

Workplace Communication, Leadership Language, and Soft Skills Training in Saudi Organizational Development

MAHAMED ADAM

Abstract- Background: Organizations in Saudi Arabia face a reform agenda requiring high levels of communication dexterity, inclusive leadership and capability building in order to implement the Vision 2030. In addition to being crucial, technical skills are becoming less important than effective leadership, including problem-framing, conversation conducting, conflict management, coaching and transfer of learning through training courses. Therefore, the aim of this review is to examine the interaction among workplace communication, leadership communication and training for soft skills development as three interconnected instruments for enhancing capability building of Saudi organizations. Aim: To summarize the literature on recent trends published in 2020-2025 and generate an applied framework for cultivating leadership capacity enhanced with communication competence in Saudi companies. Methodology: Narrative review method was used. The selection of scholarly papers encompassed peer-reviewed journal articles, systematic reviews, professional writings and governmental reports covering leadership communication, transfer of training, soft skills development, psychological safety, capability building and Saudi Arabia reforms. Synthesis followed a rigorous procedure comprised of searching, screening, data collection and thematic analysis of the sources. Results: Four main themes were identified: leadership language as a medium of culture; communication techniques as a coordination system; soft skills as transfer challenge rather than instruction delivery issue; and organizational development in Saudi Arabia against the backdrop of hierarchy, multiculturalism, Saudization, gender balance and digitalization. Discussion: Literature evidence points out that soft skills training has added value for organization in case realistic scenarios, managerial coaching, feedback approach, metric dashboard, and community of practice are implemented. Conclusion: Communication processes and leadership language should be considered by Saudi organizations as a critical resource for building trust, satisfying customers, fostering innovation, and engaging employees.

I. INTRODUCTION

Saudi organizations are currently experiencing a shift from the model of growth based on resources to the model oriented toward performance, customer orientation, innovation, and human capability. Through Vision 2030, Saudi organizations are being urged to introduce more professional people management, digitalization and training for new ways of working. Organizational development in the Saudi context cannot be achieved only through reorganization and technology introduction. In other words, it needs to be done by means of communication practices: communication of a leader, giving feedback by a supervisor, cross-level communication between the members of a team, and respectful disagreement between the colleagues. The focus of the Human Capability Development Program on learning and matching capabilities with the future demands of the market makes communication and soft skills training a national capability issue, rather than just another possible topic of training.

The relevance of the concept of communication in Saudi organizations becomes evident when one takes into account the specific context that these organizations operate within, i.e., constant change, service orientation, cultural diversity and hierarchical nature of the structure. While an effectively delivered message may remain meaningless owing to an unclear purpose and an excessive indirectness, a training program on leadership skills may be exciting for the managers who will not translate what they learned into practice because of lack of application of the acquired techniques at work. Contemporary studies on training transfer indicate that learning will only result in performance changes if the context allows for this (Abd Razak & Zahidi, 2024). Leadership language is a term designating the process of creation of meaning through the usage of

certain language patterns and expressions. These can include mission statements, role clarification, coaching, conflict resolution, praising employees, safety reminders, and escalation scripts. Leadership language differs from charisma in the fact that it is less individualistic. Moreover, unlike charisma, it can be taught, measured and made habitual. Numerous scholarly publications have proved that there exists a relationship between transformational, relational, and evidence-based leadership and the empowerment of employees, their organizational commitment, and the establishment of a positive work atmosphere when the leadership practices match the organizational context (Harvey et al., 2020; Hult et al., 2023; Ystaas et al., 2023). Training for soft skills has become a necessary element of workforce modernization. The soft skills include communication, emotional intelligence, teamwork, adaptability, problem solving, negotiation, public speaking, coaching, and conflict management. Studies conducted in international business contexts and those involving

Saudi organizations show that possessing these skills is associated with employment opportunities, career advancement and the success of an organization (Polakova et al., 2023; Qashlan, 2025). Nevertheless, many of today's assessments of the results of the implementation of soft skills training still rely upon the traditional criteria (the number of participants and their level of satisfaction) without measuring whether or not the training produced any behavioral change.

The objective of this literature review is to find answers to this question by looking into ways of building an organizational development system relying on workplace communication, leadership language and training for soft skills in the Saudi context. The concept of leadership language that I am going to consider will be consistent with contemporary research into the topic. Namely, I am planning to discuss leadership dashboards as a measure of leadership language.

