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Review Article

Beyond Headcounts: Developmental Credibility and Sustainable Omanization in Private-Sector Organisations

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Abstract

This conceptual paper is based on a qualitative interpretive synthesis of literature published between 2024 and 2026 as well as the official Oman Vision 2040 report to answer the following research question: "How does localisation create sustainable employee and organizational capability?" It develops a credibility framework for employee development (i.e., education, training, and skills development) that links it to job satisfaction, affective organisational commitment, and turnover intention. The framework is influenced by development-related social influence and job security. Six propositions and a typology provide insight into the competing mobility pathway as well as the organizational processes required to convert positive employee attitudes into sustainable capability. This paper explains why simply providing development opportunities and monitoring employment numbers is not enough to achieve sustainable Omanization.

Keywords: Omanization, Employee development, Job-related attitudes, Social influence, Job security, Workforce sustainability.

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1. INTRODUCTION

Omanization is often measured as the percentage of jobs held by Omani nationals in a given company. Although this is relevant information for assessing access to employment, it does not answer the strategic organization question of how a company can increase the number of Omani nationals employed in its organization while at the same time providing employees with the opportunity to learn, grow and develop within the organization, as well as enabling them to maintain their jobs in the company. Conversely, a company can provide a lot of development to its employees, but if they leave after having acquired the necessary capabilities, the organization's investment in development has not led to sustainable Omanization.

Recent scholarship on Human Resource Management in Oman (Al Harrasi *et al.,* 2024) identifies the uneven distribution of research on different practices and outcomes of HRM in Oman. More generally, international scholarship on the benefits of development for organizations and individuals in terms of increased competence and commitment-based benefits of training (Oh *et al.,* 2025) and on the negative consequences of job insecurity for individuals' careers (Låstad *et al.,* 2025) is relevant to the question of how development can be made to be perceived as an investment in an individual's future within an organization.

These recent studies of Human Resource Management in Oman (Al Harrasi *et al.,* 2024) as well as the international research on the benefits of development for organizations and individuals (Oh *et al.,* 2025) and the negative consequences of job insecurity for individuals' careers (Låstad *et al.,* 2025) motivate an explanation of the conditions under which development becomes an investment in an employee's future within an organization.

This paper is organized around the question of how development practices become credible to Omani employees and under what conditions such credibility translates into employees' job-related attitudes and sustainable workforce development. The paper looks at education, training and skills development as separate practices but highlights the same interpretive problem that the three of them present. Development-related social influence is the interpretation of learning opportunities by employees in the workplace through colleagues and supervisors. This can be in the form of face-to-face interaction or on social media but the use of

social media is not the subject of this paper. Perceived job security is employees' anticipated continuity of employment, as opposed to their confidence in being able to find another job.

The study proposed contribution is the concept of developmental credibility: employees' assessment of whether an organization's support for learning is part of its commitment to employees' future contribution. This concept is a mechanism and not a new scale. It is intended to link the presence of development with its interpretation, without assuming that the organization's intentions are in line with the employees' perceptions. Our argument is also to separate the individual's attitudes from the collective capability renewal of a workforce. While positive attitudes can contribute to sustaining a workforce, the organization's routines, the opportunities for employees to apply what they have learned and the organization's continued investment in the workforce are also required in order to convert employees' positive attitudes into the sustainable capability of the workforce.

2. Conceptual research design and evidential boundaries

2.1. An interpretive synthesis for theory development

This paper is a qualitative conceptual study that relies on the synthesis of published scholarship and on an official policy document. It does not contain any interviews, questionnaire administration, participant observation or any analysis of individual respondent records. The study is qualitative in nature in that it is based on the interpretation of textual arguments as well as of documented findings in the literature. The study develops a set of propositions through comparison and reasoning and does not present any themes that were found in the data, nor does it estimate any relationships or test any hypotheses.

This paper is structured to explain how development can be made to be perceived as an investment in an individual's future within an organization. It is structured around the question of how development practices become credible to Omani employees and under what conditions such credibility translates into employees' job-related attitudes and sustainable workforce development. The paper looks at education, training and skills development as separate practices but highlights the same interpretive problem that the three of them present. Development-related social influence is the interpretation of learning opportunities by employees in the workplace through colleagues and supervisors. This can be in the form of face-to-face interaction or on social media but the use of

social media is not the subject of this paper. Perceived job security is employees' anticipated continuity of employment, as opposed to their confidence in being able to find another job.

