



**Arab American University**

**Faculty of Graduate Studies**

**The influence of leadership style on employee talents in Hebron Municipality and  
Hebron Electricity Utility through job satisfaction**

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**This thesis was submitted in partial fulfillment of the requirements for the Master's  
degree in Human Resources Management**

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## Thesis Approval

**“The influence of leadership style on employee talents in Hebron Municipality and Hebron Electricity Utility through job satisfaction”**

By

**Nooreldeen Khader Salman Qawasmi**

This thesis was defended successfully on February 22,2024 and approved by:

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## **Declaration**

This thesis is a presentation of my original research work. I certify that this thesis has not already been submitted for any other degree or diploma in any other university or other institute of higher education.

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Date: 22/8/2024

## **Acknowledgments**

To the soul of my father...my ever teacher

To the source of my happiness...my mother

To my other half...my wife

## **Abstract**

The aim of this research is to study the effect of leadership style on the talents of employees in the Hebron Municipality and the Hebron Electricity Utility and measure the role of job satisfaction as a mediator in this relationship. The design of the study is based on the quantitative method, as it used primary data collected through an administered questionnaire that included questions used in previous studies. The study's independent variable, leadership style, included four styles that represented the dimensions of the variable: the democratic, the autocratic, the transformational, and the transactional leadership style, while the dependent variable is employee talent. The study population consists of 1338 employees. A convenience sampling technique was used to represent the study population, 153 responses were received. To analyze the data collected and come up with the results, the descriptive method was adopted to analyze the demographic and personal factors through the SPSS tool, while to analyze the research variables and test the hypotheses; inferential analysis was adopted using the Smart-PLS statistical tool.

Data analysis leads to the following results: The rate of application of the four leadership styles was moderate for each, and the democratic leadership style came in first place with a percentage of 66.8%, followed by the transformational style at 65%, then the transactional style with a percentage of 63%, and finally the autocratic style at 62.8%. The level of job satisfaction was high (76%), and so was the level of talents at 70.8%, which was represented through the level of performance. When analyzing the relationships between the variables to examine the hypotheses, the results were as follows: There is no significant direct effect of the four leadership styles used in the study on employees' talents. Among the leadership

styles used, the only style that had an impact on job satisfaction was the democratic style, with a small effect. While it was found that Job satisfaction has a positive impact with a high effect on employees' talents. As for the mediator, job satisfaction had a role as a mediator between the democratic leadership style and employees' talents. Job satisfaction has no role as a mediator in the relationship between transformational, transactional, and autocratic leadership styles and employee's talent. Recommendations were presented at the end of the study, the most important of which is the recommendation to enhance the application of the democratic leadership style, which appears to have significant positive impact on talent through job satisfaction.

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## Chapter One

### Introduction

#### 1.1 Background

As a reflection of the repercussions of globalization and the ever-changing circumstances surrounding organizations, dramatical shifting in organization's attitudes have been noticed as more focusing on their inimitable resources, specifically their human capital, more than focusing on increasing their productivity and quality of services they provide, as employees are the most important resource and asset in any organization, and achieving organizational goals is closely linked to the method of human resources management, including selecting and developing talents and matching the right employee to the right place at the right time (Al Aina & Atan, 2020).

That fact regarding the critical role of talented people was asserted by Poorhosseinzadeh and Subramaniam, (2013) declaring that attracting talent is a source of sustaining the best performance.

"Talent concept is considered as any individual who has the capability to make a significant difference to the current and future performance of the organization" (Ansar& Baloch, 2018).

Poorhosseinzadeh and Subramaniam, (2013) concluded that talented people are those who contribute to most to the achievement of organization's strategic goals, therefore, leaders must pay attention to follow a talent management system that ensures attracting and retaining talents, to ensure their continuity.

Managers are the basis for determining the path of organizations to success or failure, especially in terms of the way they manage human resources. In their book Mulligan and Taylor, (2019) titled Talent Keepers pointed out that those managers who make efforts to

motivate employees and create opportunities that allow them to advance in their jobs will achieve distinguished and long-term success for their organization, those are the talent keepers.

An appropriate leadership style with willing of an excellent employee performance will inevitably maximize the profit of an organization (Briggs, 2023). On the other hand, as mentioned by Al-maaitah et al., (2021) that the application of unsuitable leadership styles is a real problem, as it may lead to a poor job satisfaction, which in turn reduces job performance.

In contrast, managers who do not make any effort or fail to develop their talented employees will cause serious consequences to their organizations. Local government organizations are required to a great extent to improve their employee performance (Nugroho et al., 2021).

Municipalities are considered as the cornerstone of community development because of services they deliver (Almarshad, 2015). Among all types of services, there is no institution that can compare in importance in its services to those provided by municipalities (Adelino & Ferreira, 2017; Ndebele & Lavhelani, 2017), as they are linked to life matters that people need on an ongoing basis and cannot be dispensed with, such as water, electricity, sewage, roads, solid waste collection and many other services. The services provided are not limited to any specific person, but rather include all segments of society. Therefore, this sector has received great attention from both academics and practitioners around the world.

Moreover, municipalities serve as the main instrument through which national policies of states are implemented, this status stems from the importance of the services provided by municipalities and their importance to citizens according to Plummer, (2013), who also

declared that municipalities have a constant need to develop their perspective on the ways in which they provide services.

Compared to any other institutions, especially the service sector, municipalities are considered the oldest in terms of their establishment in the West Bank. The municipality of Jerusalem, for example, dates back to the year 1863, while the municipality of Hebron dates back to the year 1890 (Sweir, 2016).

The Hebron Municipality (HM) is considered one of the largest municipalities in Palestine in terms of the area of its concession, which is approximately 42 square kilometers (Wikipedia, 2023). In addition to the served population with approximately 240,000 habitants (Palestinian Central Bureau of Statistics, 2023) and the number of employees that exceed 1000 employees, in addition to the employees of the Hebron Electricity Utility (HEU), which is an independent facility belonging to the Municipality of Hebron, which has about 260 employees. HM and HEU following the Functional Organizational Structure, in which activities are classified based on logical similarity of work functions (Ahmady et al., 2016). The main services sectors are divided into departments, and divisions fall under them. The nature of the critical tasks facing HM and HEU require a high level of readiness.

## **1.2 Problem Statement**

A decline in the level of quality of services provided by institutions operating in Palestine has been observed in recent years (Mattour & Alayasa, 2020).

Moreover, results of a survey implemented by the Public Services Center for Hebron Municipality to measure the variation in citizen satisfaction between the years 2020 and 2022 about municipal services and electricity, were not reassuring, as the degree of satisfaction for

all municipal services decreased from (medium) to (low) with the exception of electricity services, which decreased but remained at a degree (high).

Through personal experience, the Hebron Municipality does not have a plan to replace skilled employees or to transfer their skills and knowledge to other employees, which is known as a relay succession (Gothard & Austin, 2013) that has dire consequences if neglected in the foreseeable future (Jones, 2007 as cited in Gothard & Austin, 2013; Hall-Ellis, 2015).

As the municipality does not follow a job promotion system that aims to develop the staff and increase its expertise, which means the accumulated experience is depleted and is not passed on among employees, resulting in a decline in the level of the talent pool which in many cases compensated by outsourcing, although as declared by Gray, (2014) that successful developmental succession plans depend on the ratio of internal promotion versus external recruitment.

Promotion in the municipality does not take place in a systematic manner, but most often the gradation takes place only in the salary scale of the employees specified in the ordinance of Local Government Employee Bylaw, with no change in positions, where there are employees who have remained in the same job title throughout their years of service in the municipality, which may extend for more than 30 years, that matter reflect the absence of a career development plan.

As for filling the supervisory positions that became vacant as a result of leaving due to retirement or death, it takes place through internal or external appointment procedures as a result of the absence of a plan for succession, Hall-Ellis, (2015) mentioned that “unsuccessful

hire can cost from 25 per cent to 200 percent of the salary allocated to the position”, because of the potential to reduce productivity, lost time spent to recruit and train.

No efforts have been made to discover and develop talents, this can be simply observed through the low allocations for training and development in the annual budget, for which no significant value was allocated in the budget, which was a percentage of 0.00003 of the total expenditures for the year 2022 (Hebron-city, 2023)

The (Chartered Institute of Personnel and Development) (CIPD) defines Talent Management System (TMS) as "the systematic attraction, identification, development, engagement/retention, and deployment of those individuals with high potential who are of particular value to an organization" (Erçokses, 2009).

Since this sequence, based on that definition of TMS it is not followed in the Hebron Municipality in whole or in part, this means that the TMS is not followed, which means that there is no guarantee of compatibility between job requirements and employee talents, no verification efforts are conducted for the locating, developing and retaining talents and there is no control of talent's flow in the right track within the municipality departments

Despite the diversity of the municipality's activities and the diversity of fields in which employees specialize, there is no training center in the municipality. The needs of the various administrative and technical departments for employees are often met through the recruitment of new employees, which is considered an unjustified financial burden as illustrated, whereas according to the published budget of the Hebron Municipality, the annual increase in allocations for wages, salaries, and their supplements is about 7% on average, and the percentage of wage allocations for the year 2022 of the total expenditures reached about 37% (Hebron city, 2023).

Ghanem, (2015) concludes that Local Government Bodies in the West Bank are still very far away from the actual implementation of the principles of total quality management tools, and this is clearly reflected in the performance indicators, which were weak. The aforementioned study has recommended that municipalities must reconsider the reality of their human resources and view them as a long investment, this requires supplying with qualified human resources, and working to rehabilitate the existing staff through well-studied training programs, in addition to activating motivational and encouraging measures to create an environment of commitment and enhance employees' sense of satisfaction.

Based on the aforementioned study, improving the quality of performance and raising the level of services provided, fall on the responsibility of leaders. Rather, employee achievements are considered the basic concern of leaders.

Nanjundeswaraswamy and Swamy, (2014) emphasized that the employee's achievement of a high level of productivity is linked to two things: a clear definition of tasks and a good relationship between the leader and his followers. This relationship leads to understanding the concept of leadership which is described as basically the pattern of a relationship through which a person influences the behavior and actions of others (Wakabi, 2016; Rizi et al., 2013). On the other hand, results indicate actions, and since all the indicators referred to in the studies mentioned in this section lead to a result of a low level of performance, this leads us to the main influence on performance, which is the leader, based on the agreed-upon definitions of leadership.

The low level of services provided as a result of the low level of employee performance will inevitably increase over time unless leaders undertake their responsibilities and practice their roles in positively influencing subordinates to generate performance levels that are

commensurate with the size of the challenges that are likely to increase as a result of the increased demand for services, and this is precisely the problem that this research seeks to address by shedding light on the influence that leaders practice on their followers and verifying the adoption of a leadership style that has a positive impact on employees' talents. The results of this research will be an extension of academic research efforts to further consolidate the unity of understanding the concept of talent and talent management. In addition to examining the extent to which talents are affected by the leadership style in terms of developing and retaining them in a sector in which this relationship has not been examined previously.

It is hoped that this study will provide a reference for managers and practitioners in various fields, especially public service sector institutions, on how to develop and retain the skills of their subordinates and ensure their succession.

Based on the results of the study, recommendations will be provided for guidance to follow the leadership style most closely linked to the availability of employee talents, whether for existing managers or for the Human Resources Department when determining the specifications required when attracting managers.

### **1.3 Research Objectives**

This study mainly aims to investigate the impact of the leadership style followed in Hebron Municipality (HM) and Hebron Electricity Utility (HEU) on the talents of employees represented by employee performance to explore how significant this relationship is through job satisfaction as a mediator, this objective is divided into the following sub objectives:

1. Investigate the relationship between dimensions of leadership style represented by (Democratic, Autocratic, Transformational and Transactional) Leadership styles and job satisfaction.
2. Investigate the relationship between job satisfaction and talent of an employee, which is represented by (employee performance).
3. Investigate the role of job satisfaction as a mediator in the relationship between dimensions of leadership style and talent of employees.
4. Investigate which leadership styles are most associated with employee talent.

#### **1.4 Research Questions**

This research seeks to answer the following research questions:

- 1) Do the (transformational, transactional, democratic, and autocratic leadership) styles directly affect the talents of employees?
- 2) Does employee satisfaction mediate the relationships between leadership styles (transformational, transactional, democratic, and autocratic) and employee talent (employee performance)?
- 3) Does employee satisfaction affect employee talent?
- 4) Do the (transformational, transactional, democratic, and autocratic leadership) styles affect job satisfaction?

## 1.5 Research Significance

In this study, the independent variable is the leadership style, and in reviewing the literature on this study, at least twelve leadership styles were observed, differing in their characteristics and their impact on the other variables of the study, namely job satisfaction as a mediator variable and employee talents as a dependent variable, and four types were chosen as dimensions of the leadership style in this study, and this choice was made on the basis of two considerations, the first is the styles around which there is quasi agreement regarding their significant influence on the rest of the variables, which are represented by the transformational , transactional leadership style and the democratic one, the second consideration is the styles that are most prevalent in the study area which the autocratic leadership style is among (Abu alsoud & Imad Khali, 2021;Dweikat, 2000).

The democratic leadership style was also chosen as it is the opposite of the autocratic leadership style and is considered beneficial for most fields, (Milgron & Holmstrom, 1991 as cited in Iqbal et al., 2015), and one of the positive styles in its impact on the rest of the study variables based on most studies, and deserve to investigate its availability.

This research is considered unique, because it measured a dependent variable represented in (employees' talents), which is considered a feature or behavior of the employee and not an administrative process whose dimensions can be easily identified to be monitored, and there are still large differences between researchers in defining talent and there is no agreement on its dimensions. Gallardo-Gallardo, (2018) declared based on an in-depth historical review of the literature that there is a fundamental lack of consensus as to the meaning of ‘talent’ in the world of work.

It is expected that the findings of this study will contribute to each of the practitioners and academics, especially in light of the lack of research that dealt with the subject of talents and the lack of maturity of the talent concept (Dries, 2013). That lack of maturity is noted in the disparity in the definitions of talents and talent management in various scientific researches, articles and even by organizations itself (Tansley, 2011). In addition to the scarcity of research that talked about how to develop talents among subordinates and what factors affect it. Moreover, as declared by Poorhosseinzadeh and Subramaniam, (2013) “Almost all the organizations use talent management system but they may not be aware of what they do exactly in the talent system” who also mentioned that if challenges of talent management left unmet will impact the stability of organizations on the near and long term. Al Ariss et al., (2014) have declared that organizations need to be aware of internal talent, explaining that companies struggle to fill key strategic roles particularly because of lack of high-qualified employees.

“The majority of scholars in the field of TM take the talent construct for granted and do not formulate an explicit definition of talent” (Gallardo-Gallardo et al., 2013 as cited in Thunnissen & Arensbergen, 2015).

In addition, findings will contribute for the category of practitioners, whether managers of different specializations and human resources departments, because it sheds light on the leadership styles that must be followed to develop talents, which concerned managers with its importance in improving work outcomes, whether on the financial or non-financial level, that is the concept of talent management contribute in improving the efficiency of investing human resources with the best outcomes and the lowest costs, as talent is seen as the most important advantage that any organization can possess and retain (Stander & Van Zyl, 2019).

Tummers and Knies, (2013) declared that there is a need for more studies on leadership in different industries of the public sector. Moreover, the results of a study by Orazi et al., (2013) indicated that leadership in the public sector is emerging and taking autonomous in research, but the field of leadership still needs to be developed and anchored in the public sector compared to the business sector. Moreover, the relationship between leadership styles and talent management processes in both public and private sectors is recommended to be explored more according to Wahba, (2016) who indicated that there is a strong positive relationship regarding this relationship.

The results of this study will shed light on the style that managers must follow from among the various leadership styles in the Hebron Municipality and the Hebron Electricity Utility to motivate their subordinates to demonstrate the highest possible level of their performance, especially in light of the great challenges and the great importance of the services provided by both organizations.

Hebron Municipality and Hebron Electricity employees' performance will affect hundreds of thousands of citizens served, and will improve the quality of life of citizens in the city of Hebron. On the other hand, continuing to adopt leadership styles that are not linked to increasing employee productivity and improving their performance means an increase in the decline in the level of services provided to citizens.

## **1.6 Scope of the Study**

The scope of this study is Hebron Municipality and Hebron Electricity, which are two public sector institutions considered among the largest institutions in the country in terms of the

number of their employees, the number of people served, and the variety of their services. The respondents in this study are the employees of these two institutions at all their job levels.

## **1.7 Definition of Key Terms**

### **a. Leadership style**

It is described as the relationship through which a manager influences the behavior and actions of subordinates (Wakabi, 2016; Rizi et al., 2013; Bhatti et al., 2012).

### **b. Democratic leadership style**

Defined as leadership by which employees are involved in decision-making (Bhatti et al., 2012).

### **c. Autocratic leadership style**

It is leadership in which the leader makes decisions alone (Bhatti et al., 2012).

### **d. Transformational leadership style**

It is the leadership style in which the leader is characterized by motivating and inspiring his subordinates to accomplish tasks by sharing his vision with employees (Asghar & Oino, 2017).

### **e. Transactional leadership style**

It is the leadership style in which the leader focuses on reward or punishment according to the employee's performance (Asghar & Oino, 2017).

### **f. Job satisfaction**

Is feeling happy while doing work. (Zeffane & Bani Melhem, 2017)

### **g. Employee talent**

linked to the actual performance of the employee (CIPD, 2007; Ansar& Baloch, 2018; Poorhosseinzadeh & Subramaniam, 2013; Tansley, 2011).

#### **h. Employee performance**

It is a set of behaviors controlled by employees that contribute to achieving the organization's goals (Fernández-del-Río et al., 2019; Ramos-Villagrasa et al., 2019).

#### **i. Hebron Municipality**

Is a public sector institution affiliated with the Palestinian Ministry of Local Government that provides basic services to citizens, such as water, paving roads, city planning, and other services in its concession area, managed by an elected council.

#### **j. Hebron Electricity Utility**

Is a public institution with financial and administrative independence owned by the Hebron Municipality. It provides electricity distribution services to citizens in its concession area and is managed by a board of directors composed of all members of the Hebron Municipal Council.

### **1.8 Summary**

This study attempts to provide answers to the research questions that we have referred to and suggest solutions to the research problem. In the next chapter, there is a review of previous literature related to the research topic, followed by a presentation of the research methodology, and then a review of the results we have concluded and a test of the research hypotheses and the extent of their reliability within the scope of the study.

## **Chapter two**

### **Literature Review**

#### **2. Literature Review**

##### **2.1 Introduction**

The Model of Administrative Skills which was presented about 60 years ago by Katz includes three administrative skills, namely, human skills, technical skills and conceptual skills, those are still precisely the skills that a manager is required to possess in order to be effective in the current era. However, contemporary managers are required to possess a higher degree of human skills more than ever (Afshinpour, 2014).

Studies have unanimously agreed that leadership has an important impact on the talents of followers, but it varies depending on the leadership styles followed. These effects vary between a positive impact and a negative impact on the performance of employees, which reflects their level of talent.

This chapter will discuss the outcomes of various studies and the results they have reached in the relationship between the leadership style represented by democratic leadership, autocratic leadership, transformational leadership and transactional leadership on employees' talents represented by the level of performance and the role of job satisfaction as a mediator in this relationship.

## **2.2 Key Variables**

### **2.2.1 Employee Talent**

The first beginning of use the term "talent" in the work environment appeared in the business literature in the 1970s but with narrow limits such as "Talent waste (How Institutions of Learning Misdirect Human Resources) by Ritterbush, (1972) and "Developing Executive Talent: a practical guide" by Mills, (1976).

When McKinsey launched the term "talent war" in 1998, it drew attention to the most important feature that organizations can acquire, which is talent, thus there is no dispute that human capital is the most important element among competitive advantages, and this is a fact that organizations learn (Poorhosseinzadeh & Subramaniam, 2013). Moreover, talent is becoming recognized as the core competitive asset in any organization (Silzer & Dowell, 2009).

According to Talent Based Theory, talent is the only resource of competitive advantage, and therefore organizations must pay high attention to attracting and maintaining the talented workforce" (Rabbi et al., 2015). Perhaps the most important issue that needs to be investigated about the concept of Talent is whether it is an innate gift represented by European culture or an accomplishment yet to be achieved represented by Japanese culture (Tansley, 2011). There is no consensus among researchers about this, and human resource management (HRM) practitioners are facing difficulty defining what talent is and a vary differentiation in the definition of talent is clearly observed between practitioners at different organizations (Nijs et al., 2014; Gallardo-Gallardo, 2018; Sonnenberg & Brinks, 2014; Jayaraman et al., 2018).

Thus, organizations have developed their own understanding of talent and do not follow any specific definitions, the concept of talent in the work environment is of recent origin, and therefore it is noted that the research is accelerating in this regard (Jayaraman et al., 2018).

However, choosing a definition of talent is no easy task, not least because there are a number of ways in which talent may be defined within a particular organization (Tansley, 2011).

Talent is not limited to certain qualities possessed by specific employees, but rather it is in the business environment linked to the actual performance of the employee and achieving performance that exceeds expectations, and this performance has an impact on current and future results (CIPD, 2007; Ansar & Baloch, 2018; Poorhosseinzadeh & Subramaniam, 2013). After all, what concerns us in the work environment is the performance that achieves the planned results, Ramos-Villagrasa et al., (2019) considered Job performance the “ultimate dependent variable” in human resource management.

Where there are results that exceed expectations, then there is high performance, and inevitably, behind this high performance there are talented employees. Therefore, many studies considered that talent in the business environment is related to high-level performance (Ansar& Baloch, 2018; Poorhosseinzadeh & Subramaniam, 2013; Bass & Bass, 2008 as cited in Mir & Abbas, 2020; Thunnissen & Van Arensbergen, 2015; Ramos-Villagrasa et al., 2019; Fernández-del-Río et al., 2019; Jayaraman et al., 2018 ;Tansley, 2011).

This study adopted this perspective, considering that an employee’s talent is his actual performance, considering that the level of performance is a reflection of the employee’s level of talent (Fernández-del-Río et al., 2019; Ramos-Villagrasa et al., 2019). Fundamentally Talent is related to people with high levels of achievement (Ansar& Baloch, 2018).

