83	-0.18	-	-0.68	0.15	-0.68	0.15

From the table, there were summarized that the flexible and mechanism management (F_M2) factor and Organizational climate (O_C2) factor had positive direct effect on teachers working incentive (T_W2) with statistically significant at .01 level, but indirect effect on teachers working incentive (T_W2) did not statistically significant. And organizational climate (O_C2) factor had positive direct effect on Administrator Leadership (A_L2) only. The Administrator Leadership (A_L2) and Organizational climate (O_C2) does not mediating on relationship between flexible and mechanism management (F_M2) and teachers working incentive (T_W2).

8. Discussion

1) The Flexible and mechanism management (F_M2) has positive effect on teachers working incentive (T_W2). There was summarized that the path coefficient of the effect of F_M2 on T_W2 in standardized total effect were 0.33, there was statically significant ($p < .001$), which pointed out the result follow up the hypothesis 1 or hypothesis was right.

As we all know, due to the nature of teachers' work, it is impossible for teachers to completely separate their rest time from their work time, such as correcting homework in class, preparing lessons and visiting home. On the contrary, the unified management system will make teachers' work passive and work for the completion of tasks, thus restricting the display of teachers' talents and work innovation, and becoming a stumbling block in teaching work. Flexible management is helpful for teachers to deal with the related problems in teaching and life flexibly, can effectively mobilize the initiative and creativity of teachers, and also reflects the people-oriented modern teaching concept. The better the flexible management system is implemented, the higher the work enthusiasm of teachers. On the contrary, the more dogmatic management system, the lower the work enthusiasm of teachers. Another study to show the correlation between alternate work arrangements and motivation found that offering work flexibility resulted in increased job satisfaction, which, in turn, lowered turnover intentions (Khan, and Eerde, 2018, p 141). Moreover, Petak and Miller (2019) also highlights that flexibility increases motivation levels, which in term heightens both motivation and organizational productivity. Their research points out that flex time's alternative work arrangement increases employees' motivation levels.

Flexible and mechanism management has positive effect on Organizational climate (Hypothesis 3; H3). summarized that the path coefficient of the effect of F_M2 on O_C2 in standardized total effect were 0.37, and was statically significant ($p < .001$), which pointed out that the result follow up the hypothesis 3 or hypothesis was right and concluded that there were relationship between F_M2 and O_C2. But there was not positive direct effect on Administrator Leadership (Hypothesis 4; H4), that the flexible management system can make employees easier to work, no rigid system of dogma, employees will be more trust and appreciation of the organization, in the work will also have a good mood, and then better communication between employees, and the communication between superiors and so on, the formation of a good organizational climate, so that they can have better enthusiasm for work. The advantages of flexible working extend to employers as much as employees. Giving freedom to employees means business owners gain more control over their workplace design and cost. Flexibility in work habits translates to flexibility in workplace design, which often results in the creation of agile spaces that maximize utilization. Employees and employers alike have embraced the concept of flexible work environments. Given the opportunity to self-govern around a set of guidelines, the benefits for both are obvious: improved productivity, better morale, work-life balance, and positive culture. Flex work isn't just in-demand, it's on its way to becoming the new norm. (Nickl, 2000), Despite the collaborative nature of flex is paces, employees need the ability to work in smaller groups or alone. They're a quick break from the generally noisy, fast-paced, agile environment. Quiet zones are also a must to balance the busy hum of open spaces; they allow for privacy and focused thinking (Dunavete, 2022). Have a positive impact on the organizational atmosphere and create a sense of satisfaction among employees. Most subjects evaluated flexible working conditions (Meyer. et al, 2002).

However there was not indirect effect on T_W2. So that, Flexible and mechanism management (F_M2) had not indirect effect on teachers working incentive (T_W2). Its, shown the Administrator Leadership (A_L2) and Organizational climate (O_C2) did not mediating on relationship between flexible and mechanism management (F_M2) and teachers working incentive (T_W2). This may be due to the fact that the Chinese government system focuses on composing the same system rather than differences between organizations or individuals. Therefore, different practices from the established system have no effect.

2) Organizational climate has positive effect on Administrator Leadership.
(Hypothesis; H6):

There was summarized that the path coefficient of the effect of O_C2 on A_L2 in standardized were 0.99 and was statically ($p < .001$), which pointed out that the hypothesis was right, and concluded that there were relationship between O_C2 and A_L2. According on Harvard Business Review, “when employees feel empowered at work, it is associated with stronger job performance, job satisfaction, and commitment to the organization.” leadership styles have a positive relationship with organizational climate, whereas limiting (Pulleyn, 2012), However, the largest effect was for safety climate and open/positive climate. The large effects of safety climate and leadership behaviors are supported in the literature (Gaa, 2010; Groom, 2006; Merrill, 2011). Similarly, there are many studies that support the relationship between leadership and open/positive climates (Ballard, 2008; Clabough, 2006; Ham, 1999; Lindbeck, 2004; O’ Connor, 2002). Research on the characteristics of leaders and organizational climate has shown that transformational leadership has a positive effect on the formation of an efficient, visionary, and mission-oriented organizational climate (Zuraik and Kelly, 2019). It can promote a culture of team innovation, create an atmosphere of equality and freedom, and promote cooperation among team members (Cantu, 2012; Liu, 2017). Harvard Business Review, “when employees feel empowered at work, it is associated with stronger job performance, job satisfaction, and commitment to the organization.”

9. Recommendation

1) Recommendation for Policies Formulation

The policy is based on the principle of combining strict system with flexible management and appropriate incentives, the principle of combining rigor and softness. Strengthening the management of teachers should not rely on pure compulsory management and simple flexible management, but should combine the two organically. In combination with the form, give play to the management function of the school externally, standardize the management mechanism of teachers; The inner form should realize the humanization of management. The two complement each other and unify each other. Rigid and flexible management has its own strengths. Rigid management emphasizes the "hard" factors in management, such as system, discipline, norms, etc., and highlights the role of "management", that is, mandatory, strict and normative. It attaches importance to the scientific nature of management and advocates the rationalist management mode. Flexible management attaches importance to the "soft factors" in management, such as people's motivation, needs, emotions, psychology, highlighting the role of "reason", attaches

importance to the artistry of management, and advocates the management mode of irrationalism.

2) Recommendation for Practical Application

Flexible management is based on human nature and people-oriented management, reflected in the university management is to take teachers as the main body. The central work of colleges and universities is teaching and scientific research, and the main body of the work is teachers and scholars. All departments of colleges and universities shall administer teachers on the basis of respect for talents and for the purpose of service, so as to solve their worries in work and life and create favorable working conditions for them. We should always understand, respect and serve teachers so that they can spend more time and concentrate more on teaching and scientific research. Especially in the aspect of service, we should take the initiative to do a good job for teachers, so that the teachers' spiritual needs can be met, so as to increase the sense of identity of school and work;

A good leader can often determine the future development of a university and the height it can reach. From this, we can see that university leaders play a pivotal role in realizing the huge and complex organizational goals of the university, and the charm of leadership lies in this. Specific to the school management such a complex situation with a specific background, the university leaders put forward the following requirements:

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