2.2. Source selection and examination

The source discovery for this study was conducted on 7 November 2026 using public scholarly search, publisher pages, DOI metadata and institutional research records. The search terms were Omanization or Omanisation, in combination with training, education, skills development, and employee attitudes, and with job insecurity, social information processing, and sustainable human resource management. The publication window for the literature search was 2024-2026. The selected sources met the following criteria: (1) they were traceable scholarly publications, (2) they contributed to at least one of the conceptual relationships in the paper, and (3) there was sufficient information available to characterize their contribution. The official 2025 Vision report was used as a source to provide the policy context for the paper, in addition to the scholarly literature.

The twelve scholarly publications and one official report found through the above described search for sources to develop the conceptual framework are presented in the following bibliography. This bibliography is not the result of an exhaustive Scopus search, nor does it contain results of a systematic screening of found publications on the basis of pre-defined criteria. It is a purposive conceptual source set. Some of the publications found were available as full public text, others as abstracts and as bibliographic records. For the latter the claims made in this paper are restricted to what is explicitly reported in the records.

For each of the sources used to develop the six propositions and the typology of competing mobility pathways, the context of the study, the constructs used, the findings or arguments presented and the limits to transfer to the Omani private sector were identified and analyzed. Six of the sources are monitoring and performance studies of the workforce, of workforce insecurity, of boundary conditions of workforce insecurity, of social information processing, of alternative workforce practices, of workforce automation and of hotel workforce stability. One of the sources is a study of sustainable/responsible HRM. Two of the sources are studies of cross-level leadership in collective strategy and of the official policy document on the Oman Vision 2040. Table 1 makes these distinctions explicit. Table 1 makes these distinctions explicit.

Table 1: Evidence-to-argument matrix

Source and evidence	Permitted inference	Limit of transfer
Al Harrasi *et al.,* (2024): Oman-focused HRM review.	Grounds the contextual need for an integrated account.	Does not test this model.
Oh *et al.,* (2025): longitudinal firm-level training research in Korea.	Retention can operate through commitment; the competing competence mechanism was not significant.	Firm-level evidence does not establish individual Omani pathways.
Låstad *et al.,* (2025): insecurity and career-outcome meta-analysis.	Continuity uncertainty deserves explicit attention.	Associations do not establish the proposed moderation.
Jiang (2025): review of insecurity moderators.	Boundary conditions are theoretically consequential.	No direct validation of P3.
Zhang *et al.,* (2025): monitoring, interpretation and performance in China.	Practice interpretation supplies an adjacent explanatory lens.	Different practice, context and outcome.
Xiaoxin *et al.,* (2025): automation and hotel workforce stability in China.	Development and insecurity can interact in organisational change.	Cannot generalise directly to Omani sectors.
Somuah *et al.,* (2025); Liang and Li (2025); Forkuo-Dwomoh *et al.,* (2026): sustainable/responsible HRM reviews.	Human and organisational sustainability need explicit connections.	Sustainability traditions and constructs are not interchangeable.
Nesse (2026): cross-level leadership in collective strategy.	Illustrates attention to tensions across organisational levels.	Not evidence about Omanization.
Oman Vision 2040 report (2025): official policy document.	Establishes policy relevance of capability and employment quality.	Policy intention is not employee experience.

Source: *author-developed synthesis. Relationships are conceptual and untested.*

2.3. Analytical logic and quality criteria

An abductive logic is used for the synthesis, i.e. the synthesis starts with a puzzling phenomenon, compares possible explanations and constructs a mechanism that can explain the phenomenon. Three sensitising perspectives are used for the reasoning: (1) Human capital reasoning about the acquired capabilities of employees and their value for the organization as well as for the employees outside the organization; (2) Social information processing about the way in which employees interpret the organization's practices through the social environment in which they are embedded; and (3) Psychological-contract perspective about the way in which the organization's behavior supports the employees' expectations of a reciprocal investment in the employees and of continuity of employment.

There are no independent codings, inter-rater agreements or even a registered protocol for the study. The paper tries to explain the proposed mechanism as plausible as possible and to define the conditions for its possible application as well as alternative outcomes. The paper does not go into the development of the three theoretical perspectives used as analytical lenses in the paper. It rather builds on the recent literature supporting the use of the three perspectives in the paper.

3. From localisation provision to developmental credibility

3.1. Distinguishing the developmental practices

This paper distinguishes between three types of organizational development support, each of which is provided to employees in order to further their learning and development in the workplace: education support, training support, and skills development support. Education support includes organizational support for employees to engage in formal or structured learning in order to increase their conceptual knowledge and/or to gain recognized qualifications. Examples of such support include study leave, financial assistance for employees to gain relevant qualifications, and access to educational pathways. Training support includes organized learning that is directed towards the employee's current or future work requirements. Examples of such support include supervised instruction, technical courses, and practice-based preparation for work. Skills development support includes the organization's provision of continuing opportunities for employees to apply, refine, and extend their competence in the workplace. Examples of such support include work assignments, coaching, feedback, and increasing responsibility in the workplace.