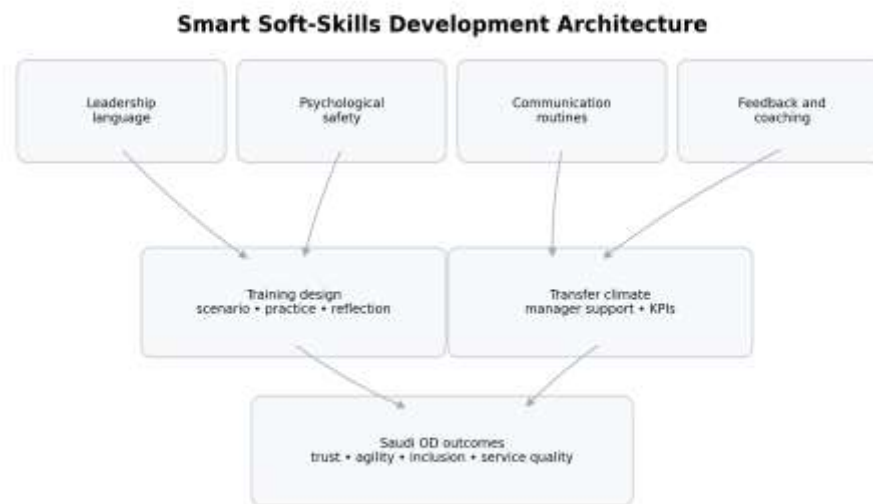


Figure 1. Integrated framework linking leadership language, soft-skills training and organizational development.

II. AIM AND OBJECTIVES OF THE STUDY

The purpose of this literature review is to critically assess how organizational communication, leadership communication, and soft skill training contribute to organizational development in Saudi Arabia and to present a feasible model to translate these competencies into practice in the organization. This literature review includes five key objectives. Firstly,

it will highlight the most up-to-date research regarding the significance of organizational communication and leadership communication on factors like employee engagement, psychological safety, and employee performance. Secondly, it will shed light on models and methods of soft skills training that promote the transfer of learning from the classroom or e-learning environment to the workplace. Thirdly, it will discuss the findings in

light of the organizational culture in Saudi Arabia and vision 2030.

III. METHODOLOGY

Narrative literature review methodology will be used in this paper because the subject of investigation belongs to such research areas as management, communication, organizational psychology, HRD and Saudi transformation policy. Narrative literature review is recommended in case there is heterogeneous evidence and the aim is to synthesize concepts, mechanisms and practice implications instead of estimating pooled effects. The research design was guided by review standards in terms of transparency and qualitative research on transfer of leadership development to organizational routines. Search for sources included publications from 2020 to 2025. Used search terms included workplace communication, leadership language, soft skills training, training transfer, psychological safety, organizational development, Saudi Arabia, Vision 2030, human capability development, transformational leadership, communication skills and employee performance. Relevant materials were searched in peer reviewed journals, systematic

reviews, policies and trustworthy professional publications. Inclusion criteria were as follows: relevance to either workplace communication or leadership capabilities, date of publication from 2020 to 2025, implications for organizational development and/or training transfer and relevance to Saudi or Gulf countries if applicable. Exclusion criteria were pure technical training studies, non-workplace educational studies and sources irrelevant methodologically and conceptually. Information extraction covered four categories of data including communication behaviors, mechanisms of leadership language, characteristics of training programs and organizational conditions for training transfer. The next step involved coding of relevant information into themes. Emphasis was placed on mechanisms which could be influenced by organizations in terms of training. These include scripts, feedback procedures, coaching, communities of practice, dashboards, manager reinforcement and culturally intelligent communication. Figure 2 presents the workflow of this review. Conceptual and evidence-based nature of the paper means absence of involvement of human subjects and necessity of obtaining any kind of ethical approval.