According to Ramos-Villagrasa et al., (2019) job performance is a set of behaviors controlled by workers that contribute to organizational goals, represented by three main and comprehensive dimensions:

1. Task Performance: refers to “behaviors that contribute to the production of a good or the provision of a service”.
2. Contextual Performance: defined as “behavior that contributes to the goals of the organization by contributing to its social and psychological environment", "which includes tasks beyond job duties, initiative, proactivity, cooperating with others, or enthusiasm”
3. Counterproductive work behavior: which is defined as “voluntary behavior that harms the well-being of the organization", such as off-task behavior, presentism, complaining, doing tasks incorrectly on purpose, and misusing privileges”, which found associated negatively with Task Performance dimension thus harm organizational goals.

According to Lovely and Alam, (2019) employee performance determinants are: productivity, quality, quantity, knowledge and creativity when accomplishing work during a specified period, and job satisfaction have a significant positive correlation with job performance.

While according to Nguyen and Mahaputra, (2020): performance can be measured through 1) Technical ability; 2) Conceptual ability; 3) Responsibilities; 4) Initiative; and 5) the ability of interpersonal relationships. The aforementioned study built its conceptual framework on the basis that among performance precedents is leadership motivation.

Talent refers to characteristics or attributes of people, such as abilities, knowledge or competencies” (Gallardo-Gallardo et al., 2013 as cited in Thunnissen & Arensbergen, 2015).

Concept of talent represents the more suitable individuals for the job and who would contribute most to the achievement of the organization's strategic goals (Poorhosseinzadeh & Subramaniam, 2013).

One of the most frequently used dimensions of talent is employee potential and skills which are also mentioned in McKinsey definition of talent that assume talent as “a sum of the person's abilities, his or her intrinsic gifts, skills, knowledge, experience, judgment, drive and ability to learn”. More dimensions of Talent mentioned by Ansar and Baloch (2018) are: Ability, Strategy-driven, Capacity, Capability, Commitment, Competence, Knowledge, Performance and contributions.

Below we highlight a description of dimensions other than performance related to talent, based on what many studies have indicated. In the end, these dimensions, and based on the studies reviewed, are themselves dimensions of job performance:

- **Skills:** Wherever work requires a skill of a special kind, job satisfaction increases for the employee, and here job satisfaction can be used as a predictor factor of skill (Mishra, 2013).

Chalkiadaki, (2018) propose two categories of skills, also mentioned by Van Laar et al., (2020): *Personal skills* include: Self- development and autonomy, creativity, problem-solving and critical thinking adaptability in the globalized environment and information and knowledge (learning and information management). The second category is *Social skills* include: Communication- collaboration, cultural and global awareness and leadership.

Strebler, (1997) has mentioned that “definitions of skill have traditionally been associated with the level of training a job requires ”and more engaged with manufacturing industry than any other field thus organizations are increasingly turning to the concept of competencies.

- **Competence:** Defined as "the capacity that exists in someone who can make that person able to fulfill what is required by work in an organization so that the organization is able to achieve the expected work” ,so “competent person is someone who with the skills and knowledge to do jobs easily, quickly, intuitively and very rarely or never makes mistakes” (Ridwan et al., 2020 as cited in Nguyen et al., 2020;Tripathi & Agrawal, 2014).According to Strebler, (1997) there are two approaches by which competency is defined ,the first is the behavioral approach expressed by the behaviors that an individual needs to demonstrate in practicing his tasks. The second is the occupational standard approach that define competency as “the ability to perform activities within an occupation to a prescribed standard”.
- **Ability to learn:** Learning in the workplace leads to the acquisition and development of new knowledge and skills at work (Manuti et al., 2015).Tynjälä, (2008) Divide learning in the work environment into two parts, the first type is related to learning from the reality of the daily activities of work, and the second type is related to learning on the job, which is formal training, he also names three types of informal learning: implicit learning, reactive learning and deliberative learning, with regard to the first type refers to spontaneous learning in the employee's unconscious, the last two types are related to the employee's awareness and motivation to learn by linking their experiences and knowledge with daily experiences at work and includes the employee's desire to obtain new knowledge at work, motivation which

considered as precedent to learn was found interact with job satisfaction (Jalagat, 2016), and this is an evidence of significant relationship between job satisfaction and ability to learn.

Learning at workplace is motivated by employee's intent to learn as argued by Noe et al., (2013), who also found that among the individual differences between employees affecting informal learning at work, the big Five personality dimensions (agreeableness, conscientiousness, emotional stability, extraversion, and openness to experience), self-efficacy, and zest for learning are major determinants, while zest is considered the only component that is a predictor of informal learning.

- **Knowledge:** Known as a sum of skills, experiences, proficiency which has been collected to create a repository of knowledge which can be used by your workforce through a shared resource" (Linked-in, 2021). Which is according with the Oxford English Dictionary (2018) in defining knowledge which is" know-how and skills obtained by a person all through experience or education as well the theoretical or practical understanding of a subject" Arif and Rahman, (2018) argued that knowledge management and job satisfaction are influencing each other, and declared that knowledge is an essential asset in every workplace. And it is the responsibility of managers to motivate knowledgeable employees to use their knowledge in the workplace, share it with their colleagues, and even create new knowledge (Pružinský & Mihalčová, 2017).
  - **Judgment:** It means the way employees judge behaviors at work, and it is related, according to Resick et al., (2013) to the leadership style, as he indicated that employees of ethical leaders tend to judge negatively unethical behaviors in the workplace and support fair actions in the workplace.

The judgments of employees in the workplace were considered to be one of the dimensions of talent among employees because they are related to the employee's awareness of their workplace environment. If the judgments are positive, there is motivation to highlight and develop talent, especially those judgments related to justice and well-being at work, and that is aligned with most job satisfaction definitions which considered job satisfaction ultimately a group of judgments employee have regarding his job which the more it increases, the greater job satisfaction that was mentioned clearly at Belias and Koustelios, (2014) when referring job satisfaction to the employee's perceptions of their working environment, relations among colleagues, earnings and promotion opportunities.

Warr, (2006) referred to eight judgments that focus on comparisons and how the employees' perception of their work conditions and these judgments are represented by the following questions that the employee asks:

- 1- What is my position compared to another employee from the same field?
- 2- What is my situation compared to the situation I expected?
- 3- How advanced is my situation compared to the development of others?
- 4- Compared to the previous trend, is the situation deteriorating, stable, or improving?
- 5- Compared to the future trend of the situation, will it deteriorate, remain the same, or will it improve?
- 6- Does the situation affect the well-being of work?
- 7- Is my performance now or previously effective in this situation?
- 8- Is the situation familiar or unusual?

- **Commitment:** According to Lovely et al., (2019) is reflected in three types of behavior of the employee: “active association with the organization, the predictable

costs of leaving the organization and the obligation to remain in the organization”, and expected to benefit organization in numerous aspects which among them is improving performance by increasing productivity

Job satisfaction’s most desirable outcome is commitment of employees, Yücel, (2012) conclude that “job satisfaction is one of the most antecedents of organizational commitment and that high levels of job satisfaction results in higher commitment”.

- **Strategy-driven:** Silzer and Dowell, (2009) proposed four success factors for talent management, the first was: *Driven by business strategy*, the second was *Integrated with other processes*, third factor is *Managed as a core business practices* and the fourth factor *Ingrained as talent mindset*. Furthermore, they consider that a strategy-driven is the compatibility between the structure, processes and actions with the people in the organization, and also that the individuals are fully consistent with a clear set of goals of the institution, so the pace is high in order to achieve the goals when there is strategy-driven availability in the workplace. And that's align with the definition of talent by Poorhosseinzadeh and Subramaniam, (2013) who consider the more achieving organization strategic goals the more demonstrating talent attribute at the employee.

Gallardo-Gallardo, (2018) distinguished between four types of the concept of talent: talent as a *natural ability* that cannot be indoctrinated or taught, and the other type of concept of *talent as mastery*, according to this concept, the advocates of this style consider that talent is created and not born, the third approach of conceptualizing is *talent as commitment*, according to this concept, talent is not only a commitment to give the best for the institution,

but also talent is a barrier to turnover, and the last concept identify *talent as fit* which "refers to the fit between an individual's talent and the context within which he or she works—i.e., the right place, the right position, and/or the right time".

While Nijs et al., (2014) defined talent as "an ability and essential factor which operate as preconditions for achieving excellence which, in turn, can be operationalized as performing better than others or performing consistently at one's personal best".

However, in this study talent exists where the employee's actual performance levels exceed the normal level and the expected level of performance, as the measure of the employee's talent is reflected in the level of performance achieved (CIPD, 2007; Ansar & Baloch, 2018; Poorhosseinzadeh & Subramaniam, 2013).

- **Talent Management**

The mere presence of talented employees does not guarantee good results, but talent management is needed (Ansar & Baloch, 2018). Attracting talents is not enough, but the risk of losing talents continues, whether it is a voluntary or compulsory loss. Managers' attention is directed to avoid the risks and effects of losing talents by adopting a talent retention policy, whereas most institutions facing difficulties in retaining talent employees, and organizations suffer to satisfy employees to retain them (Khalid et al., 2016). The results of most studies indicate a positive impact of talent management on job satisfaction (Luna & Morley, 2015; Dzimbiri & Molefi, 2021; Chan, J. Y., Chai et al., 2020).

Mey and Stindt, (2021) declared, "The retention of skilled, requires leaders who can provide them with a sense of belonging, respect, empowerment, support their personal growth and development, and provide them with flexibility and freedom in executing their duties".

According to Dries, (2013) Talent management is a ‘phenomenon’ and should be studied in all its different appearances to develop theories regarding it, declaring that the concept of talent management has not reached maturity and there are indications of a growing interest in studying it.

Poorhosseinzadeh and Subramaniam, (2013) had indicated that although most organizations practice talent management, there are many unknown issues in this regard that need to be investigated. Al Ariss et al., (2014) argued that Talent Management must be understood as a relational construct, this includes the perceptions of managers and employees about how their talents are being managed in their firms.

The contemporary trend in dealing with talents focuses on developing them and not just discovering them. Human resource managers have to focus on developing human capital and focus not only on gathering talents within organizations (Talent’s pool), but to achieve benefit from the talents gathered, human resource departments and within the tasks of talent management must work on controlling the flow and movement of talented employees (Talent’s flow) starting with attracting, moving through assess review and plan, develop and deploy and then engage and retain, in away ensuring their succession (Silzer & Dowell, 2009; Poorhosseinzadeh & Subramaniam, 2013).

Poorhosseinzadeh and Subramaniam, (2013) summarizes the basis of creating the talent management program that it is the process of providing talent pools to provide job positions with qualified employees and focus on developing them to create succession within organizations,” Talent management concentrates on proficiency development through managing the progression of talents within the corporation”. The Assessment Centre ACs “has expanded into developmental interventions to assist with the professional growth of

people capability within organizations” (Thunnissen & Van Arensbergen, 2015; Stander & Van Zyl, 2019).

The concept of talent management which is supported by Dries, (2013), based on the theory of Social Exchange which points out that talent is related to the relationship between the employee and the employer more than considering talents a concept related to the employee only.

Social Exchange theory is based on the fact that employees are affected by talented management practices. This supports the view of those who believe that talents can be transferred and successive in organizations. Poorhosseinzadeh and Subramaniam, (2013) noted that there is a point of view which believes that organizations create talented employees and plan their succession, they also indicated that organizations are facing, or will very soon face, talent management challenges, which, if not met, will have an impact on business strategies in the short and long term.

Within this framework of the concept of talent management, the importance of leadership style emerges. Since talent management is based on employee development, this gives an indication of the leadership style required to support the goals of talent management programs. Jayaraman et al., (2018) have developed an Integrated Talent Management Scale (ITMS), Within this scale dimensions of talent management are identified as follow:

- 1- *Identifying critical positions*: Building a talent pool, identifying critical jobs and differentiation on the basis of employee’s contribution to organization success.
- 2- *Competence Training*: Investment of time and money for talents to enable them to acquire specific competencies for current and future jobs.

3- *Development*: Creating clear multiple career paths to meet the identified talent expectations according to their capability and performance.

4- *Reward management*: Including both intrinsic and extrinsic rewards.

Talent Management practices divided according to Wahba, (2016) into talent acquisition, talent development and talent retention, findings of this study have indicated that there is a strong positive relationship between leadership styles and talent management processes in both public and private sectors, recommending exploring more investigations regarding this relationship.

### **2.2.2 Leadership style**

There is no one best style of leadership, the special circumstances of each institution determine the appropriate leadership style, the appropriate leadership style in one institution may not be effective in another (Bhatti et al., 2012; Briggs, 2023; Veliu et al., 2017; Mahdinezhad et al., 2013). "Leaders have to adjust their leadership style to the situation as well as to the people being led" (Veliu et al., 2017).

This can be generalized whether the talk is about leadership in the public sector or the private sector, as Jensen et al., (2019) reached the conclusion that there are no indications of no similarity in the concept of leadership and its impact between the two sectors, especially when comparing both the transformational and transactional leadership styles. A leader is a person who influences followers to act to achieve specific objectives (Mullins, 2004 as cited in Nanjundeswaraswamy & Swamy, 2014).

Nanjundeswaraswamy and Swamy, (2014) mentioned that contemporary organizations need, more than ever before, leaders who are aware of the rapid and complex change in the global environment, pointed out that the employee's achievement of a high level of productivity is linked to two things: a clear definition of tasks and a good relationship between the leader and the employees.

According to Bhatti et al., (2012) leadership "is a process whereby one person exerts social influence over other members of the group, or a process of influencing the activities of an individual or a group of individuals in an effort towards goal achievement in given situations".

Among the unanimous definitions of leadership among researchers, leadership is described as basically the pattern of a relationship through which a person influences the behavior and actions of others (Wakabi ,2016; Rizi et al., 2013; Bhatti et al., 2012). Therefore, the style of leadership followed has an effect on others, and this is indisputable, but the type of this effect on the followers varies greatly.

In general, it will be noted that the styles of leadership that are more engaged with subordinates and more in touch with the human side and feelings of employees are the most positive in influence (Amin et al., 2013). That can be seen in the dimensions of job satisfaction, as it is related to how employees perceive relationships at work, a sense of appreciation, self-actualization and managers' support (Singh & Jain, 2013). These dimensions are features provided by specific styles of leadership, and even the materialistic aspects such as salary, benefits, and working conditions are also linked to specific styles of leadership.

In a study carried out by a group of researchers at Ohio University, leadership was divided in terms of behavior into two types: the consideration style “relationship-oriented”, which focuses on the relationship between the leader and the follower, and gives great attention to individuals and their inspiration, and the second style, which is the initiating structure style “task oriented”, which focuses on goals and tasks with little interest in individuals, the latter’s effect was negative on job satisfaction according to Lok and Crawford, (2004).

In this research, four dimensions of leadership style were identified, which are as follows:

#### **2.2.2.1 Transformational Leadership style**

Transformational leadership” is a style of leadership that transforms follower attitudes, beliefs, and behaviors, to a motivation where the leader inspires followers to be motivated beyond current levels of performance” (MacGregor, 1978). Whereas Asghar and Oino, (2017) viewed to transformational leaders as” leaders who motivate and inspire their subordinates so as to complete challenging assignments by sharing their vision and strategies with employees”.

According to Bass and Riggio, (2006) model which in align with Avolio et al., (1995) as cited in Amin et al., (2013) the transformational leadership styles based on the “Four I’s” (dimensions), namely: Inspirational motivation, Idealized influence, Intellectual stimulation, Individual consideration. However, the transformational leadership style prevails in the West and is rarely found in developing countries (Amin et al., 2013). Moreover, this style is mostly associated with a flatter organizational structure and low level of power and seen often at western firms (Lok & Crawford, 2004).

### **2.2.2.2 Transactional Leadership style**

Transactional leadership is based on the principle of exchange, where rewards are given by leaders to their employees for achieving goals and punishment for others, based on contingent rewards, laissez faire leadership and management by exception (evaluating employees on the basis of achieved and expected goals) (Asghar & Oino, 2017).

According to Amin et al., (2013) transactional leadership style reinforced by the Exchange Theory, considering three dimensions representing this style which based on Avolio et al., (1995) namely contingent rewards, laissez faire leadership and management by exception.

Laissez-faire leadership has been considered in many studies as a leadership style that exists in itself, while in others it has been considered one of the characteristics of a transactional leader (Webb's, 2003 as cited in Amin et al., 2013; Asghar & Oino, 2017).

In this research it has been considered one of the characteristics of transactional leadership which was argued by Asghar and Oino, (2017) that transactional leaders delegate powers to their employees and only intervene if required.

Laissez-faire/known also as delegative leadership was examined in this study under the transactional questionnaire items considered to be the least productive, subordinates show little cooperation and are unable to work, as delegative leaders barely offer guidance to their followers and leave decision-making up to employees, although this style may be useful in situations when employees are highly qualified but mostly leads to unwell defined roles and a lack of motivation (Belias & Koustelios, 2014; Basit et al., 2017).

Laissez-faire leadership reflects non-interference policy, complete authority delegated to all and leaders of this type have no plan (Bhatti et al., 2012). Despite that laissez-faire leader who characterizes by granting delegation and autonomy and the opportunity to participate in

decision-making but demonstrates no concern of developing followers or empowering them within the workplace. Amin et al., (2013) found that the laissez-faire leadership style which is characterized as non-leadership has an insignificant effect on job satisfaction.

### **2.2.2.3 Democratic leadership style**

What distinguishes a democratic leader most is that he consulting decisions with subordinates and lets others in his team share in the decision-making process in spite of taking the final decision is on his own (Cellar et al., 2001; Maloş, 2012 as cited in Dyczkowska & Dyczkowski, 2018; Bhatti et al., 2012). Also, democratic leader provides guidance, induce subordinates to invest their competencies and talents (Dyczkowska & Dyczkowski, 2018).

A democratic leader offers guidance to group members, allowing input from other group members, encouraging group members to participate, as a result group members feel engaged in the process and are more motivated and creative (Belias & Koustelios, 2014).

### **2.2.2.4 Autocratic leadership style**

Conclusions of studies conducted locally on the prevailing leadership styles, showed that autocratic and laissez-faire leadership styles are among these styles (Abu alsoud & Imad Khali, 2021; Dweikat, 2000). Each of autocratic and democratic leadership styles are considered in contrast to the other, while the democratic one consults decisions, the autocratic leader is seen as the leader who makes decisions on his own. (Cellar et al., 2001, Maloş, 2012 as cited in Dyczkowska & Dyczkowski, 2018; Bhatti et al., 2012). He emphasizes strict regulations and maintains formal relationships with subordinates. (Dyczkowska & Dyczkowski, 2018).

The negative aspect of leadership has not been properly explored by researchers as was done with the positive aspects, and one of these negative leadership styles is the autocratic leadership style, which is classified as destructive leadership characterized by poor communication, inconsistent behavior, and poor strategic skills (Aravena, 2019).

The autocratic/known also as authoritarian leader accepts nothing but blind obedience from his subordinates, and this type of leadership arose in societies that accepted the hierarchy as it is, even at the expense of inequality between superiors and subordinates.

This type of leadership, according to Hasibuan, (2017) as cited in Solihah et al., (2021), is represented by the following dimensions: absolute authority, decisions made by leader only, subordinates are not allowed to suggest opinions, lack of attention to subordinate's feelings, focusing only on work productivity and leaders rarely provide information.

Perhaps the most prominent characteristics of an autocratic leader through which you can quickly judge the style he follows in leadership is the trait of selfishness and lack of concern for subordinates.

Despite the disadvantages of the autocratic leadership style, Belias and Koustelios, (2014) indicated that this style is required in special work environments, like when there is not much time for group decision-making or where the leader is the most knowledgeable member of the group.

Also, Iqbal et al., (2015) conclude that in spite of negative aspects of the autocratic leader style but it is appropriate in many cases like when new employees are unfamiliar and don't have sufficient know how about their jobs, when employees misusing their authority, when company rules are violated by employees and when decision-making and implementation are the responsibility of one person.

### **2.2.3 Job Satisfaction**

“Job satisfaction refers to the pleasure derived while doing a job” (Asghar & 2017). It is not something that requires a decision to be adopted, but rather it is a basic foundation in the work environment and there is no path for organizations to achieve their goals except through employee satisfaction.

Hoffman and Ingram, (1992) as cited in Arif and Rahman, (2018) considered that employee satisfaction needs to be met first before satisfying the customers’ needs. Moreover, Singh and Jain, (2013) considered that satisfying employees is the most critical challenge faced by managers nowadays.

According to Bektaş, (2017) job satisfaction is something felt not seen. And refers to positive and favorable attitudes and feelings which employees may have and develop about their jobs (Armstrong, 2006 as cited in Amin et al., 2013; Bektaş, 2017).

In the same framework to define the concept of job satisfaction Thanh and Nguyen, (2016) as cited in Dzimbiri and Molefi, (2021) considered “Job satisfaction as the sum total of emotions, feelings, views and beliefs that people hold of their present jobs. In a more specific and detailed description of the aspects through which the employee searches for job satisfaction Belias and Koustelios, (2014) “referring job satisfaction to the employee’s perceptions of their working environment, relations among colleagues, earnings and promotion opportunities”.

Based on numerous literature job satisfaction can be reached by multiple tools: salaries, fringe benefits, achievement, autonomy, recognition, communication, working conditions, job importance, co-workers’ degree of professionalism, organizational climate, interpersonal relationships, working for a reputable agency, supervisory support, positive affectivity, job

security, workplace flexibility, working within a team environment and genetic factors” (Rizi et al., 2013; Mishra, 2013).

There are two factors behind an employee's feeling of job satisfaction namely intrinsic and extrinsic job satisfaction.

Intrinsic factor refers to the attitude of the individual towards her/his job and to the individual's expectations from her/his job. Meanwhile the extrinsic factor refers to the factors related to the working environment; the combination of both factors represents the whole job satisfaction (Bektaş, 2017).

In the results of study by Amin et al., (2013) found an effect of leadership style on job satisfaction, and this effect is more significant with extrinsic job satisfaction.

As indicated in the conclusion of the aforementioned study the justification for this is that the intrinsic job satisfaction comes from within the employee, while the extrinsic one is linked to external factors, one of which is the influence of leadership.

Zeffane and Bani Melhem, (2017) Indicate according to multi studies that there are significant differences in satisfaction when comparing between public and private sector employees, arguing that extrinsic factors tended to produce satisfaction more than intrinsic factors did in the public sector, pointing out that employees in the public sector more satisfied based on greater job security feeling than private sector employees did.

According to Mishra, (2013) one of the most important tools of measuring job satisfaction is Superior-Subordinate Communication, as he considers that the employee's perception of the way the manager communicates with him and manager's behavior with him affects the employee's satisfaction with his work.