This article distinguishes three types of organizational development support, which are often confused. For example, a qualification may increase an employee's labour market options but not change his or her current task. A short technical course may improve immediate competence but not provide a progression route. A challenging assignment may deepen an employee's practical ability but not provide a recognized qualification. Thus, employees may value one form of support and question another. A composite measure of development may be useful in future research, but this should be based on a justified measurement model rather than on the assumption that any provision of learning has the same meaning or effect.

Strategic responsibility is also clarified by the distinction. While decisions regarding time and

resources are typically involved in education support, training support requires assessing the task requirements and quality of instruction. Skills-development support is largely dependent upon supervisors' allocation of tasks and permission to practice. A company may announce a generous education policy, yet local managers may prohibit its utilization through task allocation. Thus, developmental credibility will be dependent on consistency of organizational arrangements across levels. Table 2 defines the constructs so that the distinctions between provision, interpretation, and outcomes can be observed throughout the arguments.

Table 2: Construct definitions and analytical levels

Construct	Meaning in this framework	Analytical boundary
Omanization	National employment-localisation context implemented through organisational choices.	Policy context; not an individual attitude.
Education support	Assistance for structured knowledge and recognised qualifications.	Distinct from current-task instruction.
Training support	Organised learning for current or anticipated work requirements.	Provision is separate from learning transfer.
Skills-development support	Continuing opportunities for practice, feedback, coaching and responsibility.	Requires opportunities to use capability.
Development-related social influence	Social information shaping interpretations of development.	Not platform use or communication frequency.
Developmental credibility	A believable organisational commitment to future contribution through development.	Proposed mechanism; not a validated measure.
Perceived job security	Confidence in continued employment with the present organisation.	Not external employability or contract type.
Job-related attitudes	Job satisfaction; affective organisational commitment; turnover intention.	Separate outcomes; intention is not behaviour.
Workforce sustainability	Capacity to sustain decent participation and renew organisational capabilities.	Requires cross-level processes; not proof of environmental outcomes.

Source: *author-developed synthesis. Relationships are conceptual and untested.*

3.2. Why the existence of support is not sufficient?

A developmental practice may contribute in two ways: by increasing what an employee can do and by conveying something about the organization's intended relationship with the employee. These may not align. A course may improve competence, but the employee may view participation as a compliance requirement. A modest learning opportunity may be more relational when combined with protected time, relevant tasks, and serious feedback. The argument is not that symbolic actions are a substitute for sufficient investment. The resource provision and the interpretation of that provision are analytically distinct.

Developmental credibility is possible when employees can link current learning to plausible future contribution. Three questions help assess that possibility: is the support accessible? Can the learned skills be used? Is the organization likely to honor the implied developmental relationship? Accessibility is about implementation, not the wording of the policy. Use is about the availability of appropriate tasks and responsibility for the new competence. Continuity is about the viability of the expected relationship beyond an isolated event. These are proposed dimensions of credibility, not dimensions that have been determined through empirical factor analysis.

As an illustration, consider an employee who is offered a qualification, but is denied the time to study and then the subsequent responsibility. The qualification may still be valuable, but the organizational meaning is unclear. Now consider an employee with a smaller package, but protected time for learning, access to competent mentoring, and a transparent progression discussion. This second package may offer a more believable internal future despite being less expensive. These are analytical illustrations, not observations of Omani workplaces. They illustrate why expenditure is not enough to determine the relational quality of the development.

3.3. Capability development vs. mobility alternative

The most compelling argument against assuming retention benefits is that the development may increase the opportunities for the employee elsewhere. That is possible within the framework. Otherwise, if the model predicts positive attitudes for all developmental investment, it would be difficult to explain why capable employees would leave supportive employers. Oh *et al.,* (2025) explicitly compare the commitment and human capital perspectives. They report findings that support the retention pathway through commitment, but the competence-mediated pathway was not significant. Thus, their study does not demonstrate either that training always retains employees or that gains in competence always lead to departure.

The conceptual inference is narrower: the developmental investment by the employer and the

reason for the employee to stay need not be aligned. There are other possible influences, such as external opportunities, salary differences, family circumstances, and occupational aspirations. While developmental credibility makes an internal future more plausible, it cannot eliminate the labor market alternatives. This distinction is important for national policy. Movement between private sector firms may be a loss for one organization, but also a redistribution of skills in the national economy. Thus, sustainable Omanization needs to consider organizational retention and national capability circulation separately, rather than viewing all departures as policy failure.