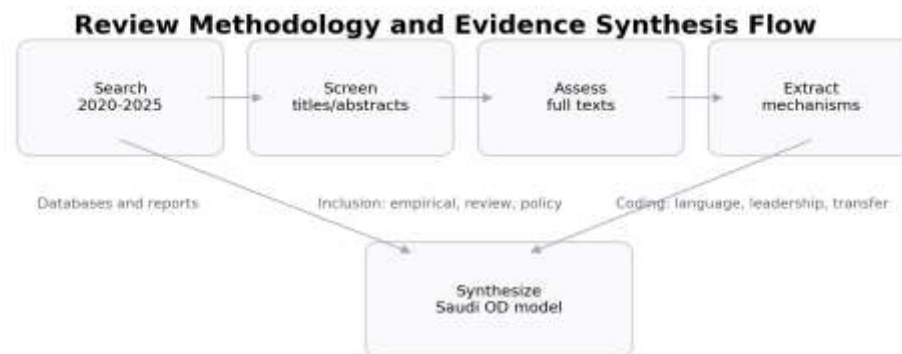


Figure 2. Narrative review protocol used to identify, appraise and synthesize evidence.

IV. CONCEPTUAL FOUNDATIONS

Effective communication is imperative for organizational development, since strategic thinking

leads to work tasks which lead to collaboration and collaboration to results. Besides passing messages, communication includes listening, timing, medium, clarity, tone, verification and feedback. Whenever

there are complicated processes happening in an organization, it is not the lack of information that causes problems for employees but the lack of clarity, confusion, delay and possible social risks associated with asking questions. There are examples of communication structures which minimize uncertainty, such as briefing, check-backs, handover and action review (Sheehan et al., 2021; McCarthy et al., 2025).

It can also be noted that language used by a leader determines whether there will be open or closed communication within the organization. When the leader's message contains information about priorities, people's roles and conclusions drawn from results, there will be psychological safety and clarity. Blame, vague terms and silence are examples of a style of communication that creates compliance without commitment. Inspirational motivation and individualized consideration are vital for transformational leadership, and both attributes depend on language practices used by leaders, rather than on any form of authority (Jankelova and Joniakova, 2021; Ystaas et al., 2023). Learning of communication and appropriate behavior can be accomplished by conducting soft skills training. The success of such a process depends on its experiential nature involving role plays and similar activities. Transfer of learning into actual practice in case of professional development has been found to depend on the perceived importance of the skill for one's job, supervisor's encouragement and organizational policy support (Al-Omary et al., 2024). The key question is not what soft skills to teach but how and under what conditions. Principles mentioned above are especially pertinent to the Saudi environment because of cultural characteristics. Respect for seniority creates discipline and accountability, albeit at the cost of potential limitations in feedback due to fear of negative evaluation by superiors. Multiculturalism is positive but requires guidelines concerning communication, clarification and conflict resolution. Finally, issues of gender equity and Saudization call for a particular focus on language and building of psychological safety and accountability (Alluhidan et al., 2020; Perez-Sanchez et al., 2021; Kattan and Al-Hanawi, 2025).

V. FINDINGS AND THEMATIC SYNTHESIS

Theme 1: Leadership Language as Culture Carrier. Leadership language represents organizational culture in practice. The absence of conflicts between performance and dignity shows in consistent language use by leaders. In relation to transformations in Saudi Arabian organizations, employees may ask their leaders about reasons for change, about what would be maintained and what would be modified, and also about criteria of success. The connection of employees' duties to transforming the country or clients and teams contributes to better involvement in transformation efforts. In contrast, vague words and lack of specific behavior create doubts. Leadership language must possess four features. Firstly, it should be clear to allow employees to understand priorities and organizational decision-making processes. Secondly, it should be inclusive in order to make participation in work equally possible for all team members. Thirdly, it should be developmental in order to help employees receive positive feedback. Finally, leadership language must be accountable to prevent its "softness" from ruining leadership efforts. Each of these features contributes to the realization of leadership personality in practice. Moreover, they allow to establish evidence-based leadership where management encourages implementation process, yet does not force employees to follow it (Harvey et al., 2020; Spanos et al., 2024). Theme 2: Communication Routines as Coordination Infrastructure. Soft skills become stable and lasting when they are built in routines. These routines can take the form of two-minute huddles, standardized opening statements, role calls, action logs, feedback sessions, after-action reviews and escalation scripts. They can protect teams from chaos in periods of high workload. In case of increasing customer demands and digitalization of work in service organizations of Saudi Arabia, routine communication contributes to acceleration of processes and accountability. Huddle is not only a meeting; it is an instrument for ensuring clarity on who, when, and how needs to do what.