### 2.3 Research gap

According to most studies, talent is based on employee capabilities, skills, experience and performance. Therefore, leaders must pay attention to follow a talent management system that ensures attracting and retaining talents, to ensure their continuity (Poorhosseinzadeh & Subramaniam, 2013).

Mulligan and Taylor, (2019) mentioned that managers who do not make any effort or fail to develop their talented employees will cause serious consequences to their organizations.

There are still large differences between researchers in defining talent and there is no agreement on its dimensions, as Gallardo-Gallardo, (2018) declared based on an in-depth historical review of the literature that there is a fundamental lack of consensus as to the meaning of 'talent' in the world of work.

According to Thunnissen and Arensbergen, (2015) "The majority of scholars in the field of Talent Management take the talent construct for granted and do not formulate an explicit definition of talent", who also have urged organizations to expand their view on talent, and use the multi-dimensional approach as a guide in the discussion of their own operationalization of talent.

Tummers and Knies, (2013) declared that there is a need for more studies on leadership in different industries of the public sector. Moreover, the results of a study by Orazi et al., (2013) indicated that leadership in the public sector is emerging and taking autonomous in research, but the field of leadership still needs to be developed and anchored in the public sector compared to the business sector.

Moreover, the relationship between leadership styles and talent management processes in both public and private sectors is recommended to be explored more according to Wahba, (2016).

Bhatti et al., (2012) pointed out to a fact that leadership style in one institution may not be effective in another, this fact led to the necessity of examining the appropriate leadership style or even the combination of multi leadership dimensions from different styles to be adopted according to each institution's circumstances. The same was mentioned by Mahdinezhad et al., (2013) who declared that no study has clarified the nature of relation between leadership style and employee talent or justifying why and how leadership has an impact on employee talent.

### **Relationship between Leadership Styles and the other variables**

The more influence leadership style on the other variables of this study is noted to be in uniform among studies ,for example results of many study conducted in which comparisons held between the effect of each of transformational leadership and transactional leadership on job satisfaction, showed that transformational leadership has a positive effect on job satisfaction, while the effect of transactional leadership was insignificant (Amin et al., 2013;Asghar, 2017).While Rizi et al., (2013) conclude that transformational leadership by idealized factor , and transactional leadership by contingent reward factor were positively significant predictors of job satisfaction.

Wan and Hussin, (2013) study indicated that the transformational leadership style had a positive effect on job satisfaction through the intellectual stimulation. Saleem, (2015) to some

extent agreed with these results as he concluded that transformational leadership has a positive effect on job satisfaction but the effect of transactional leadership is negative.

Sakiru et al., (2013) considered that the effect of the transformational leadership style is greater through the inspirational motivation dimension, but the combination of the two styles will maximize the positive effect, the effective of a combination leadership style was also mentioned by Webb's, (2003) as cited in Amin et al., (2013).

Aravena, (2019) mentioned that the negative aspect of leadership has not been properly explored by researchers as was done with the positive aspects, and one of these negative leadership styles is the autocratic leadership style.

The results of the researchers varied in terms of the criteria for choosing the appropriate leadership style. Some of them relied on special circumstances in the institutions, and others linked the choice to specific times. Bhatti et al., (2012) indicated that both autocratic and democratic leadership styles have a positive effect on job satisfaction.

Meanwhile, Iqbal et.al., (2015) declared that autocratic leadership is only useful in the short term but democratic leadership style is useful all the time. Bhatti et al., (2012) previously had similar results in a comparative study between a democratic and an autocratic leader.

As indicated by Bhatti et al., (2012) in terms of productivity, autocratic style is most efficient, while if the focus is on maintaining a stable level of work, democratic style is better, where both are considered related to employee performance.

Findings of this study will contribute to each of the practitioners and academics, especially in light of the lack of research that dealt with the subject of talents and the lack of maturity of the talent concept (Dries, 2013). That lack of maturity is noted in the disparity in the

definitions of talents and talent management in various scientific researches, articles and even by organizations itself (Tansley, 2011). In addition to the scarcity of research that talked about how to develop talents among subordinates and what factors affect it. Moreover, as declared by Poorhosseinzadeh and Subramaniam, (2013) "Almost all the organizations use talent management systems but they may not be aware of what they do exactly in the talent system".

This study contributes to bridge the gap in the research in the Arab region and Palestine in Specific.

#### **2.4 Underpinning Theories**

The research is based mainly on DMGT model to support its hypotheses:

- The Differentiated Model of Giftedness and Talent (DMGT) by Gagné (2004, 2010) is one of the most recognized models of talent, the model is regarded as a process by which excellent performance is the output influenced by intrapersonal characteristics and environmental influences, whereas outstanding abilities are considered the input within the process of the aforementioned model which indicate that talent is considered in the workplace when excellent performance is the result of systematic developed abilities (Thunnissen & Van Arensbergen, 2015).

This model is based on two types of catalysts that lead to high-level employee performance and which represent the employee's talent.

The first catalyst is intrapersonal characteristics, specifically two perspectives: commitment and highly motivated.

The second catalyst is the influences of the environment, as according to the model, the employee's mere possession of personal characteristics without external influence is not enough to translate them into distinguished performance, and mere being committed and highly motivated cannot be recognized as a talent.

According to the model there is an influence from two factors mainly, which are the influence of the organization's culture and the influence of the direct manager, which is what will be adopted in this study as a basic factor. So that the leadership style used determines the basis for generating or highlighting talent among employees, represented by their actual performance, which is characterized by excellence.

The following theories and models can also support the hypotheses of this research and enhance the DMGT model:

- 1- Japanese Culture which supports that talents are accomplishments that can be achieved and created, the Japanese word for "talent" is "saino" based on two characters from "sai", meaning ability, and "no", meaning "skill" or "accomplishment" which is a synonym for the word "performance" in dictionaries. In Japanese culture "talent" seen as an accomplishment acquired and as a practice that can be acquired and developed (Tansley, 2011).
- 2- Theory of Social Exchange which points out that talent is related to the relationship between the employee and the employer more than considering talents a concept related to the employee only (Dries, 2013). Therefore, this theory supports the consideration of talent as the result of external influence and not innate, meaning that talent is a variable that can be developed, especially from the influence of the leader on his followers, who has no goal in the work environment

other than obtaining the best performance from his employees to obtain the best outcomes.

- 3- Organizational level of Talent Management Approaches which pointed out that to ensure the performance of talent individuals directed to achieve organization's goals is by focusing on training and developing talented individuals, argued that the valuable human capital will increase when there is awareness in respect of developing individuals and improving relationships in the organization, this approach adopted high performer vs. high potential in definition of talent management (Jayaraman et al., 2018). Based on this approach and in light of the relationship built between leaders and their subordinates, the importance of this relationship will be tested, which is represented by the leadership style practices prevailing over talents.

## **2.5 Framework**

The general objective of this study is to measure the effect of the leadership style followed as an independent variable on employees' talents as a dependent variable and the role of job satisfaction as a mediator in this relationship. Four types of leadership styles were chosen: transformational, transactional, democratic and autocratic.

Accordingly, the conceptual framework was set as illustrated in figure (1):

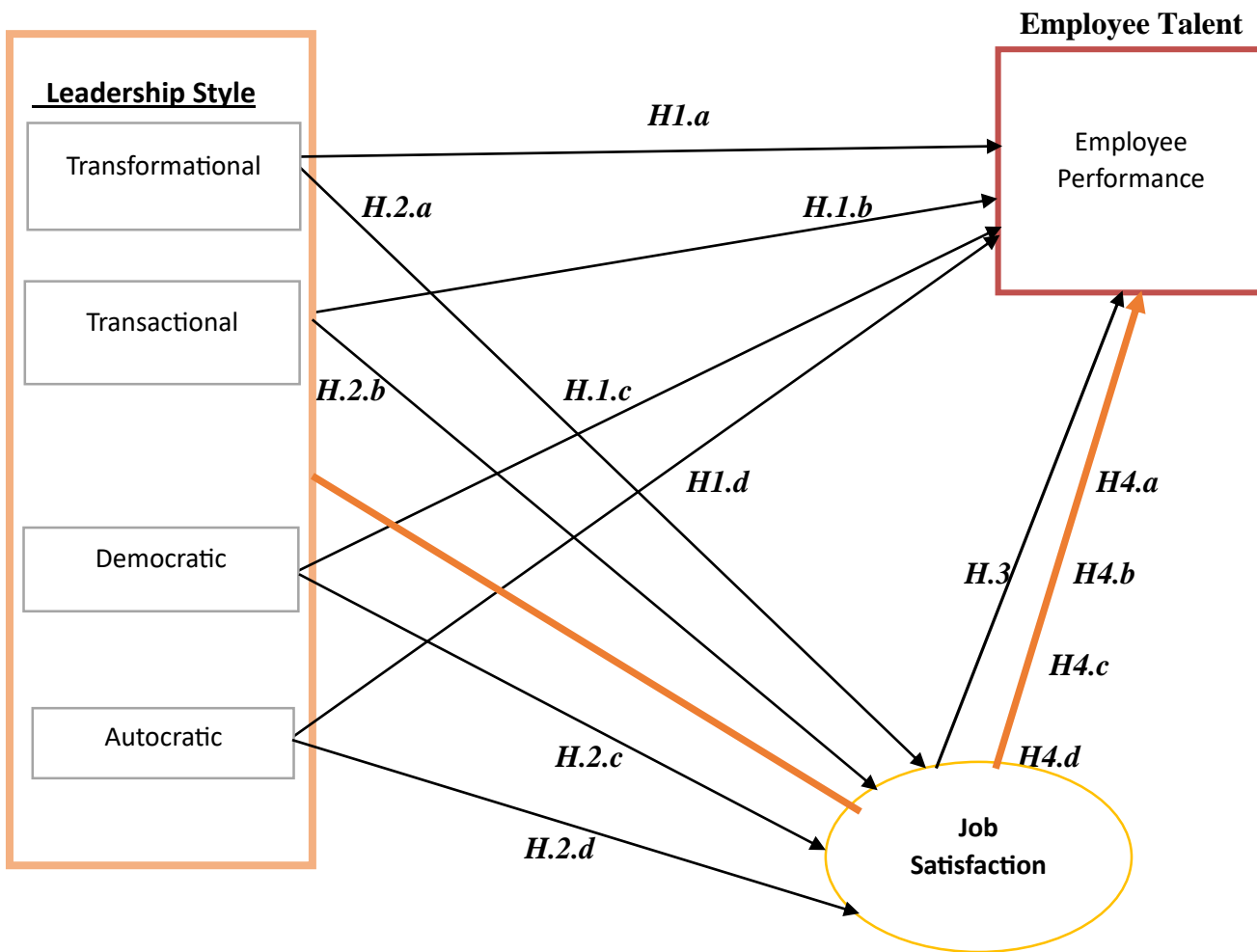


Figure (2.1): Conceptual Framework

## 2.6 Hypothesis Developing

### 2.6.1 The influence of leadership on employee talent

Referring to the definition of leadership, there is almost consensus that leadership is the ability to influence others, and in the business environment, it is the ability of leaders to influence their employees in a way that leads to achieving the organization's goals with the best results (Al-maitah et al., 2021; Alonderiene & Majauskaite, 2016; Aravena, 2019).

It was pointed out that in this study, the employee's actual performance will be taken as the only determinant of talent, based on many studies that considered that the employee's talent is his actual performance, specifically when his performance is high and exceeds normal performance (Ansar& Baloch, 2018; Poorhosseinzadeh & Subramaniam, 2013; Bass & Bass, 2008 as cited in Mir & Abbas, 2020; Fernández-del-Río et al., 2019; Thunnissen & Van Arensbergen, 2015).

Ulrich and Smallwood, (2012) declared firmly that the measure of a leader's competence is his ability to develop talent and create a succession of talented leaders. Ansar and Baloch, (2018) pointed out the role of leaders and managers at all levels in attracting and inspiring other people with talent to achieve the goals of institutions and indicated that managerial talent is a combination of the sharp strategic mindset of managers, communication skills, emotional maturity and leadership abilities to push talented subordinates to achieve extraordinary results.

Talents of the employees are traits and behaviors that can be developed and thus are variables that could be influenced not taken for granted, and that their formation and development is based on the effectiveness of the relationship between the leader and the subordinate in generating job satisfaction that affects the talents of the employees (Al Ariss, 2014; Al-maaitah, 2014; Amin, 2013).

Based on McGregor's theory Y corresponds with a relationship-oriented management style which focuses on receiving best results is related to the motivating role of the leader. Accordingly, Budur and Demir, (2022) conclude that leaders should assist their subordinates in developing their talents. On the contrary, abusive leadership will lead to negative outcomes for employees (Pyc et al., 2017).

The Differentiated Model of Giftedness and Talent (DMGT) by Gagné (2004, 2010) is one of the most recognized models of talent, the model is regarded as a process by which excellent performance is the output influenced by intrapersonal characteristics and environmental influences.

Whereas outstanding abilities are considered the input within the process of the aforementioned model which indicate that talent is considered in the workplace when excellent performance is the result of systematic developed abilities (Thunnissen & Van Arensbergen, 2015). In other words, the fact that mere the presence of talent is not the only goal in the workplace to generate desired performance.

In the relationship between leadership style and talents, studies concentrated more on the impact of leadership style on either Talent Management or on particularly retaining talents as a dependent variable more than focusing on talents and developing them as findings of Palmer, (2012) which indicated that there is a positive effect of emotionally intelligent managers on talent retention in organizations.

According to Jayaraman et al.,(2018) there are two classification of levels by which talent management approaches are determined , organizational level and individual level as for the individual related to innate and nurtured abilities meanwhile by adopting organizational level focusing is on training and developing talented individuals to ensure the performance of talent individuals directed to achieve organization's goals, argued that the valuable human capital will increase when there is awareness in respect of developing individuals and improving relationships in the organization ,this is expected to generate commitment and uniqueness among employees, which organizations are strive to create to ensure retaining human competencies that represent a significant competitive advantage.

While Zhang et al. (2015) declared that leaders who adopting a coaching style use an incentive structure to positively influence talent retention, that is align with findings of study mentioned by Schiemann, (2014) shows that” employees strongly agreed (93%) that managers who provided ongoing coaching and feedback to help them succeed have reported a willingness to put in additional effort when needed, compared to only 33% of those who reported poor coaching and feedback”.

- ***The influence of transformational leadership style on employee talent***

Budur and Demir, (2022) conclude that transformational leaders positively influence employee performance through inspirational motivation dimension, but also mentioned that individual consideration and idealized influence was not considered in this relation.

The achievement of maximum output of employees is related fundamentally to a good leader who focuses on improving ties with subordinates. This trait is clear in transformational leaders (Choudhary et al., 2013).

Manzoor et al., (2019) conclude that an exclusive connection between leaders and followers which refers to transformational leadership qualities account for extraordinary performance.

Bass and Bass, (2008) as cited in Mir and Abbas, (2020) showed that “Transformational leaders direct and assist their followers to perform extraordinarily in comparison with what they thought they could perform”, that was in consistent with Amin et al., (2013) who mentioned that employee perform ahead of expectations under transformational leader.

Transformational leadership style is related to a more beneficial outcome on worker execution level than the supervisor level (Mohiuddin,2017).

To push employees to raise performance to high levels, the leader must ensure employee engagement availability. Setia, (2021) conclude that talent management mediates the relationship between both transformational (partial mediation) and transactional (full mediation) leadership style and employee engagement.

Transformational leaders empower their followers, encouraging them to act over expectations and motivate them to perform at higher levels (Brahim et al., 2015).

Based on the aforementioned literature the following hypothesis is formulated:

***H.1.a Transformational leadership style positively affects the talents of employees.***

- ***The influence of Transactional leadership style on employee talent***

Both transformational and transactional Leadership styles positively affect employee performance, more strongly in transactional leadership style through training (Kalsoom & Zubair, 2018).

Brahim et al., (2015) mentioned that transactional leadership style is found positively and significantly affects performance through positive rewards. Mohiuddin, (2017) concluded that transactional leaders are more effective to generate extraordinary performance in the case of upper hand level.

The relationship that exists between the leader and the follower in the transactional leadership style represents an implicit agreement between the two parties on the reward or punishment conditional on performance and achieving the organization's goals (Brahim et al., 2015). Therefore, it is not expected that this type of leadership will generate performance better than transformational leadership style, particularly caused by inspirational motivation, which is

not available with the transactional leadership style. Closely, Velu et al., (2017) declared that transactional leadership style has a negative impact on the level of employee performance at a statistically low significant level.

In a study conducted on workers with high technical qualifications and advanced experience, it was found that there is no significant effect of the leadership style on the employees' performance nor on job satisfaction, and the latter does not mediate the relationship between the leadership style and the employees' performance, with the exception of the effect of the transactional leadership style through rewards and incentives provide job satisfaction and thus motivate employees to improve their performance (Markiz et al., 2017).

While Eliyana and Ma'arif, (2019) indicated that the effect of transformational leadership is low in the direct effect of transformational leadership style on employee performance.

Cherian et al., (2020) mentioned that transactional leadership style is related with positive performance but this relation cannot be generalized especially because of punishments related with this style practices.

Hamstra et al., (2014) concluded that organizations that seek to create an atmosphere of competition among employees for superior performance must strengthen their transactional leadership. Advani, (2015) asserted in his conclusion the highly positive relationship between transactional leadership style and employee performance, Zeb, (2015) mentioned also this relation in public organizations in particular.

***H.1.b Transactional leadership style positively affects the talents of employees.***

- ***The influence of Democratic leadership style on employee talent***

The democratic style is appropriate when an innovation is highly considered for achieving tasks and goals. (Mohiuddin,2017) Solihah et al., (2021) mentioned that autocratic leadership affects performance, whereas employees under democratic leaders are more committed to their work and willing to release creativity (Dyczkowska & Dyczkowski, 2018).

Cherian et al., (2020) and Erdem, (2021) considered democratic leadership among the best styles that generated high performance, on the contrary was the autocratic leadership style outcomes. Moreover, Akor, (2014) mentioned that low level of performance was the result of autocratic leaders' behaviors.

While Safrida et al., (2023) found in a recent study that the democratic leader, despite his positive impact on the performance of employees directly, is less important when the organization's senior leadership is a centralization pattern. While Velu et al., (2017) indicated that the democratic leadership style is suitable when tasks are well-organized and groups are stable.

Al Khajeh, (2018) recommended following the democratic leadership style because of its positive impact on employee performance, as it achieves a feeling among employees of belonging to the organization due to their participation in decision-making under the democratic leadership style. Bhatti et al., (2012) arguing that democratic leaders help in developing followers' skills, declaring that this style is suitable when quality is the priority.

- ***The influence of Autocratic leadership style on employee talent***

The autocratic leadership style is considered as more appropriate when subordinates are less informed and unaware regarding job description; or if employees misuse their power, or when a single employee is accountable for the decision-making process.

In a comparison between the three styles, the results of Basit et al., (2017) showed that the democratic leadership style was the most significant and influential on employee performance, followed by the laissez-faire leadership style, and lastly the autocratic leadership style, indicating that autocratic leadership style has poor relation with employee performance. Moreover, according to Aravena, (2019) autocratic leadership style was considered among the most destructive traits from the perspectives of followers.

De Hoogh et al., (2015) pointed out that autocratic leadership style impairs employee performance because of frustration among members. Autocratic leadership style has a negative impact on the performance of subordinates based on the dependency and absence of creativity that the autocratic leader causes to his followers (Kalu Dolly & Okpokwasili Nonyelum, 2018)

***H.1.c Democratic leadership style positively affects the talents of employees.***

***H.1.d Autocratic leadership style negatively affects the talents of employees.***

### ***2.6.2 The Influence of Leadership styles on Job satisfaction***

Leadership style was considered as a predictor of job satisfaction as argued by Rizi et al., (2013) who also cited from Abujarad (2011) that to assess leadership effectiveness, the follower satisfaction with the leader was determined as a key outcome. Moreover, Asghar and amp, (2017) declared that ensuring subordinates satisfaction with their jobs is a major challenging task faced by leaders.

There is almost complete agreement among researchers that the relationship between leadership style and job satisfaction is direct (Bektaş, 2017; Amin et al., 2013; Mishra, 2013; Singh & Jain, 2013; Asghar & 2017; Bhatti et al., 2012)

It is clear to the extent to which that the determinants of job satisfaction and the behavioral characteristics of the leaders are in harmony and conformity, to such an extent that you almost believe that leadership aims to achieve job satisfaction among employees, and this is true because job satisfaction is the main determinant of the level of performance (Hatane, 2015; Palaiologos et al., 2011; Singh & Jain, 2013).

Leader's support has been frequented in the most studies that addressing job satisfaction as high weighted factor affect job satisfaction (Singh & Jain, 2013; Amin et al., 2013; Rizi et al., 2013). Based on literature review, most characteristics are significantly related to employee's job satisfaction are: inspire and stimulate followers, bestowing challenge and meaning to their followers' work and rouse attention to every single individual follower needs for development (Long et al., 2014).

According to Wong and Laschinger, (2013) the most important factors for achieving job satisfaction is empowerment in the workplace, granting autonomy, the opportunity to participate in decision-making and the most important facilitating follower development, which all seemed to be leader's practices and goals.

Dyczkowska and Dyczkowski, (2018) pointed out that the effect of leadership style in general on job satisfaction varies depending on the size of the organization and its organizational structure. In general, large organizations usually follow a tall organizational structure in which the importance of the influence of leaders is less than in the flat organizational structures that smaller organizations usually follow.

### **The most influential leadership dimensions on job satisfaction**

If we want to shed light on the dimensions through which the leadership had a positive impact on job satisfaction, those dimensions were as follows: idealization (Rizi et al., 2013), individual consideration (Long et al., 2014; Amin et al., 2013) contingent reward (Amin et al., 2013), autonomy (Long et al., 2014; Bhatti et al., 2012; Wong & Laschinger, 2013), intellectual stimulation (Wan & Hussin, 2013), motivating (Saleem, 2015), empowering (Wong & Laschinger, 2013).

***Idealization*** refers to a transformational leadership style characterized by: high level of experience, highly educated, leads by example, positive, optimistic, high expectations standards (Hughes, 2014).

***Individual consideration*** refers to transformational, authentic, democratic ,coaching and rarely laissez-faire leadership style ,represented by “ spend time coaching and teaching followers, promote self-development , treat team members as individuals , identify differing needs, abilities, and aspirations for team members, listen to others’ concerns and help develop others’ strengths(Hughes, 2014).This dimension was considered according to Long et al., (2014) findings as the only related leadership characteristics to job satisfaction and refers to transformational style. Leaders who seem more considerate to individuals tend to reinforce employee performance in the short term (Epitropaki & Martin, 2005 as cited in Asghar & Oino, 2017).