4. Social interpretation, job security, employee attitudes

4.1. Social influence related to development as an interpretive pathway

The learning opportunities are interpreted in an environment of supervisors, colleagues, and professional contacts. These other people provide information about who is supported, about the progress of newly qualified employees, and about the fairness of opportunity allocation by managers. They can either clarify an ambiguous initiative or reveal inconsistencies between formal promises and treatment. Thus, development-related social influence is defined as socially provided information that influences the employee's understanding of the accessibility, value, and organizational intent of development. It is different from communication amount and general sociability.

For example, Zhang *et al.,* (2025) examine the interpretation of forms of electronic performance monitoring using social information processing. Their findings are about performance and self-efficacy, rather than the outcomes in the current model. The conceptual point that is relevant is that organizational practices are interpreted through attributed purposes. Thus, the same broad category of management activity can have multiple meanings. Applying this reasoning to development, the responses of employees are partly dependent on whether the learning is viewed as investment, surveillance, compulsory remediation, or preparation for replacement. This application is a theoretical extension, not a replication of their findings.

The social pathway is also conditional on the credibility of the information. For example, positive statements by a supervisor may be discounted if colleagues consistently experience blocked progression. On the other hand, critical accounts can be informative if they accurately reflect the unequal treatment. Thus, social influence should not be operationalized as just encouragement or approval. The content, source, and consistency with experience matter. If the firm tries to get positive attitudes by suppressing discussion, it may remove the information needed to improve implementation. A more plausible path to credibility may be open discussion and visible corrections, rather than communication campaigns detached from practice.

4.2. Why the meaning of development changes with perceived job security

Perceived job security is confidence that employment will continue with the current organization. It is not contractual form, legal protection, or external employability, though these may influence it. For example, an employee may have a continuing contract, but fear redundancy. Or, an employee may have a time-limited arrangement, but expect renewal. Thus, it should be examined as a perception, with identifiable organizational and labor market antecedents. Treating it as a direct substitute for objective employment conditions would obscure why people with comparable formal arrangements interpret their futures differently.

There are reasons to consider this distinction from recent research on insecurity. Låstad *et al.,* (2025) find associations between insecurity and various career outcomes. They report differences based on study design. Jiang (2025) organizes the research on moderators of insecurity using multiple theoretical perspectives. These contributions suggest that contextual conditions should be considered. They caution against a universal association. However, they do not establish that job security moderates the specific social-influence-to-attitude relationship proposed here. This relationship requires a separate argument about the employee's ability to attach a supportive interpretation to the anticipated internal future.

When continuity seems plausible, supportive social information about development may be interpreted as evidence of a relationship worth investing in. When continuity is doubtful, the same information may encourage learning for future employment elsewhere. Thus, the proposed moderation is about the destination of anticipated returns, not the intrinsic usefulness of the learning. Security is not assumed to make all communication persuasive. For example, if the promises of supervisors contradict experience, then secure employment may coexist with distrust. Similarly, insecurity is not assumed to remove all benefits of training. It may change the expected benefits that the employee anticipates realizing and where.

For example, Xiaoxin *et al.,* (2025) examine automation, insecurity, and employee outcomes in Chinese hotels. They report a buffering role for training and development opportunities. This illustrates that developmental support can matter in threatening technological conditions. However, they do not demonstrate equivalent responses across Omani industries. For this paper, the study provides a different context for the interaction of development and insecurity. It leaves open the question of whether development reassures employees, increases their

alternatives, or both. These alternatives are particularly relevant when localization is combined with restructuring and changing occupational requirements.