Communication routines reduce dependence on a single person in regard to communication skills. It is not possible for any company to lose one of its

members able to communicate. However, once the described communication practices are routine across the entire organization, a newcomer learns the proper "accent" needed at work. This is especially useful in case of multilingualism, foreign labor, or hiring young professionals in Saudi Arabia. Standardized language of escalation, coaching and disagreements can ensure safety of voicing concerns.

Theme 3: Challenges of Transferring Soft Skills Training. The majority of organizations treat soft skills training as an event – workshops, digital courses, certification programs etc. Research proves that this strategy produces poor results. Transfer of learning involves several steps – preparation before training, training itself, post-training coaching and measuring progress. Learners need to realize workplace issues requiring solving. During training, they should practice challenges, feedback, negotiations, presentations, conflict solving and cross-cultural communication in realistic settings. Additional coaching after completion of training along with protection of learning time is necessary. Digital learning can increase accessibility; however, it should not replace social practice. Effective communication is impossible without practice before real people who can give feedback. This means that hybrid learning model should be considered – short modules on digital platform and workshops. While digital modules can introduce theoretical knowledge, workshops should be used for practice. Besides, supervisor toolkits and learning communities can support learning transfer. According to current workplace learning trends, career development, adaptability, and soft skills gain prominence in rapidly changing environment (LinkedIn Learning, 2025). In Saudi Arabia, there are significant tendencies toward corporate training market expansion and growth in soft skills sector (IMARC, 2025; PwC, 2025). Theme 4: Outcomes of Organizational Development. Communication and soft skills training contribute to organizational development in several ways. Firstly, they allow building of trust due to explicit expectations and feedback. Secondly, they result in higher engagement since employees are heard and stimulated. Thirdly, service quality improves as teams work coordinated. Fourthly, innovations emerge due to questioning and

exchange of ideas. Fifthly, they support organizational inclusion because of more opportunities to speak out provided to young professionals, females and multicultural employees. This idea correlates with goals stated in Vision 2030 of developing economy and skilled workforce (Vision 2030, 2025).

VI. SAUDI CONTEXT: CULTURE, TRANSFORMATION AND WORKFORCE CAPABILITY

Nevertheless, there are several contextual factors in the Saudi workplace environment that affect both communication and leadership development. Hierarchy is still alive in some organizations. Subordinates would rather wait for the instruction than question the decision-making process in case they think something went wrong. Such an approach may help to maintain discipline and order in the work process, but it may be detrimental to transformation through slow learning and threat detection processes. The practice of assertiveness based on culture should be incorporated into the soft skills training. It includes how to voice concerns politely and efficiently, how to express criticism and agreement respectfully, and even how to ask a question without causing discomfort among colleagues. Multicultural collaboration is another peculiar aspect of Saudi workplaces. Organizational units include not only nationals but also foreigners from all linguistic and professional backgrounds. Conflicts rarely arise from malice but rather misunderstanding. They may arise due to different interpretation of some communicative actions and nuances, like silent treatment, urgency, feedback, and disagreement. Hence, the topics relevant to intercultural communication and teamwork, effective meeting conducting, and confirmation of understanding should be included in the curriculum of soft skills training. Closed-loop communication would be useful as it does not put responsibility for misunderstanding on either side. The increased participation of women in the labor force and desire for upward social mobility also make it crucial to learn leadership language. Inclusion involves the absence of patterns that lead to unequal distribution of workload and emotional labor within teams.

Leaders should acknowledge the contribution of subordinates, rotate the speaking turns among them, and explain the expectations clearly. According to research, women remain underrepresented despite the increase in the proportion of female health and organizational leaders (Perez-Sanchez et al., 2021). Therefore, soft skills training alone cannot support inclusion. Finally, digital transformation is another contextual factor shaping the modern Saudi business environment. Virtual meetings, enterprise platforms, dashboards, and artificial intelligence reshape the nature of employee interaction. Consequently, leaders should master such skills as writing and presenting concisely, leading meetings online, providing constructive digital feedback, and telling data stories. Unlike technology, soft skills do not involve any tools or applications. Instead, it is the human side of communication needed to generate value in the digital world.