***Inspirational motivation:*** sharing a leader's vision and strategies with employees (Bass & Riggio, 2006 as cited in Asghar & Oino, 2017).

***Contingent reward:*** setting targets for subordinates and rewarding them for achieved goals (Judge & Piccolo, 2004 as cited in Asghar & Oino, 2017), related mostly with transactional leadership style.

***Autonomy*** is a state of being self-governing which is reflected by the level of freedom and flexibility granted to the employee in determining how to perform tasks and deadlines for implementation. granted mostly by authentic (Wong & Laschinger, 2013), Laissez-Faire leader and a little by democratic leader.

***Intellectual stimulation*** is the leader's ability to stimulate followers to be creative in problem solving based on their own understanding (Avolio & Bass, 2002). and represented through creates new educational practices, emotional and social intelligence, strong motivation (Hughes, 2014), observed mainly at transformational leader and also partially practiced by authentic, coaching, Laissez-Faire and participative leadership.

***Motivation:*** linked by mutually influenced correlation with satisfaction (Arif and Rahman, 2018). While Peng et al., (2012) considered job satisfaction as a predictor of motivation at workplace. Motivation is linked to a state of the employee's internal perception of the extent to which his work needs are met, and related in the term of job satisfaction with inspiring behavior of the leader (Saleem, 2015), more apparent by transformational leaders beside charismatic, authentic, coaching and visionary leaders. The most essence of work motivation according to Pinder, (2014) is: hope, vision and action, and argued that the determinants of motivation at work were related to the behavior of the employee at work, such as joining the work or not, coming early or late to work, obeying or not obeying the manager when he asked for more effort, conceive of smarter and better ways to perform and intentions to resign or retire from work. Moreover ,in order to achieve extraordinary achievements a person must

be motivated and willing to apply his or her outstanding abilities (Thunnissen & Van Arensbergen, 2015)

**Empowering:** represented by delegation, sharing of information and resources, developing, coaching and allowing to participate in decision-making processes. Particularly practiced by authentic (Wong & Laschinger, 2013), coaching, participative, transformational, charismatic and servant leaders.

### 1) **Transformational & Transactional leadership styles and Job Satisfaction**

The followed leadership style has an important effect on job satisfaction and the type of influence differs according to the leadership style, Anderson, (2017) indicated that in the workplace, transformational leadership positively affects employee performance, commitment, and satisfaction.

The results of many studies conducted in comparing the effect of each of transformational leadership and transactional leadership on job satisfaction, showed the outperform in its influence the transformational leadership style over transactional one mentioned that transformational leadership style has a positive effect on job satisfaction, nevertheless the effect of transactional leadership was insignificant (Amin et al., 2013; Asghar, 2017).

Rizi et al., (2013) conclude that transformational leadership by idealized factor, and transactional leadership by contingent reward factor were positively significant predictors of job satisfaction.

Although most of the studies on the impact of leadership styles on job satisfaction were related to the transformational and transactional styles nevertheless and based on many

studies, the transformational and transactional styles of leadership prevail in the west and are rarely found in developing countries (Amin et al., 2013).

Based on previous literature review , among the most important leadership traits that achieve job satisfaction for followers is giving value to each individual through what he accomplishes at work and giving followers the initiative role, which gives them a feeling that they are degree of professionalism by their leaders, and these qualities are among the most prominent characteristics of a transformational leader so this style of leadership has a positive and significant impact on job satisfaction (Long et al., 2014).

A study conducted by Moynihan et al., (2013) revealed that there is a direct effect between perceptions of transformational leadership and job satisfaction among public sector employees.

The conclusion of Wan and Hussin, (2013) study indicated that the transformational leadership style had a positive effect on job satisfaction, but he saw that this positive effect came from specifically the intellectual stimulation dimension of the leader of this type. While Saleem, (2015) partially agreed with these results that transformational leadership has a positive effect on job satisfaction through motivating followers, but he found that the effect of transactional leadership is negative, as this style focuses on reward and punishment.

In a study conducted by Anastasiou and Garametsi, (2021) to measure the most common leadership style among both transformational and transactional leadership in the public and private sectors, the study reached the conclusion that transformational leadership is more prevalent and that the level of job satisfaction is higher in the private sector, justifying this superiority over the public sector to several factors including the level of motivation.

In comparison of the effect of both the transformational and transactional styles of leadership on job satisfaction conducted by Sakiru et al., (2013) considered that the effect of the transformational leadership style is greater through the inspirational motivation dimension, but it was considered that the combination of the two styles will maximize the positive effect. The effective of a combination leadership style was also mentioned by Webb's, (2003) as cited in Amin et al., (2013) who found that" a combination of transformational leadership style by the factors: attributed charisma and individual consideration, and transactional leadership style by contingent reward and laissez-faire, accounts for job satisfaction little better than the transformational model and much better than the transactional or laissez-faire models".

***H.2.a Transformational leadership style positively affects employee job satisfaction***

***H.2.b Transactional leadership style positively affects employee job satisfaction***

## **2) Autocratic and Democratic leadership styles and Job satisfaction**

While autocratic emphasize strict regulations and maintain formal relationships with subordinates, democratic leaders provide guidance, induce subordinates to invest their competencies and talents (Dyczkowska & Dyczkowski, 2018). Autocratic leadership style declined in rank in terms of achieving job satisfaction to the lowest rank compared to other types of leadership (Afshinpour, 2014).

Alonderiene, (2016) considered that the autocratic leadership style came at the bottom of the list of leadership styles that achieve job satisfaction.

Bhatti et al., (2012) indicated that democratic leadership styles have a positive effect on job satisfaction through the favorable conditions provided by democratic leaders, as study indicates that people like the atmosphere in which they can express their views and exchange them with others, including when talking to their managers.

Iqbal et.al., (2015) concluded that the autocratic leadership also known as authoritarian leadership is useful in the short term and democratic leadership style is useful in all time horizons. Bhatti et al., (2012) previously had similar results in a comparative study between a democratic and an autocratic leader, where their results concluded that job satisfaction was higher among employees whose managers were of the democratic style than those who considered their managers to be autocratic.

Nasir et al., (2019) indicated that the vast majority of surveyed employees feel more satisfied with democratic leadership style, while, the employees who work under the autocratic leadership feel less satisfied. Ultimately, as indicated by Bhatti et al., (2012) the effective leadership style differs according to standards by which leaders are assessed and the role to be acted, mentioned that if leaders are assessed in terms of focusing on maintain good morale and a stable level of work, democratic style is effective while autocratic style is not.

***H.2.c Democratic leadership style positively affects employee job satisfaction***

***H.2.d Autocratic leadership style negatively affects employee job satisfaction***

***2.6.3 The influence of Job satisfaction on employee talent***

Bektaş, (2017) argued that factors of intrinsic job satisfaction are personal traits, capabilities, knowledge level and experiences, thus it can be argued that intrinsic job satisfaction is considered factor among determinants of talents among individuals.

High level job satisfaction leads to high level work outcomes (Safrida et al., 2023; Advani, 2015). Moreover, as declared by Sepdunha and Thoyib, (2023) the factor of job satisfaction plays a central role in improving employee performance.

Ultimately, the level of job satisfaction determines the level of performance at work and the effectiveness of the employee's response to his work (Luna–Arocas & Morley, 2015; Mishra, 2013; Arif & Rahman, 2018; Dharmanegara et al., 2016).

### ***H.3 Job satisfaction affect positively employee talent***

#### ***2.6.4 Mediation role of job satisfaction between leadership style and employee talent***

It was indicated that leadership style can be defined as the way in which a leader influences followers (Mullins,2004 as cited in Nanjundeswaraswamy & Swamy, 2014).

This influence determined through behavior and strategy that leaders acting by a combination of traits, and attitudes that are possessed and adopted by leaders to influence the performance of their subordinates, this influence according to Tumilaar, (2015) as cited by Saputra, (2023) is the influence on satisfaction of employees which the better it is, the better the performance will be (Saputra, 2023).

#### ***1- Mediation role of job satisfaction between leadership styles (transformational and transactional) and employee talent***

Both transformational and transactional leadership styles have been associated in most studies, and you rarely find a study that does not compare both types as independent variables, examine their impact on other dependent variables.

One of these studies conducted by Awamleh et al., (2005) on the banking sector in UAE found that transformational leadership has a direct impact on both job performance and job satisfaction, as transformational leadership through inspiring leaders and intellectual stimulation, especially the attention this type of leaders gives to their employees through individual consideration will lead to a positive reaction from employees towards work and thus motivate employees to improve their performance.

The results of the study also indicated the effect of job satisfaction as a mediator through the employee's general positive feeling about work conditions, which improves their performance. That accorded with Young, (2021) and Nurlina, (2022) who concluded that the application of transactional leadership through job satisfaction improve employee performance.

While the study found that, there is a significant relation between transactional leadership with both employee performance and job satisfaction only at a work environment in which there is less discipline and clarity of tasks and procedures at work, which are often covered by the characteristics of a transactional leader. In the case of banks that have clear work systems and high regard for employee behavior, the need for transactional leadership traits is reduced.

Markiz et al., (2017) considered that among other tested leadership styles which was tested only transactional leadership style generate job satisfaction that led to improve performance,

justifying this exception that high qualified employees are affected only by extrinsic incentives as bonuses and financial rewards.

The results of a study carried out by Eliyana and Ma'arif, (2019) among middle-level managers showed that transformational leadership has an important and positive effect on job satisfaction, which also positively affects employee performance better than when effect is direct.

Very close to the results of the previous study were the results of a study conducted by Braun et al., (2013) in the academic sector which showed that transformational leadership has a significant and positive effect on job satisfaction through trust in the supervisor which is a quality that distinguishes a transformational leader from others. However, this trust did not have a direct effect between transformational leadership and employee performance. Trust in transformational leaders was mentioned also by Puri Palupi, and Patmo Cahjono, (2017) considering trust in leaders as the main generator of job satisfaction among employees.

While Kishen et al., (2020) found in a study was applied on employees from various companies that transformational leadership increase job satisfaction by employee perceptions of their work environment, relationships between them and promotion opportunities which in turn increases the level of job performance ,in addition, results of the study revealed that practicing a high level of transformational leadership positively affects employee performance by inspiring them and by offering in intellectual challenges.

Different results were reported from a study representing a case study of an industrial company that was prepared by Purwanto, (2020) indicating that transformational leadership style do not influence employee performance significantly, whether by direct or indirect

influence through job satisfaction, who suggested that management need to evaluate its effectiveness so as to enable transformational leadership influence positively employee performance whether by directly or indirectly influence through job satisfaction.

The results of Nazim et al., (2014) applied to public sector universities indicated that transactional leadership significantly related with job satisfaction and perceived performance, results also revealed that transformational leadership was a stronger predictor of job satisfaction than transactional leadership but transactional leadership was a stronger predictor of perceived performance.

Nurlina, (2022) in a study conducted on a government institution, confirmed that transactional leadership positively affects the performance of employees and that this effect is significant, whether in direct or indirect influence through job satisfaction by rewards and compensation.

Paracha et al., (2012) conclude in a study on the private school sector in Pakistan that both transformational and transactional leadership styles have a significant and direct impact on employee performance. As for the role of job satisfaction as a mediator in this relationship, the results of the study showed that job satisfaction mediates the relationship between transformational leadership and Job performance, Paracha et al., (2012) conclude that there is no role for job satisfaction as a mediator in the relationship between transactional leadership style and job performance, job performance was noticed to be at higher level under transactional leader than transformational one and through direct effect.

*H.4.a Job satisfaction mediate positively the relationship between transformational leadership style and employee talent*

*H.4.b Job satisfaction mediate positively the relationship between transactional leadership style and employee talent*

*2- Mediation role of job satisfaction between democratic and autocratic leadership styles and employee talent*

Compared to other leadership styles, especially the transformational and transactional leadership styles that have been extensively discussed, when reviewing the previous literature that dealt with the relationship of both the autocratic and democratic leadership styles with job performance through job satisfaction, we find that it is scarce, especially with regard to the autocratic leadership style.

The democratic leadership style has a significant and positive impact on the performance of employees and on their job satisfaction, but job satisfaction does not have a mediating role in the relationship between democratic leadership and employee performance (Kurniawati et al., 2021).

Consistently was the conclusion of Hassan and Basit, (2021) which pointed out that democratic leadership will enhance the employee performance directly and have found no mediating role of job satisfaction in this relation. Whereas, Abd Rahim, (2020) and Ch et al., (2017) declared that democratic leadership style improves outcomes of employee through the positive effect on his satisfaction.

Hussain and Alharafsheh, (2023) recommended in their study conducted in Yemen to involving employees in decision making, which is a prominent characteristic at democratic

leader, due to contribution of such participation in increasing employees' self-confidence, which in turn reflected in achieving excellent performance (Nugroho et al., 2021).

Autocratic leadership has a direct negative effect on employee performance particularly through job satisfaction bad outcomes (Tabassum & Waqas, 2021).

Autocratic leadership style, led to a high degree of dissatisfaction resulting in significant negative impact on employee performance (Kalu Dolly & Okpokwasili Nonyelum, 2018; Abd Rahim, 2020).

*H.4.c Job satisfaction mediate positively the relationship between democratic leadership style and employee talent*

*H.4.d Job satisfaction mediate the negative relationship between autocratic leadership style and employee talent*

## **2.7 Summary of literature review**

In general, there is agreement among the previous literature on the effect of leadership style on employee talents, but it is noted that there is a difference in the type of effect, whether it is direct or indirect.

Regarding the mediation role of job satisfaction in the relationship, it was also noted that there is a difference regarding the significance of this mediator, ranging from not mediating the relationship to enhancing the effect when job satisfaction exists.

This difference is related to the style of leadership, the difference in experiences of subordinates and it varies according to the extent to which work tasks are organized in the organization.

In respect of the difference in the impact of the various dimensions of leadership used in this study, the transformational leadership style comes first in terms of its positive impact on employees' talents, then the democratic and transactional style, and finally the autocratic leadership style, which its impact ranging from insignificant to negative and positive in a very limited matter.

Ultimately, the significance and type of the relationships in this study are observed to be affected by other factors whether organization's internal environment or external environment factors like hierarchy pattern and culture differentiations within which organizations work.

## **Chapter Three**

### **Study Methodology**

#### **3. Study Methodology**

##### **3.1 Introduction**

To link the conceptual framework with the empirical results, this chapter identifies the study methodology, and design, which includes the data required for the study factors. The study population and sample, the data collection method, the instrument used, and the analysis method to examine the study hypotheses are also identified. The researcher depended on the descriptive and inferential analysis methodologies to answer the study's objectives.

##### **3.2 Study Design**

To achieve the main aim of this study, which is to determine the effect of leadership style on employee talent through the mediator job satisfaction, the quantitative study method will be applied using a survey technique through the administration of a set of questions that was developed to collect data. A cross-sectional and self-administered questionnaire was the data collection tool for this study.

##### **3.3 Study Population**

The targeted population for this study will be all employees in Hebron Municipality and Hebron Electricity Utility. According to the human resources departments in both Hebron Municipality and Hebron Electricity, the total number of population (1338) employees distributed by (1076) were working in Hebron Municipality and (262) in Hebron Electricity Utility.

### 3.4 Study Sample

Considering the conditions that Palestine is experiencing during the study time, including restrictions on movement by the occupation authorities and causing irregular working days sometimes. which has resulted in employees being unable to arrive at their workplaces and a decrease in the working days. A convenience sampling technique was used to represent the study population. According to Fink (2015), a convenience sample is “one that you get because people who are willing to complete the survey are also available when you need them”. The online questionnaire was distributed electronically in social media groups where the employees were present, sample size were 298 and 153 responses were received, table 3.1 displays the study population and sample, as well as the proportional distribution of population and sample in Hebron Municipality and Hebron Electricity Utility.

Table 3.1: Study population, distribution, and response percentage.

Criteria	Population		Sample	
	Number of employees	Percent (%)	Number of employees	Percent (%)
Hebron Municipality	1076	80.4	116	75.8
Hebron Electricity Utility	262	19.6	37	24.2
<b>Total</b>	<b>1338</b>	<b>100.0</b>	<b>153</b>	<b>100.0</b>

### 3.5 Study Instrument

The construction of the study questionnaire is based on several previous studies that relied on their study of leadership styles, employee talent, or job satisfaction. The questionnaire was sent for evaluation and auditing to three university professors and feedback was received and modified accordingly. Items of questionnaire were translated from English to Arabic under the supervision of specialists. Questionnaire is divided into two main sections as follows:

1. **Section One:** includes questions related to personal and demographic characteristic data of respondents such as position, gender, place of work, educational level, age, and years of experience.
2. **Section two:** section two contains the study factors (constructs) that Investigated in this study (see table 3.2), this section has 54 items (statements) on a five-point Likert scale ranging between strongly agree (5) to strongly disagree (1).

Table 3.2: Study constructs, items, and sources

Constructs	Measurement items	Source
Democratic leadership style [D]	[D1] Whenever something goes wrong you tell your leader fearlessly. [D2] Your leader thinks that you know how to use your creativity and ingenuity to solve organization problems.	Bhatti et al. (2012)

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[D3] Whenever you make a mistake, your leader politely tell you and advise you not to do it again.

continued

[D4] Your leader allows you to determine what needs to be done and how to do it in your assignment.

[D5] About any matter/ decision, suggestions of the employees are also considered.

[D6] Leader considers the suggestions of the employees while making a decision.

[D7] Whenever there is difference in expectation your leader works with you to resolve it.

[D8] Employees always vote whenever a major decision has to be made.

[D9] For a major decision to pass in the department/organization It has the approval of the employees.

[D10] Your leader creates an environment where the employees take ownership of the project and he/she allows you to participate in the decision-making process.

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Autocratic leadership	[A1] Employees are punished if they do wrong or mistakes have been made by them in order to achieve organization goals.	Bhatti et al.
style	[A2] Your leader likes the power that he/she holds over his/her subordinates.	(2012)
[A]	[A3] Your leader considers his/her decision as final .	

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Transform- -ational leadership style [TF]	<p>[TF1] My manager encourages employees to become good team players.</p> <p>[TF2] My manager has clear understanding and inspires with his/her future plans.</p> <p>[TF3] My manager leads by example.</p> <p>[TF4] My manager talks about his values and beliefs.</p> <p>[TF5] My manager is a facilitator.</p> <p>[TF6] My manager has stimulated me to look at things in new ways.</p> <p>[TF7] My manager thinks about old problems in new ways.</p> <p>[TF8] My manager considers my personal feelings.</p> <p>[TF9] My manager communicates freely.</p>	Asghar & Oino (2017, 2018).
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	[TF10] My manager is aware and pays attention to my needs and concerns.	
	[TA1] My manager tells us what to do if we want to be rewarded for our work.	
	[TA2] My manager gives me special recognition at my good performance.	
Transaction-	[TA3] My manager is a teacher.	Asghar&
-nal	[TA4] My manager expects best performance and will not settle for second best.	Oino
leadership	[TA5] My manager tells us the standards we need to know to carry out our work.	(2017,
style [TA]	[TA6] My manager does not care much what others do unless the work is absolutely essential.	2018).
	[TA7] My manager does not challenge status quo.	
	[ET1] I managed to plan my work so that I finished it on time.	Ramos-
	[ET2] I kept in mind the work result I needed to achieve.	Villagrasa
	[ET3] I was able to set priorities.	et al.
		(2019)

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[ET4] I was able to carry out my work efficiently.

[ET5] I managed my time well.

[ET6] On my own initiative, I started new task when my old tasks were completed.

[ET7] I took on challenging tasks when they were available.

[ET8] I worked on keeping my job-related knowledge up-to-date.

Employee  
talent [ET]

[ET9] I worked on keeping my work skills up-to-date.

[ET10] I came up with creative solutions for new problems.

[ET11] I took on extra responsibilities.

[ET12] I continually sought new challenges in my work.

[ET13] I actively participated in meetings and/or consultations.

[ET14] I complained about minor work-related issues at work.

[ET15] I made problems at work bigger than they were.

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[ET16] I focused on the negative aspects of situation at work instead of the positive aspects.

[ET17] I talked to colleagues about the negative aspects of my work.

[ET18] I talked to people outside the organization about the negative aspects of my work.

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Job	[JS1] I like my job better than the average worker does.	Zeffane &
satisfaction	[JS2] I am seldom bored with my work.	Melhem
[JS]	[JS3] I would not consider working for another job.	(2017).
	[JS4] Most days I am enthusiastic about my job.	
	[JS5] I feel fairly well satisfied with my job.	
	[JS6] I find real enjoyment in my work.	

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### 3.6 Data Analysis Methods

In this study, the researcher uses both descriptive and inferential statistical tools to examine the study hypotheses and questions as follows:

- **Descriptive statistics**

Data analyses by descriptive analysis were performed by using version 23 of the Statistical Package for Social Sciences (SPSS) to describe the characteristics and response of the study sample.

1. Frequencies and percentages were used to describe the characteristics of the study sample.
2. Means and standard deviation were used to describe the sample responses about the study factors. To interpret the sample response five main classes for easier response interpretation were used, the range of class was calculated by calculating the difference between the highest value (5) and lowest value (1) of the scale, then dividing the range by the number of categories required (5), so that the result becomes 0.80 ( $4/5=0.80$ ), and thus continue to increase the value starting from the lowest value (1). Table 3.2 illustrates the distribution of the mean value into the agreement classes.

Table 3.3: Mean score interpretation

<b>Mean score</b>	<b>Interpretation</b>
1.00 – 1.79	Very low
1.80 – 2.59	Low
2.60 – 3.39	Moderate
3.40 – 4.19	High
4.20 – 5.00	Very high

- **Inferential statistics**

Data analyses were performed by using version 4 of the Smart-PLS (Ringle et al., 2012) through structural equation modeling (SEM) to answer the study hypothesis.

### **3.6.1 Structural Equation Modelling (SEM)**

Due to the widespread use of first-generation data analysis techniques such as multiple regression analysis, researchers have begun to use second-generation data analysis to test multivariate and complex models using structural equation modelling, which is more complex than first-generation data analysis.