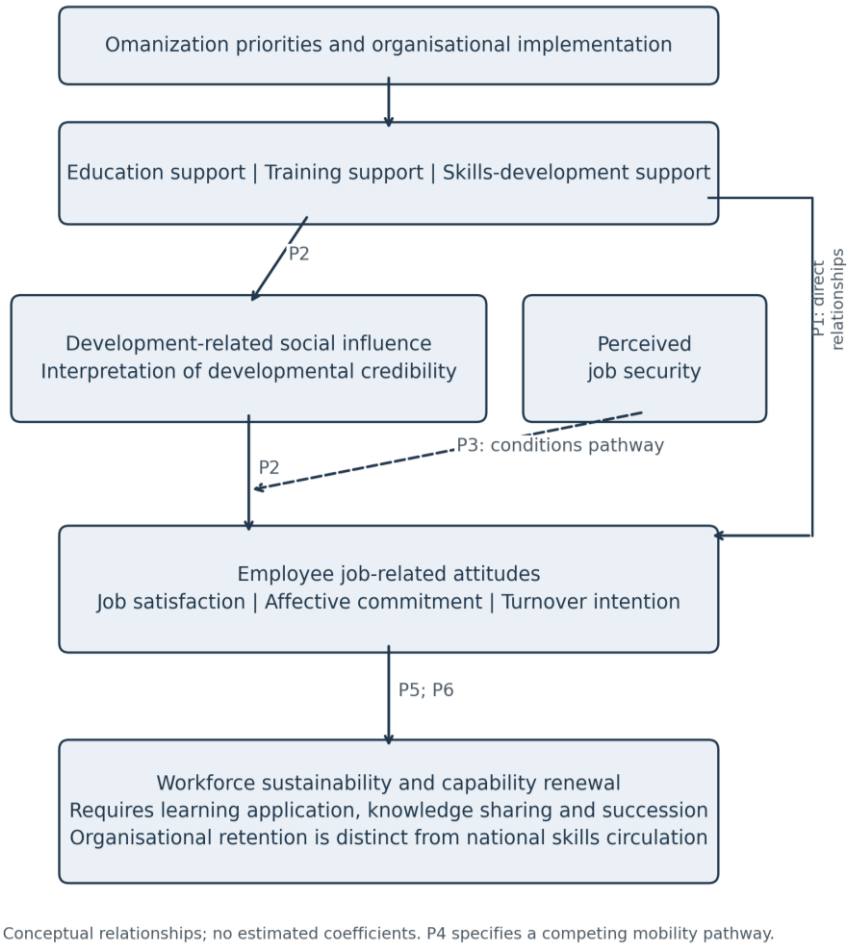
4.3. Separate the three attitudes

Job satisfaction is an evaluative response to the job and its conditions. Affective organizational commitment is emotional attachment to the employing organization. Turnover intention is the stated inclination to leave the employing organization. These may be related, but they answer different questions. For example, an employee may enjoy a demanding role, but not feel a strong attachment to the employer. Or, an employee may feel attached to the organization, but intend to leave because there is no progression. Or, an employee may remain, despite being dissatisfied, because there are few alternatives. None of these situations is well represented by a single, undifferentiated attitude score.

Developmental credibility is expected to influence the outcomes through different reasons. For example, relevant learning and opportunities to use competence may improve satisfaction with work. A believable investment relationship may strengthen affective commitment. A credible internal future may reduce the attractiveness of departure. This last relationship is the most exposed to external opportunities and constraints, which may override attachment. Thus, future studies should consider the three outcomes separately and allow for different strengths or directions. It would be misleading to infer actual turnover from intention or organizational commitment from a positive evaluation of a training course.

5. Propositions and cross-level framework

Figure 1 illustrates an explanatory sequence from localization priorities to organizational practices, employee interpretation, and workforce renewal. The arrows represent the proposed relationships. This includes enabling conditions. The framework allows for direct developmental effects on attitudes, as well as the socially interpreted pathway. Thus, social influence is a proposed partial mediator, not the only pathway through which development matters. Developmental credibility explains why this pathway may operate. It is not inserted as a second mandatory mediator, without further conceptual or empirical justification. Table 3 lists what would count against each proposition.



Conceptual relationships; no estimated coefficients. P4 specifies a competing mobility pathway.

Figure 1: Developmental credibility and workforce sustainability

P1. Education support, training support, and skills-development support are each more likely to strengthen job satisfaction and affective organizational commitment, and reduce turnover intention, when employees can access the support and use the resulting capabilities within a plausible internal future.

The substantive quality of development is qualified in P1. If developmental policy is not accessible, it cannot be assumed to signal support. Application of learning opportunities links the provision of resources to work organization. Internal future creates a rationale to view current investment as significant for ongoing relationship. It does not demand that all three conditions vary similarly. It does not preclude a beneficial path to improved satisfaction without commitment. It suggests more and more coherent attitudinal benefits when conditions are aligned. It suggests that if conditions are not aligned, outcomes may vary.

P2. Development-related social influence partially mediates the relationship between perceived developmental support and employee job-related attitudes, when the credibility of organizational development commitments is changed by socially supplied information.

P2 defines the active content of the mediating path. It is not enough to be exposed to colleagues. The information must relate to the understanding of the practice. A competing alternative is that development itself improves work experiences, and social discussion does not add anything. Or that committed employees are more likely to attend selectively to positive accounts. The framework leaves both alternatives open. A subsequent study would need to establish temporal order and distinguish interpretation from prior attachment, to claim mediation rather than association.