VII. PROPOSED FRAMEWORK FOR SAUDI ORGANIZATIONS

Figure 1 illustrates an integrated approach to developing communication-related soft skills. Firstly, the approach begins with leadership language, which sets the communication vocabulary for organizational change. Following that, one can identify psychological safety, communication processes, feedback, and coaching. All of these elements are founded on training and transfer climates. The end results include Saudi organizational development, which includes trust, agility, inclusivity, and service excellence. The process of implementing the

suggested approach consists of several steps. First, diagnosing organizations through identifying issues related to communication, including lack of clarity in meetings, poor feedback culture, conflict avoidance, dissatisfied customers, indecision, or lack of involvement among workers. Next, designing training programs in terms of matching modules to relevant skills and actions, such as giving feedback, talking in a difficult conversation, making presentations to top leaders, coaching subordinates, writing brief emails, and managing meetings. Then, practicing communication skills in workplace simulation exercises and receiving feedback on one's performance based on observation. Also, supporting transfer with the use of checklists, peer partners, and commitments. Finally, measuring changes with the help of dashboards featuring behavioral and business indicators. Learning paths proposed in the model vary depending on different levels within an organizational hierarchy. Thus, front-line employees should be able to listen, communicate with customers, work in a team, and manage themselves. Supervisors need to develop skills related to providing feedback, delegating, handling conflicts, and managing meetings. For middle managers, important skills include being good coaches, influence, changing communication, creating cross-functional teams, etc. Senior leaders will benefit most from learning how to create narratives, communicate during crises, use inclusive language, and shape cultures.

VIII. TABLES AND PRACTICAL INDICATORS

Table 1. Capability domains linking communication, leadership language and organizational development outcomes

Capability domain	Observable behaviours	Development value	Example indicators
Communication clarity	Purpose-first messages, concise updates, active listening, closed-loop confirmation	Reduces ambiguity and repeated work	Action completion, fewer clarification loops, meeting effectiveness scores
Leadership language	Strategic framing, respectful challenge, coaching questions, recognition scripts	Creates meaning, trust and accountability	Employee voice, feedback quality, team climate
Conflict and negotiation	Interest-based dialogue, de-escalation, evidence-based disagreement	Protects relationships while solving problems	Issue resolution time, grievance trends, manager ratings
Inclusive	Turn-taking, multicultural	Strengthens belonging	Participation balance, inclusion

teamwork	awareness, gender-respectful participation	and collaboration	survey items, retention
Learning agility	Reflection, after-action reviews, adaptation to digital tools	Supports continuous improvement and innovation	Improvement ideas, lessons learned, adoption metrics

Table 2. Implementation roadmap for soft skills training in Saudi organizations

Phase	Key actions	Responsible owners	Success evidence
Diagnose	Map communication pain points, survey voice climate, review customer or employee complaints	HR, OD team, department heads	Baseline report and prioritized behaviour gaps
Design	Translate gaps into modules, scenarios, scripts and practice rubrics	L&D specialists, line managers	Curriculum mapped to role-level competencies
Practice	Run workshops, simulations, peer feedback and manager-led rehearsals	Facilitators, supervisors	Observed use of scripts and improved confidence
Transfer	Use coaching checklists, action commitments, communities of practice and monthly refreshers	Line managers, mentors, champions	Behaviour sustained after 60 to 90 days
Measure	Track dashboards linking behaviours to engagement, quality and productivity	HR analytics, executives	Balanced scorecard and continuous improvement actions

Table 1 describes several important capability areas and the value for organizational development that they offer. Table 1 reveals that soft skills need to be operationalized into performance behaviors and indicators. Thus, effective communication could be evidenced by meeting action accomplishment, high-quality feedback or reduction in repetitions. Psychological safety could be assessed based on employee voice metrics and near miss reports. Finally, coaching communication could be measured through one-to-one frequency and development plan accomplishment. Table 2 describes a proposed roadmap for successful implementation. It becomes clear from Table 2 that there are three critical success factors for program accomplishment. Executive sponsorship, manager reinforcement and employee engagement are the essential ingredients. Training organizations cannot control soft skills independently. Soft skills need to be modelled by HR professionals, line management and executives too.

IX. DISCUSSION

As indicated above, the implications from this synthesis are strong. The first implication is that soft

skills need to be viewed as operational capabilities rather than personality attributes. An example is when the manager starts meetings with a purpose, solicits opposing viewpoints, summarizes the decision, and assigns action owners to specific tasks. The second implication is the need to incorporate micro-behaviors that can add up to create a new corporate culture. It is important to note that large-scale culture changes have failed because they are too abstract. Examples of micro-behaviors are "What is the risk we are not calling out?", "Three sentences update", confirming action owner prior to ending a meeting", and "Inquiring as opposed to blaming".