There are two methods for using structural equation modelling: covariance-based structural equation modeling (CB-SEM) and partial least squares structural equation modelling (PLS-SEM). CB-SEM was used to support or reject the theories tested, whereas PLS-SEM was utilized to create a conceptual model for the investigation. CB-SEM requires different assumptions in the data set, including the normality distribution of the data, the number of indicators (items or observed variables) for constructs (factors or dimensions), and the sample size, whereas PLS-SEM deals with non-normal and small data sets (Hair et al., 2013).

In this study, the distribution of study items is non-normal (see appendix 2) also, this study aims to develop a conceptual model, so to evaluate the study model by SEM the PLS-SEM must be used. On the other hand, the sample size is 153 participants and according to Hair Jr et al. (2013) and Comery and Lee (1992), the study sample is small, which confirms using a PLS-SEM.

Hair et al. (2013) describes the PLS-SEM way as a path analysis that represents the study hypotheses and relationships among variables by a diagram containing two parts, the

structural part (inner) that includes the relations between dependent (endogenous) and independent (exogenous) variables, while measurement (outer) models include the relationship between construct and their items, this construct represented with their indicators by reflective or formative models. If the reflective construct changes, then reflective indicators (items) change, while the formative indicators represent the indicators that if changed, would lead to a change in the construct (Hair et al., 2013; 2014), figure 3.1 displays the PLS-SEM measurement in formative and reflective kind and structural model.

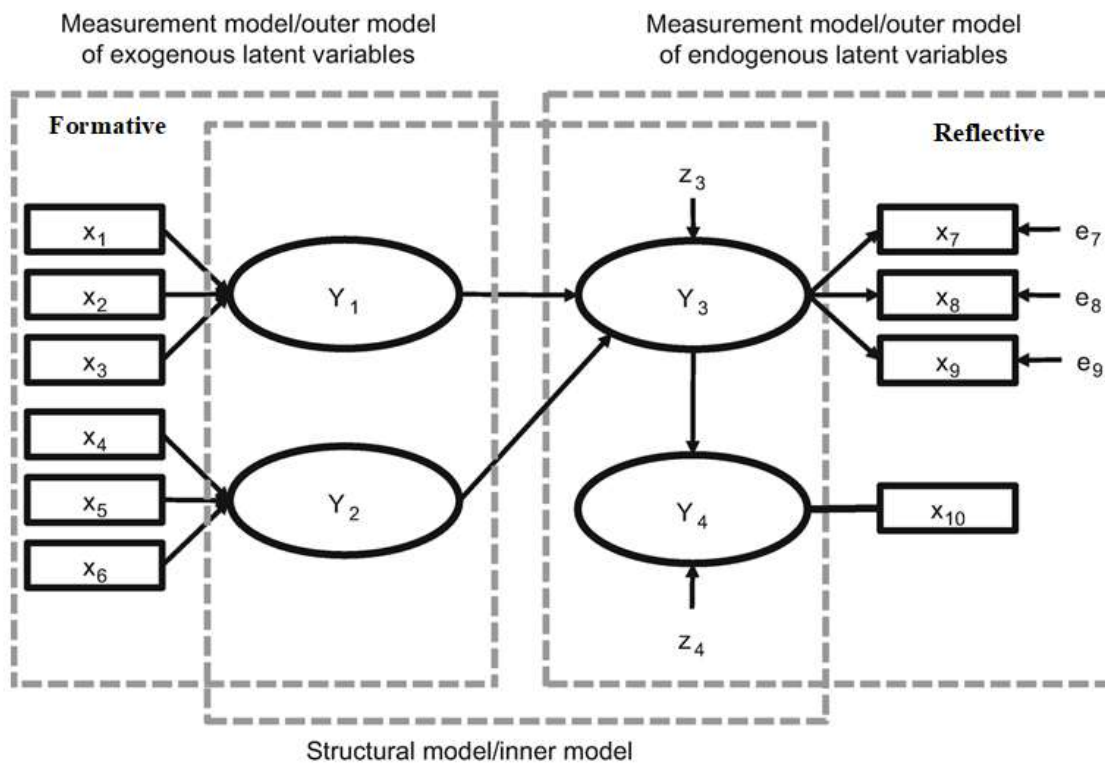


Figure (3.1): Simple PLS-SEM; Adopt from Hair et al., 2022.

According to the research hypotheses, the measurement model is reflective, since if any item is deleted from any construct, this construct concept does not change. There are six first-order latent variables, table 3.4 represents the first-order latent variables of the study model and their components.

Table 3.4: Study factors

<b>Abbreviations</b>	<b>Constructs</b>	<b>No. of indicators</b>
D	Democratic style	10
A	Autocratic style	3
TF	Transformational style	10
TA	Transactional style	7
JS	Job satisfaction	6
ET	Employee talent	18

Figure 3.2 represents the PLS-SEM of the study model containing the study items and constructs.

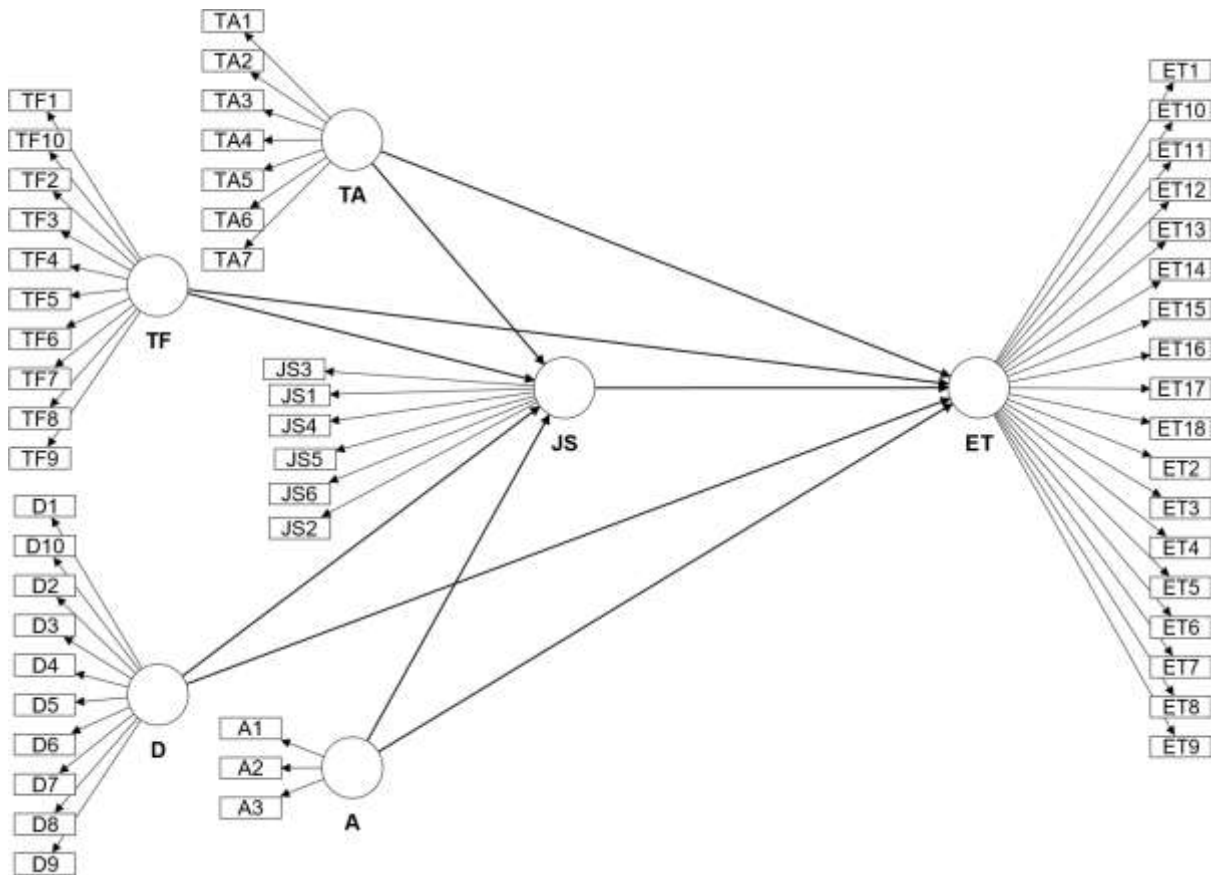


Figure 3.2: PLS-SEM of the study model

### 3.6.2 PLS-SEM Evaluation

To evaluate the study model, two steps of the analytical procedure were performed, measurement evaluation (validity and reliability of the measures evaluation) and structural model evaluation (study hypothesis evaluation).

#### 3.6.2.1 Measurement Model Evaluation

There are three main stages to evaluate the measurement model: the assessment of internal consistency, convergent validity, and discriminant validity. Table 3.5 represents the measurement model evaluation criteria.

Table 3.5: Measurement model evaluation criteria

<b>Criteria</b>	<b>Cut off value</b>
<b>1. Internal consistency</b>	
<ul style="list-style-type: none"> <li>• Cronbach's <math>\alpha</math> coefficient (CA)</li> <li>• Composite Reliability (CR)</li> </ul>	It should be more than 0.70 (Hair et al., 2017).
<b>2. Convergent validity</b>	
<ul style="list-style-type: none"> <li>• Outer loading</li> </ul>	It should be more than 0.50 (Hair et al., 2017).
<ul style="list-style-type: none"> <li>• Average Variance Extracted (AVE)</li> </ul>	It should be more than 0.50 (Fornell & Larcker, 1981).
<b>3. Discriminant validity</b>	
<ul style="list-style-type: none"> <li>• Cross Loading</li> </ul>	Every outer loading of any indicator is the highest for its assigned construct contrasted with the others (Hair et al., 2017).
<ul style="list-style-type: none"> <li>• Fornell-Larcker criterion</li> </ul>	The squared root of AVE for any construct should be greater than any correlation between it and any other construct (Fornell & Larcker, 1981)
<ul style="list-style-type: none"> <li>• Heterotrait-monotrait ratio of correlations (HTMT)</li> </ul>	It should be less than 0.90 (Henseler et al., 2015).

### 3.6.2.2 Structural Model Evaluation

Hair et al. (2017) determined four tests for assessing the structural model of PLS-SEM, table 3.6 represents the structural model evaluation criteria.

Table 3.6: Structural model evaluation criteria

Criteria	Cut off value
1. Collinearity test	The Variance Inflation Factors (VIF) of the construct should be below 5 (Hair et al., 2017).
2. Coefficient of determination ( $R^2$ )	Cohen (1988) suggests that the $R^2$ value less than 0 is rejected, 0.02, 0.15, and 0.35 are often used as weak, moderate, and strong coefficients of determination respectively.
3. Predictive relevance ( $Q^2$ )	It should be greater than Zero (Henseler et al., 2009).
4. Effect size ( $f^2$ )	Cohen (1988) suggests that the $f^2$ value of 0.02, 0.15, and 0.35 are often used for a small effect, medium effect, and large effect, respectively

## **Chapter Four**

### **Data Analysis & Results**

#### **4. Data Analysis & Results**

##### **4.1 Introduction**

This chapter includes the presentation of data analysis, testing the study hypotheses, and reviewing the main results of the questionnaire reached through analyzing the various constructs (dimensions or factors) and items (statements or indicators). This chapter starts with a descriptive analysis of sample responses to the study factors. After that, the assessment of the study model quality by PLS-SEM is presented by reporting the key findings from the evaluation of the measurement model and the structural model. Finally, the researcher presents the study results about the study hypotheses.

##### **4.2 Descriptive Statistics**

###### **4.2.1 Sample Characteristics**

The researcher observed certain demographic characteristics of the study participants that included five variables in this study as shown in table 4.1, which contains the frequency and percentage for each variable listed according to the survey categories.

The results in table 4.1 show that 90.2% of participants were male and 9.8% were female. In addition, 10.5% of participants are directors, 24.8% are the head of a department, 17% of them are the head of the division, 4.6% are supervisors, 43.1% are employees. Also, 13.1% of participants had a less than tawjihi degree, 11.1% of them had a tawjihi degree, 19% of

them had a diploma degree, 39.2% of them had a bachelor's degree and 17.6% had a post-graduate degree. Regarding the age category, 9.2% of participants were aged between 20 and 29 years, 26.1% were aged between 30 and 39 years, 43.8% of participants were aged between 40 and 49 years, and 20.9% were aged between 50 and 60 years. Furthermore, the results indicate that 7.9% of the participants have an experience 4 years or less, 15% have an experience between 5 and 9 years, 13.7% have an experience between 10 and 14 years, 31.4% have an experience between 15 and 19 years, while 32% have 20 years of experience or more.

Table 4.1: Results of analyzing the sample characteristic

<b>Variables</b>	<b>Options</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Position	Director	16	10.5
	Head of the department	38	24.8
	Head of the division	26	17.0
	Supervisor	7	4.6
	Employee	66	43.1
Gender	Male	138	90.2
	Female	15	9.8
Education level	Less than Tawjihi (high school)	20	13.1
	Tawjihi (high school)	17	11.1
	Diploma	29	19.0
	Bachelor's	60	39.2
	Post graduated	27	17.6
Age	Less than 20 years	0	0

	20 – 29 years	14	9.2
	30 – 39 years	40	26.1
	40 – 49 years	67	43.8
	50 – 60 years	32	20.9
Years of experience	4 years or less	12	7.9
	5 – 9 years	23	15.0
	10 – 14 years	21	13.7
	15 – 19 years	48	31.4
	20 years and above	49	32.0

## 4.2.2 Descriptive Analysis of Study Factors

### 4.2.2.1 Leadership Style

This study contains four types of leadership styles, which are democratic style, autocratic style, transformational style, and transactional style. To describe the leadership style that the leaders in Hebron Municipality and Hebron Electricity Utility implemented means, standard deviation, and percentage were calculated. According to the result in table 4.2, the mean and standard deviation scores of sample responses about democratic style are 3.34 and 0.76 respectively with a percentage of 66.8%, which indicates a moderate level of the democratic style implementation, followed by transformational style implementation (mean=3.25),

transactional style implementation (mean=3.15), and autocratic style implementation (mean=3.14) respectively.

Table 4.2: Mean, standard deviation and percentage of leadership style constructs

	<b>Constructs</b>	<b>Mean</b>	<b>Std.</b>	<b>Percentage Weight</b>	<b>Level of Agreement</b>
D	Democratic style	3.34	0.76	66.8	Moderate
A	Autocratic style	3.14	0.89	62.8	Moderate
TF	Transformational style	3.25	0.81	65.0	Moderate
TA	Transactional style	3.15	0.83	63.0	Moderate

To determine the main characteristics that every leader is characterized by the four styles of leadership, means, standard deviation, and percentage weight were calculated, and the statement (items) was arranged to descend according to the mean score.

#### **4.2.2.1.1 Democratic Style**

The results in table 4.3 illustrate the mean and standard deviation of the democratic leadership style construct, which are 3.34 and 0.76, respectively, with a percentage of 66.8%, which indicates that the leaders of Hebron Municipality and Hebron Electricity Utility implemented the democratic leadership style in moderate level. The statement "Whenever something goes wrong you tell your leader fearlessly " has the highest percentage with a high level of agreement (76.6%), followed by the statement "Your leader allows you to determine what needs to be done and how to do it in your assignment" with a high level of agreement (72.6%),

and the statements "Whenever you make a mistake, your leader politely tell you and advise you not to do it again " with a high level of agreement (72%) respectively, while the statement "Employees always vote whenever a major decision has to be made" has the lowest percentage (55.6%) with a moderate level.

Table 4.3: Descriptive statistics for items on the democratic leadership style

<b>No.</b>	<b>Items</b>	<b>Mean</b>	<b>S.D</b>	<b>Percentage weight</b>	<b>Level of agreement</b>
D1	Whenever something goes wrong you tell your leader fearlessly	3.83	0.92	76.6	High
D4	Your leader allows you to determine what needs to be done and how to do it in your assignment	3.63	0.89	72.6	High
D3	Whenever you make a mistake, your leader politely tell you and advise you not to do it again	3.60	0.99	72.0	High
D2	Your leader thinks that you know how to use your creativity and ingenuity to solve organization problems	3.53	0.97	70.6	High
D7	Whenever there is difference in expectation your leader works with you to resolve it	3.40	0.96	68.0	High

D10	Your leader creates an environment where the employees take ownership of the project and he/she allows you to participate in the decision-making process	3.24	1.05	64.8	Moderate
D6	Leader considers the suggestions of the employees while making a decision	3.23	1.01	64.6	Moderate
D9	For a major decision to pass in the department/organization It has the approval of the employees	3.10	1.09	62.0	Moderate
D5	About any matter/ decision, suggestions of the employees are also considered	3.04	1.12	60.8	Moderate
D8	Employees always vote whenever a major decision has to be made	2.78	1.18	55.6	Moderate
<b>Overall score of the democratic leadership style</b>		<b>3.34</b>	<b>0.76</b>	<b>66.8</b>	<b>Moderate</b>

#### 4.2.2.1.2 Autocratic style

According to the results in table 4.4, the mean and standard deviation of the autocratic leadership style construct are 3.14 and 0.89, respectively, with a percentage of 62.8%, which indicates that the leaders of Hebron Municipality and Hebron Electricity Utility implemented autocratic leadership style in moderate level. Also, all items used to measure the autocratic leadership style construct came to a moderate level. The statement "Your leader considers

his/her decision as final" has the highest percentage of agreement (66.2%), followed by the statement "Your leader likes the power that he/she holds over his/her subordinates", which has a percentage of (63.6%), followed by the statement "Employees are punished if they do wrong or mistakes have been made by them in order to achieve organization goals", which has a percentage of 58.8%.

Table 4.4: Descriptive statistics for items on the autocratic leadership style

No.	Items	Mean	S.D	Percentage weight	Level of agreement
A3	Your leader considers his/her decision as final	3.31	1.11	66.2	Moderate
A2	Your leader likes the power that he/she holds over his/her subordinates	3.18	1.03	63.6	Moderate
A1	Employees are punished if they do wrong or mistakes have been made by them in order to achieve organization goals	2.94	1.05	58.8	Moderate
<b>Overall score of the autocratic leadership style</b>		<b>3.14</b>	<b>0.89</b>	<b>62.8</b>	<b>Moderate</b>

#### 4.2.2.1.3 Transformational Style

The results in table 4.5 illustrate the mean and standard deviation of the transformational leadership style construct, which are 3.25 and 0.81, respectively, with a percentage of 65%, which indicates that the leaders of Hebron Municipality and Hebron Electricity Utility implemented the transformational leadership style in moderate level. The statement " My

manager communicates freely" has the highest percentage with a high level of agreement (69.8%), followed by the statement "My manager is a facilitator " with a high level of agreement (68.6%), and the statement "My manager talks about his values and beliefs." with a moderate level of agreement (65.6%) respectively, while the statement "My manager has clear understanding and inspires with his/her future plans" has the lowest percentage (62.2%) with a moderate level.

Table 4.5: Descriptive statistics for items on the transformational leadership style

<b>No.</b>	<b>Items</b>	<b>Mean</b>	<b>S.D</b>	<b>Percentage weight</b>	<b>Level of agreement</b>
TF9	My manager communicates freely.	3.49	0.95	69.8	High
TF5	My manager is a facilitator.	3.43	1.01	68.6	High
TF4	My manager talks about his values and beliefs.	3.28	0.96	65.6	Moderate
TF7	My manager thinks about old problems in new ways.	3.25	1.01	65.0	Moderate
TF1	My manager encourages employees to become good team players.	3.22	1.05	64.4	Moderate
TF6	My manager has stimulated me to look at things in new ways.	3.22	1.01	64.4	Moderate
TF8	My manager considers my personal feelings.	3.20	1.03	64.0	Moderate
TF3	My manager leads by example.	3.19	1.10	63.8	Moderate

TF10	My manager is aware and pays attention to my needs and concerns.	3.12	1.05	62.4	Moderate
TF2	My manager has clear understanding and inspires with his/her future plans	3.11	1.09	62.2	Moderate
<b>Overall score of the transformational leadership style</b>		<b>3.25</b>	<b>0.81</b>	<b>65.0</b>	<b>Moderate</b>

#### 4.2.2.1.4 Transactional style

The results in table 4.6 illustrate the mean and standard deviation of the transactional leadership construct, which are 3.15 and 0.83, respectively, with a percentage of 63%, which indicates that the leaders of Hebron Municipality and Hebron Electricity Utility implemented the transactional leadership style in moderate level. Also, most items used to measure the transactional leadership factor came to a moderate level. The statement "My manager expects best performance and will not settle for second best" has the highest percentage (70.2%), followed by the statement "My manager tells us the standards we need to know to carry out our work" which has a percentage of 65.4%, while the statement " My manager does not care much what others do unless the work is absolutely essential " has the lowest percentage (59.8%).

Table 4.6: Descriptive statistics for items on the transactional leadership

No.	Items	Mean	S.D	Percentage weight	Level of agreement
TA4	My manager expects best performance and will not settle for second best.	3.51	0.95	70.2	High
TA5	My manager tells us the standards we need to know to carry out our work.	3.27	1.04	65.4	Moderate
TA2	My manager gives me special recognition at my good performance.	3.12	1.11	62.4	Moderate
TA3	My manager is a teacher.	3.08	1.15	61.6	Moderate
TA7	My manager does not challenge status quo.	3.07	1.02	61.4	Moderate
TA1	My manager tells us what to do if we want to be rewarded for our work.	3.02	1.01	60.4	Moderate
TA6	My manager does not care much what others do unless the work is absolutely essential	2.99	1.04	59.8	Moderate
<b>Overall score of the transactional leadership style</b>		<b>3.15</b>	<b>0.83</b>	<b>63.0</b>	<b>Moderate</b>

#### 4.2.2.2 Job Satisfaction

The results in table 4.7 illustrate the mean and standard deviation of the job satisfaction construct, which are 3.45 and 0.81, respectively, with a percentage of 69%, which indicates

that the satisfaction level of the job is high. Also, most items used to measure the job satisfaction factor came to a high level. The statement "I like my job better than the average worker does" has the highest percentage with a high level of agreement (76%), followed by the statement " I feel fairly well satisfied with my job " with a high level of agreement (71.8%), while the statement "I would not consider working for another job" has the lowest percentage (58.4%) with a moderate level.