P3. Perceived job security moderates the positive relationship of supportive development-related social influence to job satisfaction and affective organizational commitment, and negative relationship to turnover intention, when information relates to opportunities within the employing organization.

The last condition prevents the moderation claim from being too broad. Advice about an external qualification or occupational network might enhance career confidence, but not necessarily employer attachment. Reassuring messages of continuity cannot indefinitely offset blocked responsibility or arbitrary treatment. P3 suggests a specific interaction between anticipated continuity and information about internal developmental relationship. Whether that is a positive or negative relationship is an empirical question. Are secure employees perceiving few alternatives? Or are insecure employees unusually reciprocal to support? These are tests of the argument, rather than exceptions to conceal.

P4. When development enhances transferable capabilities, but internal opportunities are not convincing, positive evaluations of learning may coexist with low affective organizational commitment and continued turnover intention.

P4 introduces the competing path directly. It suggests an uneven response rather than a uniform deterioration in attitudes. Employees may value development and become more confident, but still choose to leave. An organization that only assesses course satisfaction might mistake a successful learning intervention as a successful retention strategy. The proposition also makes a policy distinction. Leaving for another productive Omani role might contribute to national skills utilization. Firm-level evaluation needs to account for destination and consequences of mobility, before characterizing it as uniformly negative.

P5. Only when organizational arrangements translate continued participation into shared learning, succession, and repeated opportunities to renew capabilities, do positive employee attitudes support workforce sustainability.

Individual attachment is not sufficient to establish organizational capacity. A highly committed employee may be working in an environment that does not allow knowledge transfer. Or specialist work may be dependent on one person. The cross-level bridge in P5 suggests mentoring, documented routines, supervised responsibility, and succession arrangements. These allow individual learning to survive personnel changes. The proposition rejects the assumption that adding individual attitude scores automatically creates a measure of organizational sustainability. It demands identifiable organizational processes that allow employee participation to contribute to capability continuity and renewal.

P6. When localisation outcomes are jointly assessed through quality of employment, capability renewal, and economic viability (and, where relevant, environmental outcomes are separately assessed), the credibility of an organization's sustainability claims is enhanced.

P6 differentiates sustainable workforce development from sustainability as a generic positive label. If stable employment is achieved through commercially unviable arrangements, it may not last. If there is commercial success, but with persistent exclusion from development, then there is no social sustainability. If there is environmental performance, evidence is needed about environmental consequences. This cannot be inferred from national recruitment or satisfaction. So the framework makes a limited, but defensible, contribution to sustainability. It explains how localisation may support the human and organizational

conditions for continuity. But it leaves broader sustainability claims to depend on other evidence.

Table 3: Propositions, explanatory steps and disconfirming possibilities

Proposition	Mechanism or condition	What could challenge it
P1: conditional developmental benefits	Access, application and internal future connect support to attitudes.	Strong benefits despite persistent inaccessibility or no internal use.
P2: partial social mediation	Relevant social information changes developmental credibility.	No incremental interpretive role, or prior attitudes explain information selection.
P3: security moderation	Continuity attaches supportive interpretation to the current employer.	No interaction, or stronger benefits under insecurity.
P4: mobility alternative	Transferable learning outpaces credible internal opportunity.	Internal opportunity adds no explanatory value beyond external alternatives.
P5: cross-level conversion	Knowledge sharing, succession and application support renewal.	Attitudes predict durable capability without these organisational processes.
P6: differentiated sustainability	Employment quality, capability and viability require joint assessment.	A single headcount measure adequately captures all relevant consequences.

Source: *author-developed synthesis. Relationships are conceptual and untested.*

6. DISCUSSION: A STRATEGIC PROBLEM OF CREDIBILITY AND RENEWAL

6.1. Theoretical contribution and competing explanations

The key theoretical contribution is the distinction between provision of development and credibility of the relationship implied. Human capital can explain why capability acquisition matters. But it cannot, on its own, explain attachment to the employer that funded learning. Interpretive can explain how others shape meaning. But it needs a temporal account of why that meaning supports ongoing organizational relationship. Developmental credibility links these problems. It focuses attention on whether employees can relate learning to a believable internal future. It does not assume that development and loyalty are naturally aligned.

The argument also shifts the role of Omanization. Localisation is a policy context that creates organizational priorities and implementation pressures. It is not an individual psychological variable. The practices that organizations use to respond are analytically separate from employee interpretations. This enables comparisons between organizations with similar national ambitions, but different developmental arrangements. It also prevents us from characterizing Omani employees as a uniform group. Occupational position, career stage, gendered access to opportunity, location, and prior employment experiences may alter interpretation of support and continuity.