Another implication is that of evaluation. Many organizations conduct soft skill trainings without measuring behavior transfer. For effective training evaluation, there are four criteria: learner reaction, acquisition of knowledge, change in workplace behaviors, and change in organizational outcomes. Change in work behavior can be measured through observation by the supervisor, feedback by peers, audit of meetings, quality of customer communications, and employee voice. Organizational outcomes may include employee engagement,

turnover, recovery of service, decision cycle time, innovation participation, and customer satisfaction. This approach makes sure that soft skills do not appear intangible.

Lastly, the context of Saudi Arabia calls for an approach different from the Western one. First, it means taking into consideration local social norms like dignity, hospitality, hierarchy, and relationship building. At the same time, capability for healthy disagreement and inclusion needs to be built. Leadership language should not encourage confrontation for confrontation's sake. Rather, it should encourage respectful and evidence-based speech.

X. RECOMMENDATIONS

At first, Saudi organizations need to introduce a universal communication standard. It may include the meeting charter, feedback script, escalation procedure, presentation template and email guidelines. It should be easily adopted in stressful situations and relevant to the industry. Secondly, Saudi organizations should coach managers rather than spend money on training employees, because they are the ones who set the climate for communication transfer. Any form of their resistance to the new program will render training ineffective.

Second recommendation for Saudi organizations is to make communication programs realistic. Organizations could base their courses on real work experiences of giving feedback to a high-performing disruptive employee, communicating with a senior manager, working in an international group, suggesting service improvement ideas, responding to customers' complaints and conducting meetings with Arab and English-speaking people. Such approach will contribute to learning and increase its credibility and transfer. Third recommendation for Saudi organizations is to build a community of practice among graduates of the soft skills programs. They may gather monthly to exchange their communication scripts, success stories and cases. Such community will preserve knowledge, help new trainees and spread languages across organizations. Fourth recommendation for Saudi organizations is to

recognize soft skills rather than individual achievements. Instead of acknowledging employees' professional accomplishments, senior leaders of organizations should publicly praise listening, feedback, cooperation and constructive challenging. Finally, organizations should position soft skills training as the necessary skills to transform Saudi Arabia. Once employees realize their connection with their own careers and human capability strategy of the kingdom, their interest in the program will grow.

10.1 Managerial Implications for Human Resources and Learning Units First, human resource leaders should integrate communication capability into their talent architecture, rather than treat it separately from soft skills. Interviews, onboarding, appraisal and promotion procedures should require the experience of active listening, giving feedback, facilitating discussion and solving problems. In this way, organization will show that communication skills are essential in any professional career. Moreover, learning units can emphasize this issue by including practice cycles in their programs. For example, a six-week communication training course could include pre-work virtual module, skills lab, two supervisory observations, one peer coaching session and submission of evidence of learning. Evidence might consist of the recording of a presentation, completion of a meeting action log and a reflective report on active discussion. Moreover, line managers should show their expertise in employees' language. Communication skills of senior leaders must involve clear prioritization, constructive criticism, productive questioning and rapid recognition of outstanding performance. Otherwise, employees will find the program not relevant to their actual job. For instance, some managers will keep talking about their last-minute directions and vague feedback in order to make their training program fail. To avoid such problem, senior leaders should attend selected training courses and offer negative examples of communication. Also, they should give feedback to employees. This will show that senior leaders can be humble, and thus will eliminate fear of communication training programs in Saudi Arabia. With their buy-in, adoption of such programs will happen much quicker.

As it was stated above, literature suggests connecting soft skills training with performance management process. But what should be measured is not just general communication competency but rather such communication elements as goal setting, reaching agreement, active listening and tracking of action points. This set of criteria will help organizations evaluate employees' communication capabilities independently from their position. In the end, they will identify top-performing teams and analyse their successful experiences in communication. Based on such research, organizations can define their internal standards of communications.