Table 4.7: Descriptive statistics for items on job satisfaction

<b>No.</b>	<b>Items</b>	<b>Mean</b>	<b>S.D</b>	<b>Percentage weight</b>	<b>Level of agreement</b>
JS1	I like my job better than the average worker does	3.80	1.05	76.0	High
JS5	I feel fairly well satisfied with my job	3.59	0.92	71.8	High
JS6	I find real enjoyment in my work	3.58	1.02	71.6	High
JS4	Most days I am enthusiastic about my job	3.47	1.04	69.4	High
JS2	I am seldom bored with my work	3.34	1.13	66.8	Moderate
JS3	I would not consider working for another job	2.92	1.20	58.4	Moderate
<b>Overall score of job satisfaction</b>		<b>3.45</b>	<b>0.81</b>	<b>69.0</b>	<b>High</b>

### 4.2.2.3 Employee Talent

The results in table 4.8 illustrate the mean and standard deviation of the employee talent construct, which are 3.54 and 0.38, respectively, with a percentage weight of 70.8%, which indicates that the level of employee talent is high. Also, the most items used to measure the employee talent construct came to a high level. The statement "I worked on keeping my work skills up-to-date " has the highest practice percentage of (82.4%), followed by both statements "I was able to carry out my work efficiently" and " I worked on keeping my job-related knowledge up-to-date" which has a practice percentage of 81.6% of each of them, and the statement "I focused on the negative aspects of situation at work instead of the positive aspects" has the lowest practice percentage (39.8%).

Table 4.8: Mean, standard deviation and percentage of employee talent

No.	Items	Mean	S.D	Percentage weight	Level of agreement
ET9	I worked on keeping my work skills up-to-date	4.12	0.66	82.4	High
ET4	I was able to carry out my work efficiently	4.08	0.63	81.6	High
ET8	I worked on keeping my job-related knowledge up-to-date	4.08	0.75	81.6	High

ET2	I kept in mind the work result I needed to achieve	4.03	0.67	80.6	High
ET11	I took on extra responsibilities	3.99	0.76	79.8	High
ET10	I came up with creative solutions for new problems	3.99	0.69	79.8	High
ET3	I was able to set priorities	3.96	0.72	79.2	High
ET5	I managed my time well	3.93	0.75	78.6	High
ET7	I took on challenging tasks when they were available	3.92	0.83	78.4	High
ET1	I managed to plan my work so that I finished it on time	3.90	0.75	78.0	High
ET6	On my own initiative, I started new task when my old tasks were completed	3.89	0.86	77.8	High
ET12	I continually sought new challenges in my work	3.65	0.88	73.0	High
ET13	I actively participated in meetings and/or consultations	3.58	1.04	71.6	High
ET17	I talked to colleagues about the negative aspects of my work	3.11	1.03	62.2	Moderate
ET18	I talked to people outside the organization about the negative aspects of my work	2.73	1.07	54.6	Moderate

ET14	I complained about minor work-related issues at work	2.61	1.13	52.2	Moderate
ET15	I made problems at work bigger than they were	2.24	0.86	44.8	Low
ET16	I focused on the negative aspects of situation at work instead of the positive aspects	1.99	0.84	39.8	Low
<b>Overall score of the employee talent</b>		<b>3.54</b>	<b>0.38</b>	<b>70.8</b>	<b>High</b>

### 4.3 Study Model Evaluation

To evaluate the study model, the following two steps analytical procedure, measurement evaluation (validity and reliability of the measures), and structural model evaluation research hypotheses evaluation were used.

#### 4.3.1 Measurement Model Evaluation

There are three main stages to evaluate the measurement model: the assessment of convergent validity, discriminant validity, and internal consistency.

##### 4.3.1.1 Convergent Validity

Hair Jr et al. (2013) defined convergent validity as “the extent to which a measure correlates positively with alternative measures of the same construct”. Both outer loading and Average Variance Extracted (AVE) were used to assess the convergent validity of the measurement model.

#### 4.3.1.1.a Outer Loading

The outer loading or indicator's reliability represents the correlation between the constructs and indicators (items) (Hair Jr et al., 2017). According to the result in table 4.9, the outer loading of all indicators was between 0.519 and 0.944 except four indicators which are ET14, ET15, ET 17 and ET18, which indicates that all indicators are acceptable (ET (1,2,3,4,5,6,7,8,9,10,11,12,13,16)) except four indicators (Hair Jr et al., 2017), so these indicators (ET14, ET15, ET 17 and ET18) must be deleted from the model because they effect to the validity of questionnaire.

Table 4.9: Outer loading of indicators

<b>Constructs and Indicators</b>		<b>Outer Loading</b>
<b>First order constructs</b>		
<b>D</b>	<b>Democratic style</b>	
D1	Whenever something goes wrong you tell your leader fearlessly	0.729
D2	Your leader thinks that you know how to use your creativity and ingenuity to solve organization problems	0.815
D3	Whenever you make a mistake, your leader politely tell you and advise you not to do it again	0.783

D4	Your leader allows you to determine what needs to be done and how to do it in your assignment	0.795
D5	About any matter/ decision, suggestions of the employees are also considered	0.736
D6	Leader considers the suggestions of the employees while making a decision	0.806
D7	Whenever there is difference in expectation your leader works with you to resolve it	0.794
D8	Employees always vote whenever a major decision has to be made	0.609
D9	For a major decision to pass in the department/organization It has the approval of the employees	0.631
D10	Your leader creates an environment where the employees take ownership of the project and he/she allows you to participate in the decision-making process	0.808
<b>A</b>	<b>Autocratic style</b>	
A1	Employees are punished if they do wrong or mistakes have been made by them in order to achieve organization goals	0.698
A2	Your leader likes the power that he/she holds over his/her subordinates	0.811
A3	Your leader considers his/her decision as final	0.944
<b>TF</b>	<b>Transformational style</b>	
TF1	My manager encourages employees to become good team players.	0.804

TF2	My manager has clear understanding and inspires with his/her future plans	0.838
TF3	My manager leads by example.	0.870
TF4	My manager talks about his values and beliefs.	0.519
TF5	My manager is a facilitator.	0.794
TF6	My manager has stimulated me to look at things in new ways.	0.843
TF7	My manager thinks about old problems in new ways.	0.757
TF8	My manager considers my personal feelings.	0.765
TF9	My manager communicates freely.	0.789
TF10	My manager is aware and pays attention to my needs and concerns.	0.868
<b>TA</b>	<b>Transactional style</b>	
TA1	My manager tells us what to do if we want to be rewarded for our work.	0.840
TA2	My manager gives me special recognition at my good performance.	0.820
TA3	My manager is a teacher.	0.834
TA4	My manager expects best performance and will not settle for second best.	0.713
TA5	My manager tells us the standards we need to know to carry out our work.	0.842
TA6	My manager does not care much what others do unless the work is absolutely essential	0.705
TA7	My manager does not challenge status quo.	0.766

<b>JS</b>	<b>Job satisfaction</b>	
JS1	I like my job better than the average worker does	0.814
JS2	I am seldom bored with my work	0.696
JS3	I would not consider working for another job	0.592
JS4	Most days I am enthusiastic about my job	0.850
JS5	I feel fairly well satisfied with my job	0.772
JS6	I find real enjoyment in my work	0.845
<b>ET</b>	<b>Employee talent</b>	
ET1	I managed to plan my work so that I finished it on time	0.739
ET2	I kept in mind the work result I needed to achieve	0.743
ET3	I was able to set priorities	0.791
ET4	I was able to carry out my work efficiently	0.757
ET5	I managed my time well	0.710
ET6	On my own initiative, I started new task when my old tasks were completed	0.771
ET7	I took on challenging tasks when they were available	0.787
ET8	I worked on keeping my job-related knowledge up-to-date	0.802
ET9	I worked on keeping my work skills up-to-date	0.712
ET10	I came up with creative solutions for new problems	0.704
ET11	I took on extra responsibilities	0.647
ET12	I continually sought new challenges in my work	0.791
ET13	I actively participated in meetings and/or consultations	0.522

ET14	I talked to colleagues about the negative aspects of my work	0.278
ET15	I talked to people outside the organization about the negative aspects of my work	0.370
ET16	I complained about minor work-related issues at work	0.599
ET17	I focused on the negative aspects of situation at work instead of the positive aspects	0.031
ET18	I made problems at work bigger than they were	0.120

Figure 4.1 displays the measurement model of the study after ET14, ET15, ET 17 and ET18 were deleted from the model.

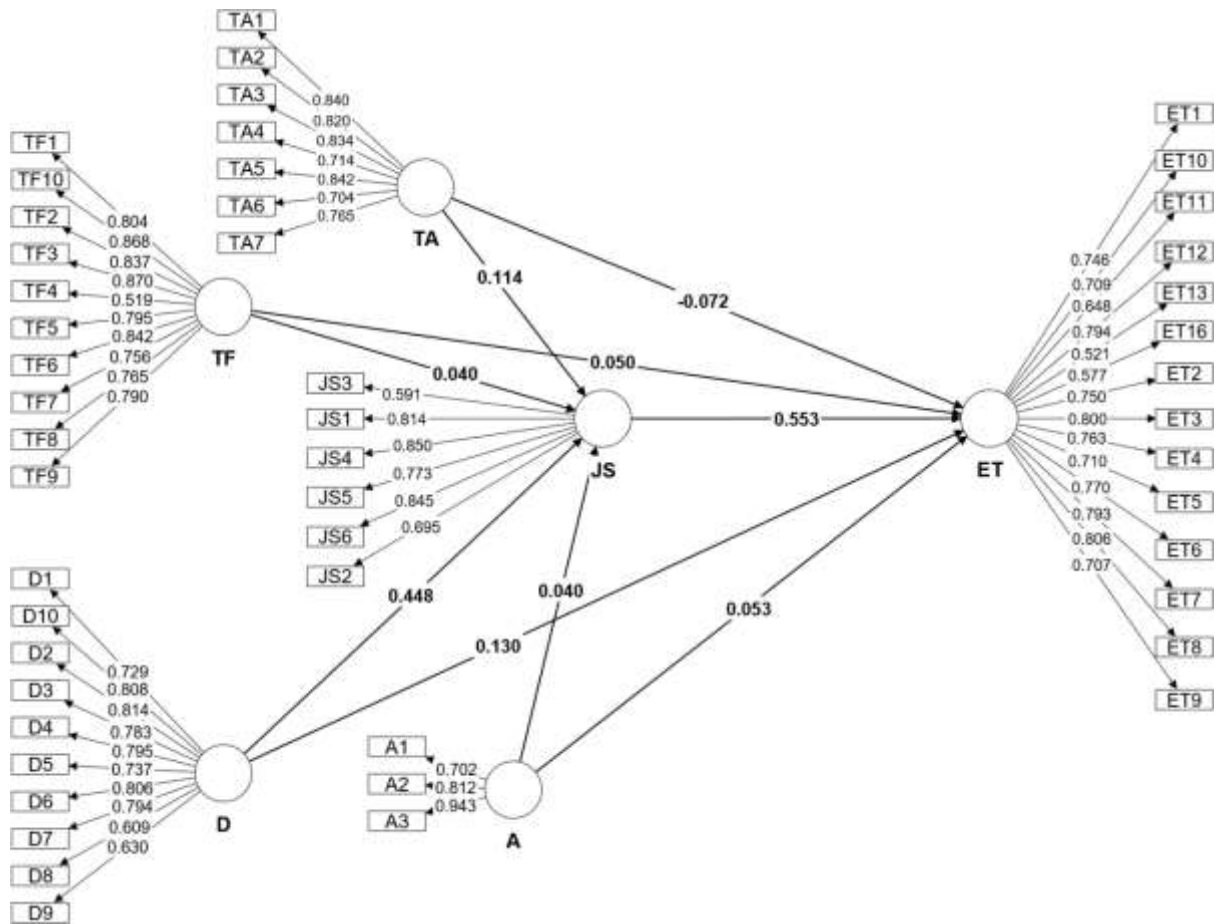


Figure 4.1: Measurement model; value in the path represents outer loading of the indicator

#### 4.3.1.1.b Average Variance Extracted

Average Variance Extracted (AVE) is the popular measure of convergent validity, it measures the total of the squared outer loading of all indicators in that construct divided by the number of indicators. Table 4.10 shows that the average variance extracted for all constructs is more than 0.50, indicating that first and second-order constructs have strong convergent validity (Fornell et al., 1981).

Table 4.10: Result of average variance extracted (AVE)

<b>Abbreviations</b>	<b>Constructs</b>	<b>AVE</b>
D	Democratic style	0.568
A	Autocratic style	0.680
TF	Transformational style	0.625
TA	Transactional style	0.625
JS	Job satisfaction	0.588
ET	Employee talent	0.527

#### **4.3.1.2 Discriminant validity**

Discriminant validity indicates the extent to which one given construct is distinct from others.

Three criteria for evaluating discriminant validity have been proposed: cross-loading of indicators, the heterotrait-monotrait correlation ratio (HTMT), and the Fornell-Larcker criterion.

##### **4.3.1.2.a Cross Loading**

The result of cross-loading reveals that every outer loading of any indicator is the highest for its assigned construct in comparison to the others, at that point, it may be assumed that the different indicators of the construct are not tradable (see table 4.11).

Table 4.11: Result of cross-loading of indicators

	<b>A</b>	<b>D</b>	<b>ET</b>	<b>JS</b>	<b>TA</b>	<b>TF</b>
<b>A1</b>	<b>0.702</b>	-0.145	0.003	-0.084	-0.049	-0.188
<b>A2</b>	<b>0.812</b>	-0.251	-0.065	-0.107	-0.239	-0.382
<b>A3</b>	<b>0.943</b>	-0.397	-0.112	-0.205	-0.422	-0.488
<b>D1</b>	-0.228	<b>0.729</b>	0.291	0.389	0.340	0.523
<b>D10</b>	-0.384	<b>0.808</b>	0.401	0.425	0.548	0.700
<b>D2</b>	-0.361	<b>0.814</b>	0.277	0.469	0.483	0.595
<b>D3</b>	-0.349	<b>0.783</b>	0.263	0.408	0.462	0.654
<b>D4</b>	-0.224	<b>0.795</b>	0.276	0.407	0.345	0.564
<b>D5</b>	-0.256	<b>0.737</b>	0.252	0.297	0.377	0.484
<b>D6</b>	-0.255	<b>0.806</b>	0.363	0.415	0.331	0.538
<b>D7</b>	-0.249	<b>0.794</b>	0.281	0.431	0.396	0.613
<b>D8</b>	-0.206	<b>0.609</b>	0.358	0.368	0.438	0.430
<b>D9</b>	-0.153	<b>0.630</b>	0.180	0.297	0.343	0.398
<b>ET1</b>	-0.101	0.463	<b>0.746</b>	0.552	0.274	0.357
<b>ET10</b>	-0.111	0.253	<b>0.709</b>	0.418	0.141	0.231
<b>ET11</b>	0.075	0.120	<b>0.648</b>	0.360	0.052	0.134
<b>ET12</b>	-0.075	0.213	<b>0.794</b>	0.488	0.134	0.192

<b>ET13</b>	-0.004	0.299	<b>0.521</b>	0.461	0.199	0.250
<b>ET16</b>	-0.001	0.244	<b>0.577</b>	0.389	0.149	0.129
<b>ET2</b>	-0.120	0.372	<b>0.750</b>	0.458	0.188	0.294
<b>ET3</b>	-0.088	0.411	<b>0.800</b>	0.451	0.150	0.308
<b>ET4</b>	-0.007	0.224	<b>0.763</b>	0.384	0.044	0.124
<b>ET5</b>	-0.257	0.278	<b>0.710</b>	0.451	0.289	0.262
<b>ET6</b>	-0.120	0.230	<b>0.770</b>	0.473	0.139	0.210
<b>ET7</b>	-0.053	0.311	<b>0.793</b>	0.407	0.147	0.201
<b>ET8</b>	-0.023	0.256	<b>0.806</b>	0.420	0.097	0.154
<b>ET9</b>	0.032	0.236	<b>0.707</b>	0.329	0.179	0.176
<b>JS1</b>	-0.184	0.446	0.512	<b>0.814</b>	0.306	0.338
<b>JS2</b>	0.010	0.299	0.391	<b>0.695</b>	0.234	0.209
<b>JS3</b>	-0.125	0.289	0.285	<b>0.591</b>	0.265	0.336
<b>JS4</b>	-0.203	0.436	0.532	<b>0.850</b>	0.314	0.362
<b>JS5</b>	-0.090	0.440	0.534	<b>0.773</b>	0.209	0.318
<b>JS6</b>	-0.204	0.463	0.479	<b>0.845</b>	0.385	0.428
<b>TA1</b>	-0.279	0.454	0.188	0.315	<b>0.840</b>	0.579
<b>TA2</b>	-0.352	0.420	0.215	0.313	<b>0.820</b>	0.557
<b>TA3</b>	-0.384	0.524	0.169	0.328	<b>0.834</b>	0.680
<b>TA4</b>	-0.162	0.425	0.188	0.314	<b>0.714</b>	0.506
<b>TA5</b>	-0.270	0.504	0.162	0.289	<b>0.842</b>	0.677
<b>TA6</b>	-0.228	0.263	0.104	0.203	<b>0.704</b>	0.421

<b>TA7</b>	-0.259	0.366	0.175	0.265	<b>0.765</b>	0.554
<b>TF1</b>	-0.430	0.685	0.326	0.400	0.550	<b>0.804</b>
<b>TF10</b>	-0.473	0.637	0.248	0.364	0.680	<b>0.868</b>
<b>TF2</b>	-0.381	0.639	0.246	0.430	0.575	<b>0.837</b>
<b>TF3</b>	-0.391	0.574	0.231	0.351	0.669	<b>0.870</b>
<b>TF4</b>	-0.131	0.263	0.265	0.293	0.407	<b>0.519</b>
<b>TF5</b>	-0.357	0.597	0.222	0.298	0.544	<b>0.795</b>
<b>TF6</b>	-0.388	0.567	0.172	0.305	0.681	<b>0.842</b>
<b>TF7</b>	-0.247	0.526	0.174	0.209	0.556	<b>0.756</b>
<b>TF8</b>	-0.431	0.601	0.218	0.332	0.519	<b>0.765</b>
<b>TF9</b>	-0.400	0.651	0.272	0.351	0.526	<b>0.790</b>

Note: The bold number represents the outer loading of its assigned construct.

#### 4.3.1.2.b Fornell-Larcker criterion

Fornell-Larcker criterion is the second criterion to test the discriminant validity as shown in table 4.12 the square root of average variance extracted (AVE) for each construct is greater than the association with another construct.

Table 4.12: Fornell-Larcker Criterion for the constructs

	1.	2.	3.	4.	5.	6.
1. Autocratic style	<b>0.825</b>					
2. Democratic style	-0.361	<b>0.754</b>				
3. Employee talent	-0.091	0.398	<b>0.726</b>			
4. Job satisfaction	-0.181	0.525	0.606	<b>0.767</b>		
5. Transactional style	-0.353	0.544	0.222	0.372	<b>0.791</b>	
6. Transformational style	-0.470	0.738	0.309	0.434	0.724	<b>0.790</b>

Note: Diagonals in bold represent the square root of each construct AVE. Off-diagonal represents the constraint's correlation.

#### 4.3.1.2.c Heterotrait-monotrait ratio of correlations (HTMT)

The last criterion that is used to assess the discriminant validity is a Heterotrait-monotrait ratio of correlations (HTMT). The result in table 4.13 indicates that all values in the HTMT matrix are less than 0.90 (Henseler et al., 2015).

Table 4.13: Heterotrait-monotrait ratio result

	1.	2.	3.	4.	5.	6.
1. Autocratic style						
2. Democratic style	0.368					
3. Employee talent	0.143	0.413				
4. Job satisfaction	0.208	0.579	0.659			
5. Transactional style	0.345	0.587	0.234	0.419		
6. Transformational style	0.485	0.786	0.315	0.476	0.788	

#### 4.3.1.3 Internal Consistency Reliability

Cronbach's  $\alpha$  coefficient (CA) and Composite Reliability coefficient (CR) were used to assess internal consistency. Table 4.14 shows that the CA values ranged from 0.863 to 0.943, indicating excellent internal consistency among the constructs (Hair et al., 2010). Composite reliability values of more than 0.70 are regarded as good (Hair et al., 2017), and the CR values of constructs were 0.700 or higher for all constructs, meeting the cutoff limit.

Table 4.14: Result of Cronbach's alpha and the Composite Reliability coefficients

<b>Abbreviations</b>	<b>Constructs</b>	<b>CR</b>	<b>CA</b>
D	Democratic style	0.914	0.929
A	Autocratic style	0.783	0.863
TF	Transformational style	0.931	0.943
TA	Transactional style	0.899	0.921
JS	Job satisfaction	0.857	0.894
ET	Employee talent	0.939	0.929

### 4.3.2 Structural Model Evaluation

After establishing the reliability and validity of the constructs, the next step proceeds to examine the structural model which estimates hypothesized paths between the constructs. To assess the structural model four different tests were used before the test of the study hypotheses which are collinearity test, coefficient of determination ( $R^2$ ), predictive relevance ( $Q^2$ ) and effect size ( $f^2$ ).

#### 4.3.2.1 Collinearity Test

The first stage to assess the structural model is a collinearity test, according to the result of table 4.15, there was no presence of collinearity in the structural model since all Variance Inflation Factors (VIF) of all constructs are below 5 (Hair et al., 2017).

Table 4.15: Collinearity assessment

<b>Paths</b>	<b>VIF</b>
Autocratic style -> Employee talent	1.287
Autocratic style -> Job satisfaction	1.285
Democratic style -> Employee talent	2.483
Democratic style -> Job satisfaction	2.201
Job satisfaction -> Employee talent	1.404
Transactional style -> Employee talent	2.125
Transactional style -> Job satisfaction	2.106
Transformational style -> Employee talent	3.500
Transformational style -> Job satisfaction	3.498

#### 4.3.2.2 Coefficient of Determination

The coefficient of determination ( $R^2$ ) is a commonly used measure for assessing structural models. It indicates how much variation in the endogenous construct is explained by all the exogenous constructs. The coefficient ranges from zero to one, with higher values suggesting higher degrees of predicting accuracy. According to the result in table 4.16 the independent

variables represented by leadership styles and job satisfaction can explain 38.1% of the variation of employee talent, and leadership styles can explain 28.8% of the variation of job satisfaction.

Table 4.16: Result of coefficient of determination

<b>Endogenous (dependent) variables</b>	$R^2$	<b>Degree of explanation</b>
Employee talent	0.381	High
Job satisfaction	0.288	Moderate

#### 4.3.2.3 Predictive Relevance

Geisser (1974) and Stone (1974) introduced the predictive relevance ( $Q^2$ ) test as a measure to indicate the level of relevance in the structural model, especially with the complex model using the blindfolding process, predictive relevance of endogenous constructs greater than zero indicate that the exogenous constructs are predictively relevant for endogenous constructs. Table 4.17 shows that all predictive relevance values of endogenous variables are greater than zero, which means the exogenous constructs are predictively relevant for endogenous constructs.