Recent work on sustainable HRM supports consideration of human consequences, alongside organizational objectives. Somuah *et al.,* (2025) focus on socially responsible HRM and social value creation. Liang and Li (2025) develop an integrative framework on sustainable HRM and employee performance. Forkuo-Dwomoh *et al.,* (2026) identify need to consider employee experience and potential burdens in green HRM. This paper extends that consideration to localisation. Whose future is sustained through development? It does not equate constructs in those publications. It does not transfer their findings wholesale to Oman.

One competing explanation is that pay and external opportunities dominate attitudes. So developmental credibility adds little. Another is selection. Supportive firms recruit people who are already inclined to stay. Ambitious employees seek qualifications to move. A third is managerial quality. This might account for both credible development and positive attitudes. These competing explanations do not make the conceptual argument redundant. But they limit any causal claim. We need research to explore whether credibility explains variation beyond remuneration, alternatives, prior attachment, and supervisory support. Whether its explanatory contribution varies across occupations and organizational conditions.

6.2. A typology of developmental conditions

Figure 2 differentiates four ideal types. It uses substantive quality of developmental provision and credibility of an internal future. These are proposed analytical conditions, rather than empirically identified clusters. If both are strong, development can become a credible basis for continuing contribution. If provision is strong, but the internal future is weak, then the organization may enhance capabilities that employees intend to use elsewhere. If provision is weak, but continuity seems credible, then employees may stay, but there are fewer opportunities for renewal. If both are weak, then localisation may become a formal employment arrangement with little developmental substance.

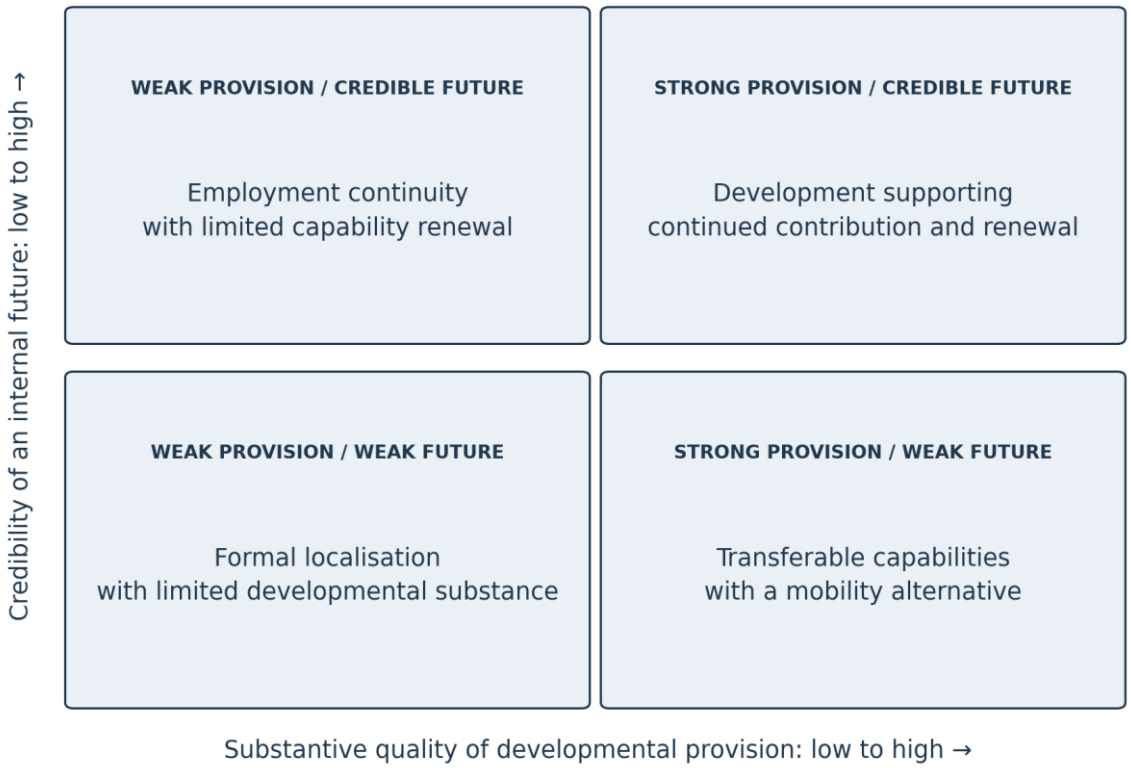


Figure 2: Developmental provision and credibility of an internal future
Source: *author-developed typology; illustrative ideal types, not observed clusters.*

The typology reveals a temporal problem. Organizations may move between conditions as promises are honoured or contradicted. A new training initiative may create positive expectations initially. If newly acquired competence is not used, expectations may decline. Even though expenditure continues. Or, transparent progression and corrective managerial action may restore credibility after implementation failure. These transitions are process research propositions, rather than findings in this synthesis. They explain why a single cross-sectional measure may miss the changing relationship between learning provision, interpretation, and anticipated continuity.