10.2 Quality, Ethics and Equity Considerations

As any kind of training program affects people, soft skills programs also raise some ethical questions. For instance, they can force employees to be polite towards their supervisors and conceal their real problems. Therefore, training programs must encourage professional voicing of employees' concerns. This is important for preserving quality, safety, innovation and equity. For example, new hires, young workers, women, expatriates and subordinates sometimes lack courage to express their opinion. Thus, managers can use such phrases as "what are your concerns" or "do you have another perspective?". Such statements motivate people to participate in communication.

Moreover, organizations must ensure confidentiality and psychological safety during discussing communication problems, giving feedback and role-playing difficult conversations. Participants tend to reveal real problems with their colleagues, criticize their managers and talk about sensitive topics. It is crucial for facilitators to establish the rule according to which everyone will stay anonymous, will not gossip and will try to make their conversation as honest and constructive as possible. It is essential for stimulating learning, while any accusations of others will stop the learning process. The next consideration regarding ethics is that foreign examples used during training must be adjusted to the reality of Saudi workplaces, which value hospitality, family orientation, deference to seniors, dignity and faith-based working schedule. Such adaptation will allow keeping direct and accountable communications.

10.3 Proposed Evaluation Model

Evaluation system should not be overly complex. Otherwise, managers

will ignore it. Some key measurements to consider during evaluation are related to four aspects of training: employee surveys, testing of participants' understanding, observation of behavioral changes and impact on organizational results. Surveys will assess employees' satisfaction and the relevancy of the training. Testing participants' understanding will be beneficial during communication and feedback exercises. Behavioural changes must be observed three weeks after training, one month after training and three months after training. As far as impact on organizational results is concerned, organizations can measure it using customer satisfaction rates, complaint processing times, project delay rates, internal mobility rates, employee engagement levels, meeting effectiveness and employee turnover rates. Moreover, organizations should also measure qualitative changes communicated by employees regarding the conversation. They should also measure such training effects as employees' feedback on conversation changes. A good evaluation model should not be based on excessive number of measurements. Thus, organizations should not complicate evaluation and try to keep it sustainable over time. Such measures as quality of huddle/meeting, frequency of feedback, participation in discussion, action completion rates and quality of customer communication might serve as a good information dashboard for learning and training. The team will discuss it every month together with its members. It is recommended not to measure but discuss with employees their improvements, mistakes and opportunities for better communications.

Another thing to take into account during implementation is the appropriate sequence of initiatives. First, organizations should implement programs concerning meeting discipline and later – feedback, conflict communication and cross-functional interaction. In other words, first they should concentrate on quick wins – conversation improvement, then – performance management. And eventually, organizations will address cross-functional communications. In the case of Saudi Arabia, it would be appropriate to follow such sequence from the viewpoint of national transformation. Improved communication will lead to improved customer service, innovation and status of

professionals. The key recommendation for implementation is building the library of communication scripts, challenging cases and coaching suggestions. It should include examples of different industries, regions and customer needs while maintaining essential characteristics of communications such as clarity, respectfulness, accountability and inclusiveness. Every few months, organizations will revise such library in order to learn about communication risks, successful phrases and communication strategies of senior leaders under stress.

XI. LIMITATIONS AND FUTURE RESEARCH

These limitations are inherent in the nature of the review and its reliance on the existing body of literature and professional reports. The present review does not involve any empirical validation of the theoretical framework that has been developed. Currently, there is little academic work produced in Saudi Arabia on workplace communication and soft skills. Many studies that deal with those issues tend to be focused on healthcare or educational settings, as well as general employability, not organizational development. There is a need for more longitudinal mixed-methods studies assessing the impact of leadership communication and soft skills training on various dimensions of employees' performance.

XII. CONCLUSION

Workplace communication, leaders' language and soft skills training represent key mechanisms to advance organizational development in Saudi Arabia. These mechanisms assist Saudi organizations in transforming their Vision 2030 aspirations into behavioral practices like clear communication, safe speech, constructive feedback, teamwork and more inclusive leadership. Based on the findings from 2020 to 2025, training is likely to create value when designed for application, supported by management and evaluated using behavioral and organizational measures. Therefore, Saudi organizations need to abandon general workshops and implement communication programs which incorporate realistic simulation, coaching, dashboards and communities of practice. Through such programs, Saudi

organizations can foster employees who are technically proficient, emotionally intelligent, culturally flexible and able to transform their organizations. The framework maintains its practicality since each suggestion is capable of observation, coaching and improvement within typical work processes.

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