Table 4.17: Result of predictive relevance

<b>Exogenous variables</b>	<b>SSO</b>	<b>SSE</b>	<b><math>Q^2 (=1-SSE/SSO)</math></b>
Employee talent	2142	1797.8	0.161
Job satisfaction	918	776.936	0.154

Note: SSO= Total Sum of Square; SSE= Sum of Square due to error

#### 4.3.2.4 Effect size

The effect size ( $f^2$ ) is used to measure the effect of certain exogenous constructs that contribute to an endogenous construct using change if it is excluded from the structural model (Chin, 1988). Table 4.18 shows the effect size for our structural model, and the results show that deleting autocratic style, democratic style, transactional style, and transformational style does not affect employee talent, whereas deleting job satisfaction has a high effect on employee talent. On the other hand, the results show that deleting the autocratic style, transactional style, and transformational style does not affect job satisfaction, whereas deleting the democratic style has a small effect on job satisfaction.

Table 4.18: Result of effect size

	$f^2$	<b>Effect Size</b>
Autocratic style -> Employee talent	0.004	No effect
Autocratic style -> Job satisfaction	0.002	No effect
Democratic style -> Employee talent	0.011	No effect
Democratic style -> Job satisfaction	0.128	Small
Job satisfaction -> Employee talent	0.351	High
Transactional style -> Employee talent	0.004	No effect
Transactional style -> Job satisfaction	0.009	No effect
Transformational style -> Employee talent	0.001	No effect

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Transformational style -> Job satisfaction	0.001	No effect
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#### 4.4 Study Hypotheses Assessment

The final step of the structural model evaluation was to test the hypothesized relationships by using the path coefficient test. To test the study hypotheses as proposed by Hair et al. (2017) the bootstrapping techniques (5000 subsamples). Figure 4.2 displays the result of the study hypotheses.

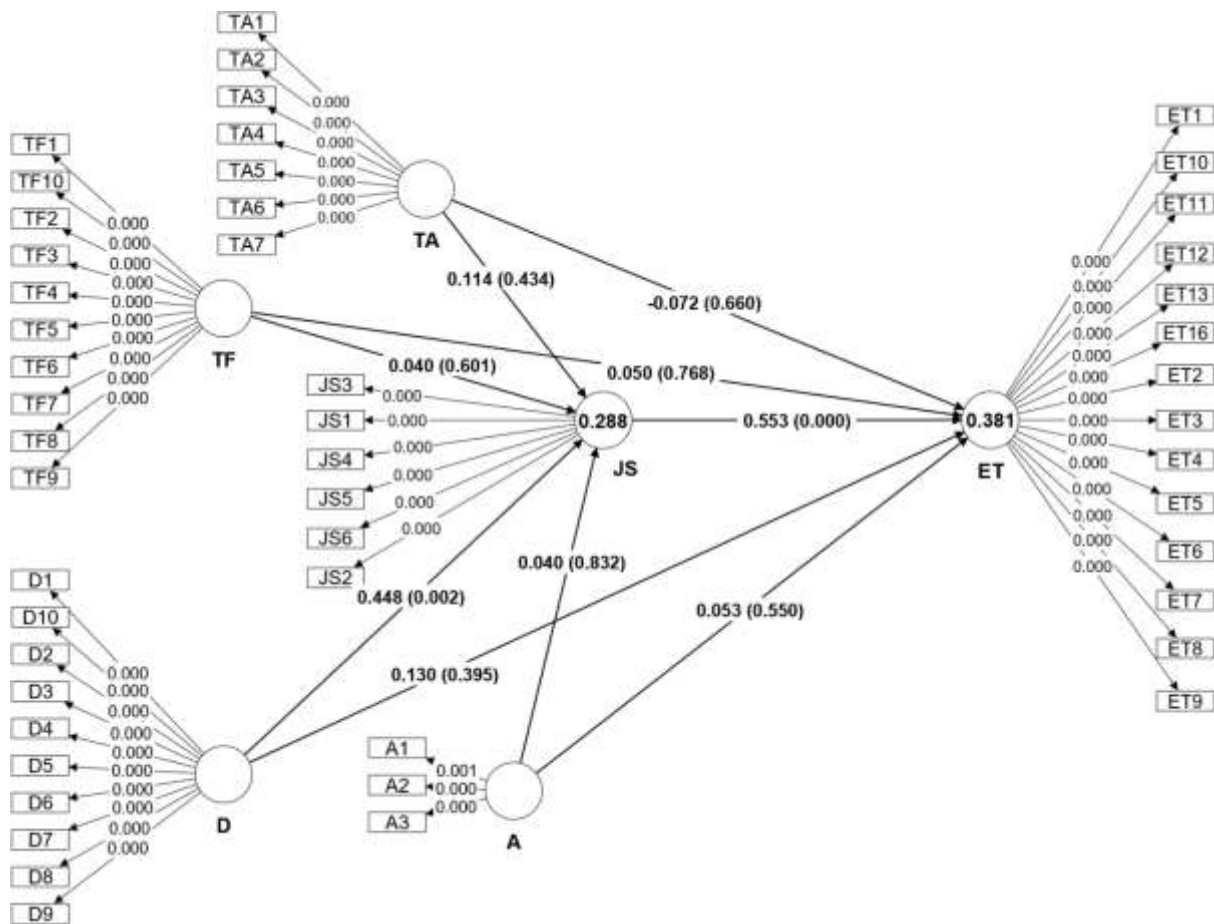


Figure 4.2: Result of path analysis; values in the inner model represent path coefficient (p-value); values in the outer model represent p-value

#### 4.4.1 Result of the Effect of Leadership Styles on Employee Talent

This section displays the result of four hypotheses that assess the direct effect of leadership styles on employee talent which state:

1. Transformational leadership style positively affects the talents of employees.
2. Transactional leadership style positively affects the talents of employees.
3. Democratic leadership style positively affects the talents of employees.
4. Autocratic leadership style negatively affects the talents of employees.

According to the result in table 4.19, there is no significant direct effect of leadership styles (transformational style, transactional style, democratic style, and autocratic style) on the employee talent in Hebron Municipal Electricity Utility that is not supported  $H_{1.a}$ ,  $H_{1.b}$ ,  $H_{1.c}$  and  $H_{1.d}$  respectively, since the p-value of this hypotheses (0.768, 0.660, 0.395 and 0.550 respectively) is more than the significant level 0.05.

Table 4.19: Result of the effect of leadership styles on employee talent

No.	Hypotheses	Coefficient ( $\beta$ )	Std.	t value	p value	Result
$H_{1.a}$	TF -> ET	0.050	0.171	0.295	0.768	Not supported
$H_{1.b}$	TA -> ET	-0.072	0.164	0.440	0.660	Not supported
$H_{1.c}$	D -> ET	0.130	0.152	0.851	0.395	Not supported
$H_{1.d}$	A -> ET	0.053	0.089	0.597	0.550	Not supported

*Note.* TF: Transformational style; TA: Transactional style; D: Democratic style; A: Autocratic style; ET: Employee talent.

#### 4.4.2 Result of the Effect of Leadership Styles on Job Satisfaction

This section displays the result of four hypotheses that assess the direct effect of leadership styles on job satisfaction which state:

1. Transformational leadership style positively affects job satisfaction.
2. Transactional leadership style positively affects job satisfaction.
3. Democratic leadership style positively affects job satisfaction.
4. Autocratic leadership style negatively affects the job satisfaction.

According to the result in table 4.20, there is a significant positive direct effect of democratic leadership style on job satisfaction in Hebron Municipality and Hebron Electricity Utility ( $\beta=0.448$ ,  $t=3.172$ ) that is supported  $H_{2,c}$ , since the p-value (0.002) is less than the significant level 0.05. If the implementation level of democratic style in Hebron Municipality and Hebron Electricity Utility increases by one degree, the job satisfaction level will increase by 0.448 degrees. On the other hand, there is no significant direct effect of leadership styles (transformational style, transactional style, and autocratic style) on job satisfaction in Hebron Municipality and Hebron Electricity Utility that is not supported  $H_{2,a}$ ,  $H_{2,b}$  and  $H_{2,d}$  respectively, since the p-value of this hypotheses (0.832, 0.434 and 0.601 respectively) is more than the significant level 0.05.

Table 4.20: Result of the effect of leadership styles on the job satisfaction

No.	Hypotheses	Coefficient ( $\beta$ )	Std.	t value	p value	Result
$H_{2,a}$	TF -> JS	0.040	0.189	0.212	0.832	Not supported
$H_{2,b}$	TA -> JS	0.114	0.145	0.782	0.434	Not supported

$H_{2.c}$	D -> JS	0.448	0.141	3.172**	0.002	Supported
$H_{2.d}$	A -> JS	0.040	0.076	0.522	0.601	Not supported

*Note.* TF: Transformational style; TA: Transactional style; D: Democratic style; A: Autocratic style; JS: Job satisfaction; \*\* indicates p-value less than 0.05.

#### 4.4.3 Result of the Effect of Job Satisfaction on Employee Talent

This section displays the result of the third hypothesis assesses the direct effect of job satisfaction on employee talent which states " Job satisfaction affect positively employee talent". According to the result in table 4.21, there is a significant positive direct effect of job satisfaction on employee talent in Hebron Municipality and Hebron Electricity Utility ( $\beta=0.553$ ,  $t=6.405$ ) that is supported  $H_3$ , since the p-value (0.000) is less than the significant level 0.05. If the job satisfaction level increases by one degree, the employee talent will increase by 0.553 degrees.

Table 4.21: Result of the effect of leadership styles on job satisfaction

No.	Hypothesis	Coefficient ( $\beta$ )	Std.	t value	p value	Result
$H_3$	JS -> ET	0.553	0.086	6.405**	0.000	Supported

*Note.* JS: Job satisfaction; ET: employee talent; \*\* indicates p-value less than 0.05.

#### 4.4.4 Result of the Indirect Effect of Leadership Styles on Employee Talent

This section displays the result of the third hypothesis to assess the indirect effect of leadership styles on employee talent which states:

1. Job satisfaction mediates the relationship between transformational leadership style and employee talent.
2. Job satisfaction mediates the relationship between transactional leadership style and employee talent.
3. Job satisfaction mediates the relationship between democratic leadership style and employee talent.
4. Job satisfaction mediates the negative relationship between autocratic leadership style and employee talent.

According to the result in table 4.22, job satisfaction totally mediates the relationship between democratic leadership style and employee talent ( $\beta = 0.248, t = 2.733$ ) that is supported  $H_{4,c}$ , since the p-value (0.006) is less than the significant level 0.05. On the other hand, the lower and upper bound of the 95% bootstrapped confidence is more than zero, which means the effect of the mediation variable (job satisfaction) is high on the relation between democratic leadership style and employee talent. While the result indicates that job satisfaction is not a mediate variable between the relation leadership styles (transformational style, transactional style and autocratic style) and employee talent, which is not supported  $H_{4,a}$ ,  $H_{4,b}$  and  $H_{4,d}$  respectively, since the p-value (0.832, 0.426 and 0.601 respectively) is more than the significant level 0.05.

Table 4.22: Result of the indirect effect of leadership styles on employee talent

No.	Hypotheses	$(\beta)$	Std.	t value	p value	Bootstrapped		Result
						Confidence Interval		
						LL 95%	LL	
$H_{4.a}$	TF -> JS -> ET	0.022	0.104	0.212	0.832	-0.170	0.241	Not supported
$H_{4.b}$	TA -> JS -> ET	0.063	0.079	0.797	0.426	-0.096	0.205	Not supported
$H_{4.c}$	D -> JS -> ET	0.248	0.091	2.733**	0.006	0.080	0.437	Supported
$H_{4.d}$	A -> JS -> ET	0.022	0.042	0.522	0.601	-0.070	0.099	Not supported

*Note.* TF: Transformational style; TA: Transactional style; D: Democratic style; A: Autocratic style; ET: Employee talent; JS: Job satisfaction; \*\* indicates p-value less than 0.05;  $\beta$ : path coefficient.

## **Chapter Five**

### **Discussion and Conclusions**

#### **5. Discussion and Conclusions**

In this chapter, the results of the study will be discussed based on the research questions and variables, in addition to discussing the extent to which the results match the research hypotheses, interpreting the results in comparison with the results of previous studies, and projecting this onto the research study community. Then stating the conclusion including recommendations that address the research problem, in addition to proposing future studies to fill research gaps.

#### **5.1 Results Discussion**

##### **5.1.1 Model Variables Discussion**

In this section, the results of each variable in the study model will be discussed in terms of the extent of its presence in the respondents' answers.

- **Leadership Style**

The results showed that the percentage of application of each of the leadership style dimensions adopted for the study was moderate in general and in close proportions in terms of the extent of their application. Dyczkowska and Dyczkowski, (2018) have pointed out to the poor influence of leadership style when following tall hierarchies.

The order of the percentage of their presence, despite the small differences, was as follows: the democratic leader 66.8%, then the transformational leader, 65% then the transactional leader with a percentage of 63%, and finally the autocratic leader with a percentage of 62.8%.

These percentages indicate that most respondents believe that their managers include a mixture of the characteristics of the four leadership styles, and that there is no significant superiority of one style over the other. This is consistent with studies that indicated that managers must adapt their leadership style according to the followers and that there is no specific style that must be followed. in all cases (Bhatti et al., 2012; Briggs, 2023; Velu et al., 2017; Mahdinezhad et al., 2013). Such mixture of leadership styles recommended by Otieno and Njoroge, (2019) who pointed out that” if leader’s desire is to achieve better performance from their employees have to try a mixture of leadership styles”.

1. **Democratic Leadership style:** Although this style was the highest percentage, and the answers level of agreement were high, with the exception of questions related to decision-making at moderate percentage which represented in items 5, 8 and 9 while the percentage were slightly higher but still moderate when answering items regarding accepting suggestions and contributing in decision making process which represented in items 6 and 10. (see table 4.3)

This is consistent with many definitions of a democratic leader, that he involves followers in the decision-making process, but making the final decision is his responsibility (Cellar et al., 2001, Dyczkowska & Dyczkowski, 2018; Bhatti et al., 2012).

2. **Autocratic Leadership style:** As we mentioned previously, the percentage of application of leadership styles in general was moderate. There was no clear acquisition of a style over the others. The ranking of the autocratic leadership style came last at 62.8% and to a slightly lower degree than the transactional leadership style and almost equal to it.

The availability of an autocratic leadership style in the results of the study in the target study population did not seem surprising or strange, especially given what was indicated by Abu alsoud and Imad Khali, (2021) and by Dweikat, (2000) before that autocratic leadership style is among the prevailing leadership styles locally.

The nature of the work of institutions in the population of this study is often linked to emergency situations that require a quick decision, and managers do not have enough time to listen to suggestions from subordinates, and that characteristic that distinguishes an autocratic leader may be required in such situations, as pointed out by Belias and Koustelios, (2014).

Of the three questions in this style, employees' responses came at moderate percentage for all 3 items, although regarding the second and third items the agreement percentage was 63.6% and 66.2 respectively. while the first item was the lowest at 58.85 regarding punishments.

*1- Employees are threatened or punished if they do wrong or mistakes have done by them in order to achieve organization goals?*

*2-Your leader likes the power that he/she holds over his/her subordinates*

*3- Your leader considers his/her decision as final*

Respondents tend to agree with the fact that managers take control of the decision, and this is aligned with democratic leader's attitude of listening to employees' suggestions but making the final decision.

- 3. Transformational Leadership style:** When discussing the presence of democratic leadership style was found the more availability compared with the other styles of the study, and we mentioned that democratic leader encourage contribution in decision making process, but leaders take the decisions at the end ,and that consistent with tall hierarchies but not the flat ones ,that fact accord with Lok and Crawford, (2004) results who mentioned that transformational leadership style mostly associated with a flatter organizational structure and low level of leaders authority, which is not the structure adapted in Hebron Municipality and Hebron Electricity Utility.

The lack of emergence of this leadership style in both Hebron Municipality and the Hebron Electricity Utility is not surprising and agrees with what Amin et al., (2013) reached that the transformational leadership style prevails in the west and is rarely found in developing countries.

Only the items 5 and 9 out of ten items were in high level whereas the rest which reflect the leader inspiration and motivation were at moderate level:

*5- My manager is a facilitator.*

*9- My manager communicates freely.*

4. **Transactional leadership style:** The results showed that the application of the transactional leadership style ranked third among the four styles in this study, and among the seven questions that measured this style, the sole answer at high level of agreement was on question 4, which reflects the focus of the leader's attention on the best result, while the answers came in the rest of the questions are at a moderate level.

*4- My manager expects best performance and will not settle for second best.*

The answers to the questions that measure linking performance to rewards were at a moderate level, and the answers to the questions that measure the trait of laissez-faire, which is considered one of the characteristics of a transactional leader according to the scale used, were at a moderate level too.

These answers reflect the fact that the institutions targeted in this study do not tend to link performance to granting rewards because they rely on official legislation in their dealings with employees. These legislations are almost devoid of the application of special rewards, except within very narrow limits, and they are hardly implemented, and legislation fundamentally focuses on performing specific conduct of behavior code.

Anyway, this moderate level of this style of application is aligned with the results reached by Amin et al., (2013) that transactional leadership style is not widely applied in developing countries.

- Job Satisfaction

Job satisfaction among respondents was high at 69%, which reflects a general feeling of job satisfaction among employees.

The lower level of agreement item expressed in item 3:

*3. I would not consider working for another job*

This question measures the intention to leave work, where 42% disagreed and only 36% supported, which means that the intention to leave work exceeds the intention to remain at work.

This is something that is considered strange when compared to the rest of the answers that showed a high degree of job satisfaction, However, the employees have high level of JS which support by other JS dimension, but it seems not evoke to the level that motivate them sticking to the current job.

- Employee Talent

In this research, a self-performance assessment scale was used. Fernández-del-Río et al., (2019) have stated four characteristics that make self-evaluations more acceptable than other appraisal tools, namely: (1) allowing measuring performance in occupations (2) employees have the chance to observe all their own behaviors (3) peers and managers depending on their general impression when evaluating and (4) easy to collect data and overcoming confidentiality issues.

The results of job performance, which is employed to reflect the employee's talent, came in at a high percentage of 73.2 %. This high percentage was concentrated in the questions that measured the performance of basic tasks at agreement percentage of 79.6 % and a slightly lower percentage at 78% for the questions that measured performance for what goes beyond the basic tasks, and finally with a moderate percentage in the questions that measure negative work behavior, such as work complaints, where the percentage of those who answered that they complain about work and talk about its negative aspects reached 49.2%.

However, this percentage reflects the presence of talent among the employees, as the study was based on the fact that the employee's level of talent is a reflection of his actual level of performance as mentioned by Fernández-del-Río et al.,(2019), especially when performance exceeds expectations according to Ansar& Baloch, (2018), Poorhosseinzadeh and Subramaniam, (2013), Mir and Abbas, (2020);Thunnissen and Van Arensbergen, (2015) and Fernández-del-Río et al., (2019), which was measured in questions 6-13, which was 78%.

### **5.1.2 Hypothesis Discussions**

In this section, the research results will be discussed in term of compatibility with study hypotheses:

#### **H.1.a Transformational leadership style positively affects the talents of employees.**

The results of the research showed that employees' talent is not affected by the transformational leadership style by any type of influence, whether positive or negative. This result does not support the first hypothesis, and this is contrary to the results of many studies, but no consensus on the opposite of our results, as Purwanto, (2020) who indicated to the

same results that transformational leadership style does not influence employee performance significantly.

The prominent characteristics of transformational leaders are individual consideration and idealization, which both are found not considered in the relation between this style of leadership and employee level of performance, meanwhile inspirational motivation was found significant at positive influence in this relation (Budur & Demir, 2022).

The answers of items related to inspirational motivation compared to other dimensions were at a low level, not exceeding 49%.

This is consistent with Budur and Demir, (2022) who reached the conclusion that the dimension of inspirational motivation in particular that affects the level of performance, and since this dimension was low in the answers, the result of testing the hypothesis was that it was not supported.

The low availability of the qualities of inspiration and motivation among leaders is linked to the high tendency of Task Oriented at the expense of the tendency to Relation Oriented. In addition, the tall hierarchy and the centralization of decision-making at the level of both institutions, which weakens the influence of leaders, also causes a decrease in the application of the transformational leadership style in general.

#### **H.1.b Transactional leadership style positively affects the talents of employees.**

This hypothesis was also not supported by the results obtained, meaning there is no relationship between the transactional leadership style and employee talent.

According to Brahim et al., (2015) and Markiz et al., (2017) the transactional leadership style generates a higher level of employee performance only through the characteristic of reward

and punishment in exchange for performance, and since the system followed in both the Hebron Municipality and Hebron Electricity is not characterized by this characteristic, it is natural that there is no connection between this style and talent of the staff.

The system that is applied to employees is an official system issued by legislative bodies, which does not focus on reward and punishment as much as it focuses on the behavior that employees must follow more than on performance.

According to the results of this study regarding employee talent, it came in high percentages, which reflects a high level of experience and technical qualifications possessed by employees, Markiz et al., (2017) pointed out the fact that the transactional leadership style does not affect the level of performance of employees who have a high level of experience and technical qualifications.

This result is also consistent with what Velu et al., (2017) stated in his study that the transactional leadership style has almost no effect on the level of performance of employees.

#### **H.1.c Democratic leadership style positively affects the talents of employees**

The results of this study did not support this hypothesis. These results were consistent with the results of a study conducted by Safrida et al., (2023) who declared in a recent study that the democratic leader, despite his positive impact on the performance of employees directly, is less important when the organization's senior leadership is a centralization pattern.

#### **H.1.d Autocratic leadership style negatively affects the talents of employees**

The results of this study did not support this hypothesis, considering that the employees' talent was not affected by the autocratic leadership style. This indicates that the characteristics that characterize the autocratic leader did not affect the employees or their behavior negatively. This result was also indicated by Basit et al., (2017) who mentioned the poor relation between employee performance and autocratic leadership style.

Mohiuddin, (2017) pointed out that the autocratic leadership style has importance and influence on the performance of employees only in specific cases, when the employee is not familiar with and uninterested in his job duties, or when employees abuse the authority they enjoy, and these cases do not seem to be prevalent among employees in particular in light of the results of the high level of performance. This is consistent with the result that there is no relationship between the autocratic leadership style and employee talents in this study.