There is also a strategic tension between firm-specific retention and broader labour market development. Firms benefit when capable employees stay. But national development may benefit when capabilities circulate. Resolving this tension requires institutions and employers to distinguish between avoidable loss and productive mobility. Nesse (2026) examines how cross-level leadership manages tensions in collective strategy. The empirical context is coopetition, rather than localisation. But the relevance is conceptual. Tensions between levels cannot be assumed to disappear with a single firm-level solution. It may be valuable to coordinate sectoral development, even if no employer captures all returns from training.

6.3. Sectoral conditions and practical implications

The framework does not assume that private sector employment is a single organizational setting. There may be specific emphasis on technical progression and supervised responsibility in manufacturing and logistics. Development may be linked to regulated competence and changing digital roles in banking. Seasonal demand and service career expectations may arise in tourism and hospitality. There may be professional requirements, but demanding work arrangements in private healthcare. These are illustrative boundary conditions to explore, rather than sector findings established in this paper. They make explicit why credibility of developmental promise depends on the work and employment arrangements it addresses.

The practical implication for managers is to assess the relationship between learning and work allocation. A useful review would explore whether employees have access to support. Do they have time to learn? Can they practise safely? Do they receive feedback on progression? Communication should provide evidence that these arrangements operate fairly. Mentors and supervisors need authority and time to support application. They should not just be responsible for encouragement. Retention indicators should be considered alongside access to development, demonstrated competence, internal mobility, and reasons

for leaving. There is no single indicator that can demonstrate organizational sustainability of localization.

In the same way that entry, continuity and renewal can be distinguished within employment counts, so can differently levels of evaluation be identified within policy evaluation, i.e. access, stability and capability renewal. The evaluation of policy can improve one of these levels whilst failing to address the others. Rather than a composite score of unknown content, linking the different levels of evaluation in a more comprehensive manner would be preferable. In terms of environmental sustainability, evidence of relevant environmental competencies and outcomes must be provided. In terms of linking localization to Vision 2040, it is best to identify a mechanism and assessable outcome rather than simply to invoke the Vision.

7. Limitations and a research agenda

The arguments in this paper have been restricted by selection of a number of recent papers; some of the literature had limited availability of full text. This paper does not provide a complete overview of Omanization research, measure the impact or demonstrate that developmental credibility is different from other relevant constructs (e.g., organizational support, trust). The novelty of this paper is the proposed explanatory relationship and conditions. Future assessments should compare the construct to those established constructs, and assess whether the new construct provides enough additional specificity to be measured independently. If existing constructs can adequately explain the same mechanism, then the model could be simplified.

Primary data were not collected for this study, as the goal was to develop a conceptual framework. Therefore, inferences regarding Omani employees are limited. There are international studies that demonstrate potential relationships and associations in their original contexts.

However, these studies do not validate the six propositions at the local level. Documentary research could follow up on published development policies, progression arrangements and workforce reports, using a transparent protocol and explicit limitations on making inferences about employee experiences. Longitudinal research could investigate changes occurring after the implementation of developmental initiatives. Any subsequent hypothesis testing should distinguish between intentions and actual departures, and between individual perceptions and organization-wide outcomes.

Special attention should be paid to the time dimension. Employees may first appreciate learning opportunities, then begin to question whether there is any organizational value to them, and finally leave the organization. Satisfaction, attachment, and mobility are not sequentially related based upon simultaneous measures. Researchers should also consider alternative directions for future research, such as whether employees who are committed receive more support or perceive more favorable interpretations of ambiguous situations. Cross-sector comparisons will be most effective when they compare specific differences in work organization and continuity rather than simply using sector labels as explanations. These types of extensions will subject the proposed mechanism to meaningful scrutiny instead of accumulating supporting associations.

8. CONCLUSION

In order to create sustainable Omanization, we need to understand how national employment aspirations are translated into credible developmental relationships within private sector organizations. Support for education, training, and skills development can help to develop competencies, but their organizational impacts depend on access, use, and a believable internal future. Social influences shape how employees understand that relationship, and perceptions of job security can affect where employees expect to realize returns on that relationship. The resulting attitudes are distinct from each other, and their contribution to sustainability depends on organizational learning and renewal processes.

Thus, the framework shifts the analytical focus from counting national employees to understanding the conditions under which their development contributes to long-term participation and the development of capabilities.

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