### **H.2.a Transformational leadership style positively affects employee job satisfaction**

This hypothesis was not supported based on the results of this study. The study indicated that there is no relationship between transformational leadership style and employee satisfaction. We had previously indicated that the percentage of the motivational trait enjoyed by the transformational leader was low in the answers, and this trait specifically according to Saleem, (2015) is what leads to achieving job satisfaction, and therefore the results of the study showed the negation of this relationship.

In addition, this result of the lack of influence of the transformational leadership style on job satisfaction is consistent with the results of the study of Anastasiou and Garametsi, (2021) who indicated that the effect of transformational leadership in the public sector is less than

in the private sector and justified this due to the absence of many elements, including the level of motivation.

### **H.2.b Transactional leadership style positively affects employee job satisfaction**

In the majority of studies that compared the effect of both the transformational and transactional leadership style on job satisfaction, the effect of the transformational leadership style was of greater importance. Therefore, it is natural for the result in this study to be that there is no relationship between the transactional leadership style and job satisfaction, and many studies such as Amin et al., (2013) and Asghar, (2017) have supported this.

Both, Rizi et al., (2013) and Markiz et al., (2017) considered that the transactional leadership style achieves job satisfaction only through contingent rewards, and as we mentioned previously, this approach was not followed in dealing with employees in the population of this study.

### **H.2.c Democratic leadership style positively affects employee job satisfaction**

The results of this study supported this hypothesis, as the results showed that the democratic leadership style positively affects employees' feelings of satisfaction at small effect, which was consistent with the conclusion reached by Nasir et al., (2019).

The answers of the employee respondents indicate a moderate rate of their participation in decision-making and the ease of their communication with their managers, and this is in fact what Bhatti et al., (2012) pointed out, that employees whose work environment provides an atmosphere that provides them with the freedom to communicate and express their views, including communication between them and their managers are feeling high job satisfaction,

and this atmosphere at work is provided by the democratic manager. The employee's feeling of freedom to communicate with his manager and express his ideas generates a high sense of job satisfaction, according to what have been concluded by Lok and Crawford, (2004).

#### **H.2.d Autocratic leadership style negatively affects employee job satisfaction**

The results of the study did not support this hypothesis, although most studies reached results that support this hypothesis. Perhaps the explanation for this result is the nature of the organizational structure followed, as it seems to be more inclined to be of the tall (also known as hierarchical) type rather than flat one. In the hierarchical style, decision-making is the responsibility of the manager, and relationships at work are formal and defined by systems. These factors, according to Dyczkowska and Dyczkowski, (2018) reduce the importance of the influence of leadership style on job satisfaction.

As we mentioned previously, in public sector institutions where job satisfaction is higher than the private sector through the job security they provide, in addition to that, the scope of leaders' control over employees' destinies is restricted by strict regulations, and therefore the employee will not worry about the tyranny of his manager.

Leaders in Hebron Municipality and Hebron Electricity are seem to focus on tasks (Task-Oriented) instead of focusing on relationships with subordinates (Relationship-Oriented), those two patterns have a different effect on job satisfaction, as managers who follow the (Relationship-Oriented) pattern have a positive impact on employee satisfaction whereas leaders who follow (Task-Oriented) pattern does not affect positively their employee's satisfaction, these two leader' orientation was reached by a group of researchers at Ohio University (Lok & Crawford, 2004).

### **H.3 Job satisfaction affect positively employee talent**

The results of the study supported and confirmed that Job satisfaction positively affects employee talent in a high effect, and this was consistent with most studies that addressed this relationship (Luna–Arocas & Morley, 2015; Mishra, 2013; Arif & Rahman, 2018; Dharmanegara et al., 2016; Bektaş, 2017; Safrida et al., 2023; Advani, 2015; Sepdunha &Thoyib, 2023; Lovely & Alam, 2019).

#### **H.4.a Job satisfaction mediate positively the relationship between transformational leadership style and employee talent**

#### **H.4.b Job satisfaction mediate positively the relationship between transactional leadership style and employee talent**

The results of the study refuted both hypotheses, which means that even with job satisfaction as a mediator, there was no effect of the transformational nor transactional leadership style on performance.

Purwanto, (2020) indicating to such results that transformational leadership style does not influence employee performance significantly, whether by direct or indirect influence through job satisfaction.

Also results of Paracha et al., (2012) support ours who mentioned that there is no role for job satisfaction as a mediator in the relationship between transactional leadership style and job performance. The result is consistent with Markiz et al., (2017) who considered that leadership style is not expected to generate job satisfaction that leads to improve performance.

As declared by Markiz et al., (2017) that high qualified employees are affected only by extrinsic incentives as bonuses and financial rewards. Our results showed high percentage of qualified employees who doesn't receive any bonuses and financial rewards generally, so it is not expected that they will be affected by any leadership style according to Markiz et al., (2017).

Promotion opportunities are among the factors by which transformational leadership style generate high performance through job satisfaction according to Kishen et al., (2020), in our study promotion is not granted against performance mostly.

#### **H.4.c Job satisfaction mediate positively the relationship between democratic leadership style and employee talent**

This hypothesis was supported according to study results, most likely, the reason for confirming this relationship in the results is based on what employees' participation in decision-making and listening to their suggestions achieves by giving self-confidence which resulting in satisfied employees and thus improving their performance, and this is consistent with Hussain and Alharafsheh, (2023), Nugroho et al., (2021) and Al Khajeh, (2018).

This positive effect, according to the results, is due to the largely informal, friendly relations that the employee generally feels in his work environment, especially the relationship between the employee and the manager, which enhances the performance of tasks with a high level of voluntary commitment resulting from his job satisfaction.

#### **H.4.d Job satisfaction mediate the negative relationship between autocratic leadership style and employee talent**

This hypothesis was not supported according to what we have mentioned before that the effect of leadership according to the results of our study was moderate, and the autocratic leadership style was the least influential due to poor relation between this leadership style and performance whether directly or indirectly.

The perception among the employees that their direct leaders' attributes are not significantly considered, due to quasi centralization way by which Hebron Municipality and Hebron Electricity are governed.

## **5.2 Conclusion and Recommendation**

### **5.2.1 Conclusion**

This study aimed to investigate the relationship between democratic, autocratic, transformational and transactional leadership styles with the talents of employees in the Hebron Municipality and the Hebron Electricity Utility. The study also included investigating the role of job satisfaction as a mediator in the relationship between the four styles of leadership and employee talent.

To achieve the research objectives and to answer its questions the variables of the research framework were investigated and hypotheses were tested.

Regarding the level of application of the four leadership styles, results of the research indicated that it was moderate for all, and the degree of application varied in small proportions between the four styles, and their order in terms of the extent of application was the democratic style, then the transformational style, then the transactional style, and finally the autocratic style.

The moderate level of application of the four styles and the lack of significant superiority for a particular style indicates that there is no specific style followed, but rather that there are traits combined in one leader from several styles. Despite this, the democratic style came in first place in terms of application.

The research results indicate that there is no significant relationship between the leadership style followed and the talents of employees, which means that all leadership styles in the study didn't directly affect employee talent.

The research concluded that leaders in general in Hebron Municipality and Hebron Electricity tend to listen to their employees' suggestions and share their ideas, but the final decision rests with the manager. The results also indicate that leaders in both Hebron Municipality and Hebron Electricity focus more on implementing tasks "task oriented" than on the employees, despite the democratic atmosphere and good communication with the employees.

As for the level of talent among employees, the results of the study indicated a high level of talent represented by the employee's performance.

Regarding job satisfaction, the results of the study showed that there is a high level of job satisfaction among employees, but this satisfaction is not the result from the influence of leadership styles, with the exception of the democratic leadership style, which has a small effect on job satisfaction. It was found that the democratic leadership style is not the primary source of job satisfaction, although it is influential.

The study found that job satisfaction had a moderate positive influence on employees' talents, but job satisfaction did not have a mediation role in the relationship between leadership style and employees' talents, with the exception of the role of job satisfaction as a mediator

between the democratic leadership style and employees' talents, as there was a significant relationship to a high level. The results of the study clearly showed the extent of the weak impact of the leadership style, whether on employees' talents or on their job satisfaction. This is due to the central style of decision-making and the hierarchical structure that grants limited powers to employees at all their job levels, those powers that seem to be concentrated with the mayor and the municipal council.

### **5.2.2 Recommendations**

Based on the research results, we present the following recommendations at the applied level:

- 1- Leaders must pay more attention to job engagement and involve more their subordinates in the decision-making process and give them a greater role in decision-making, especially in matters related to work development prospects, as this participation enhances the application of the democratic leadership style, which appears to influence performance through job satisfaction.
- 2- Adopting a rewards system whereby incentives are given in exchange for outstanding performance at work.
- 3- Leaders are highly recommended to adopt talent retention policy, particularly based on what is known as the "talent war".
- 4- Leaders must play the role of inspiration more to motivate employees to unleash their creative energies and not just carry out specific tasks.
- 5- The municipal administration, represented by its president and council members, must grant greater powers to managers in making decisions and give them more power that is influential over their followers, which enhances the impact of the positive leadership style.

- 6- Given that employees' talents are highly influenced by the democratic leadership style, leaders must strengthen this style to increase and diversify the sources of job satisfaction among employees, which leads to increasing the level of talent among employees.
- 7- Managers must pay attention to transferring employees' accumulated experiences and skills to new generations of employees, as their current focus is only on tasks at the expense of those who carry them out, which will negatively affect the talent pool.

As for future studies, there is a need to expand the study of this relationship locally, including all leadership styles and in various types of sectors, to try to reach generalizable theories in this field. In order for this to be achieved, intensification of research work is required to cover all types of businesses and all types of organizations in Palestine.

### **5.3 Limitations**

There are no completely correct results for studies, especially in the field of humanities (Sekaran & Bougie, 2016). In this study, there is a fear that the emotional aspect of some respondents may cause bias in the answers, which may partially affect the accuracy level of the results. In addition, conditions that Palestine is experiencing during the study time represented by irregular days of work because of restrictions imposed by occupation authorities resulted in moving to work under the emergency work system associated with crises. This study is cross-sectional data collection based, thus there is a fear that respondents might be affected by circumstances related to the period by which data have been collected.

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## Appendices

### Appendix (1): The study questionnaire-Arabic

**الجامعة العربية الأمريكية**  
**ARAB AMERICAN UNIVERSITY**



السادة موظفو بلدية الخليل وكهرباء الخليل المحترمين،

فيما يلي استبيان لجمع بيانات استكمالا لتجهيز رسالة ماجستير بعنوان "أثر نمط القيادة على المواهب لدى الموظفين في بلدية الخليل وكهرباء الخليل من خلال الرضى الوظيفي" تخصص إدارة الموارد البشرية من الجامعة العربية الأمريكية- رام الله. البيانات التي سيتم جمعها هي لأغراض البحث العلمي فقط وتعتبر سرّية تماما. يرجى من حضراتكم قراءة الأسئلة بعناية واختيار الإجابة بدقة وبما يعبر عن واقعكم وذلك لتحقيق الفائدة العلمية من نتائج الدراسة، حيث سيتم تقديم توصيات بخصوص النمط القيادي الأكثر ارتباطا بأداء عالي للموظفين وبالتالي تحسين الخدمات المقدمة للمواطنين. شاكرا تخصيص جزء من وقتكم لتعبئة الاستبيان والذي لن يتعدى عشر دقائق.

شاكرا تعاونكم ومساهمتمكم المقدر في هذا البحث العلمي

الباحث: نورالدين خضر القواسمي

جوال-059-8585000

إشراف

د. صالح عمر عمارنة

## القسم الأول

## بيانات عامة

يرجى وضع إشارة (√) أمام العبارة التي تنطبق عليك

## المركز الوظيفي

رئيس شعبة

رئيس قسم

مدير

موظف

مراقب/مشرف

## الجنس

أنثى

ذكر

## أعمل لدى

كهرباء الخليل

بلدية الخليل

## المؤهل الأكاديمي

دبلوم توجيهي أقل من توجيهي دراسات عليا بكالوريوس **الفئة العمرية**49-40 39-30 29-20 أقل من 20 60-50 **عدد سنوات العمل لدى بلدية الخليل/كهرباء الخليل**19-15 14-10 9-5 4 سنوات فأقل 20 فأكثر

## القسم الثاني

## فقرات الاستبيان

المحور الأول: نمط القيادة الذي يتبعه المدير المباشر

نمط القيادة: توصف بأنها العلاقة التي من خلالها يؤثر المدير على سلوك وأفعال المرؤوسين. في هذا البحث سيتم دراسة أنماط القيادة التالية: -القائد الديمقراطي، القائد الاوتوقراطي، القائد التحويلي والقائد التعاملي.

يرجى التوضيح عن مدى صحة العبارات التالية بالنسبة لك وذلك باستخدام سلم مقياس الإجابة التالي:

اعراض بشدة	لا اوافق	محايد	موافق	موافق بشدة		
1	2	3	4	5		
1- القائد الديمقراطي: هو القائد الذي يشرك مرؤوسيه في صنع القرار						
الرقم	العبارة	أعرض بشدة	لا أوافق	محايد	موافق	موافق بشدة
1	عندما يتعين اتخاذ قرار رئيسي يتم دائما التصويت من خلال الموظفين	1	2	3	4	5
2	يسمح لك مديرك بأن تحدد ما يجب القيام به لإنجاز مهمتك وكيفية القيام بذلك.	1	2	3	4	5
3	إذا كان هناك اختلاف في التوقعات بينك وبين مديرك يعمل معك قائدك على حل هذا الاختلاف.	1	2	3	4	5
4	لتمرير قرار رئيسي في القسم او المؤسسة يجب ان يحظى بموافقة الموظفين	1	2	3	4	5

5	4	3	2	1	عند ارتكاب خطأ في العمل، يخبرك مديرك بأدب وينصحك بعدم تكرار ذلك	5
5	4	3	2	1	بخصوص أي أمر/ قرار، يتم أخذ اقتراحات الموظفين في الاعتبار	6
5	4	3	2	1	يأخذ المدير اقتراحات الموظفين بالاعتبار أثناء اتخاذ القرار	7
5	4	3	2	1	يعتقد مديرك أنك تعرف كيفية استخدام إبداعك وبراعتك لحل المشكلات التنظيمية	8
5	4	3	2	1	في حال حدوث خطأ ما تخبر مديرك بدون تخوف	9
5	4	3	2	1	يتسبب مديرك الإنجازات للأشخاص الذين قاموا بها ويسمح بالمشاركة في عملية صنع القرار	10
<b>2- القائد الاوتوقراطي: هو القائد الذي يتخذ القرارات بنفسه</b>						
موافق بشدة	موافق	محايد	لا أوافق	أعارض بشدة	العبارة	الرقم
5	4	3	2	1	يتم معاقبة الموظفين إذا ارتكبوا أخطاء أثناء سعيهم لتحقيق أهداف المنظمة	1
5	4	3	2	1	يعتبر مديرك قراره نهائيًا	2
5	4	3	2	1	يحب مديرك السلطة التي يتمتع بها على مرؤوسيه	3
<b>3- القائد التحويلي: هو القائد الذي يحفز ويلهم مرؤوسيه لإنجاز المهام من خلال مشاركة رؤيته مع الموظفين</b>						

الرقم	العبارة	اعارض بشدة	لا اوافق	محايد	موافق بشدة
1	يشجع مديري الموظفين على أن يصبحوا لاعبين مؤثرين في فريق العمل	1	2	3	4
2	يتمتع مديري بفهم واضح ويلهمنا بخطته المستقبلية	1	2	3	4
3	مديري مثال يحتذى بالعمل	1	2	3	4
4	يتحدث مديري عن قيمه ومعتقداته	1	2	3	4
5	أعتبر مديري ميسرا في العمل	1	2	3	4
6	يحفزني مديري على النظر إلى الأمور بطرق جديدة	1	2	3	4
7	يفكر مديري في المشكلات القديمة بطرق جديدة	1	2	3	4
8	مديري يأخذ في الاعتبار مشاعري الشخصية	1	2	3	4
9	يقوم مديري بالتواصل بحرية	1	2	3	4
10	مديري على علم باهتماماتي ومخاوفي ويعطيها اهتمامه	1	2	3	4
<b>4- القائد التبادلي/المعاملاتي: هو نمط القيادة الذي يركز فيه القائد على المكافأة أو العقوبة حسب أداء الموظف</b>					
الرقم	العبارة	أعارض بشدة	لا أوافق	محايد	موافق بشدة
1	يخبرنا المدير بما يجب أن نفعله إذا أردنا أن نكافأ على عملنا	1	2	3	4
2	يمنحني مديري تقديراً خاصاً لأدائي الجيد	1	2	3	4
3	أعتبر مديري بمثابة معلم بالنسبة لي	1	2	3	4
4	يتوقع مديري مني أفضل أداء ولا يقبل بمرتبة أقل	1	2	3	4
5	يخبرنا مديري بالمعايير التي نحتاج إلى معرفتها لتنفيذ عملنا	1	2	3	4

5	4	3	2	1	لا يهتم مديري كثيرًا بما يفعله الموظفون إلا إذا كان العمل ضروريًا للغاية	6
5	4	3	2	1	مديري لا يتحدى الوضع الراهن ويقبل به كما هو	7

المحور الثاني: الرضى الوظيفي

الرضى الوظيفي: هو الشعور بالسعادة أثناء القيام بالعمل

يرجى التوضيح عن مدى صحة العبارات التالية بالنسبة لك وذلك باستخدام سلم مقياس الإجابة التالي:

موافق بشدة		موافق		محايد		لا اوافق		اعراض بشدة	
5		4		3		2		1	
موافق بشدة	موافق	محايد	لا اوافق	اعراض بشدة	العبارة				الرقم
5	4	3	2	1	أحب عملي بدرجة أعلى من المتوسط لدى العاملين الآخرين				1
5	4	3	2	1	نادرا ما أشعر بالملل من عملي				2
5	4	3	2	1	لن أفكر في العمل في وظيفة أخرى				3
5	4	3	2	1	في أغلب الأيام أكون متحمسا لعملي				4
5	4	3	2	1	أشعر بالرضى إلى حد ما عن وظيفتي				5
5	4	3	2	1	أجد متعة حقيقية في عملي				6



5	4	3	2	1	اتوصل الى حلول إبداعية للمشاكل الجديدة في العمل	10
5	4	3	2	1	أتحمل مسؤوليات إضافية في العمل	11
5	4	3	2	1	أبحث باستمرار عن تحديات جديدة في عملي	12
5	4	3	2	1	أشارك بنشاط في الاجتماعات و/أو المشاورات	13
5	4	3	2	1	أشتكي من مشاكل بسيطة متعلقة بالعمل في وظيفتي	14
5	4	3	2	1	أصور المشاكل في العمل أكبر مما هي عليه	15
5	4	3	2	1	أركز على الجوانب السلبية بدلاً من الجوانب الإيجابية للوضع العام في عملي	16
5	4	3	2	1	أتحدث مع زملائي عن الجوانب السلبية في عملي	17
5	4	3	2	1	أتحدث مع أشخاص خارج نطاق العمل عن الجوانب السلبية في عملي	18

## Appendix (2): The study questionnaire -English

الجامعة العربية الأمريكية  
ARAB AMERICAN UNIVERSITY



### Respected employees of Hebron Municipality and Hebron Electricity،

The following is a questionnaire to collect data to complete the preparation of a master's thesis entitled "The influence of Leadership Style on the Talents of Employees in the Hebron Municipality and Hebron Electricity through Job Satisfaction," Human Resources Management" major from the Arab American University - Ramallah. The data that will be collected is for scientific research purposes only and is considered completely confidential. You are kindly requested to read the questions carefully and choose the answer accurately and in a way that reflects your reality in order to achieve scientific benefit from the results of the study. Recommendations will be made regarding the leadership style most closely linked to high employee talent and thus improving the services provided to citizens. Thank you for allocating part of your time to fill out the questionnaire, which will not exceed 10 minutes.

Thank you for your cooperation and appreciated contribution to this scientific research

Researcher: Nooreldeen Khader Al-Qawasmi

Mobile-059-8585000

**Supervisor**

**Dr. Saleh Omar Amarna**

**Section 1****Demographic and Personal Data**

Please put a check mark (✓) in front of the statement that applies to you

**Position level** Director Head of department Head of division SupervisorEmployee **Gender** Male Female**I work for** Hebron Municipality Hebron Electricity Utility**Academic qualification** Less than tawjihi Tawjihi Diploma

Bachelor's degree

Postgraduate degree

**Age**

Less than 20

20-29

30-39

40-49

50-60

**Number of years working for Hebron Municipality/Hebron Electricity**

4 or less

5-9

10-14

15-19

20 or more

## Section 2

## Questionnaire items

**The first topic: Leadership Style**

Leadership style: It is described as the relationship through which a manager influences the behavior and actions of subordinates. In this research, the following leadership styles will be studied: the democratic leader, the autocratic leader, the transformational leader, and the transactional leader.

**1- The democratic leader: He is the leader who involves his subordinates in decision-making**

No.	Item	strongly disagree	disagree	neutral	Agree	Strongly agree
1	Employees always vote whenever a major decision has to be made	1	2	3	4	5
2	Your leader allows you to determine what needs to be done and how to do it in your assignment	1	2	3	4	5

<b>3</b>	Whenever there is difference in expectation your leader works with you to resolve it	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4</b>	For a major decision to pass in the department/organization It has the approval of the employees	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5</b>	Whenever you make a mistake, your leader politely tell you and advise you not to do it again	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	About any matter/ decision, suggestions of the employees are also considered	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7</b>	Leader considers the suggestions of the employees while making a decision	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8</b>	Your leader thinks that you know how to use your creativity and ingenuity to solve organization problems	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>9</b>	Whenever something goes wrong you tell your leader fearlessly	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

10	Your leader creates an environment where the employees take ownership of the project and he/she allows you to participate in the decision-making process	1	2	3	4	5
<b>2- Autocratic leader: He is the leader who makes decisions himself</b>						
No.	Item	strongly disagree	disagree	neutral	Agree	Strongly agree
1	Employees are punished if they do wrong or mistakes have been made by them in order to achieve organization goals	1	2	3	4	5
2	Your leader considers his/her decision as final	1	2	3	4	5
3	Your leader likes the power that he/she holds over his/her subordinates	1	2	3	4	5

<b>3- Transformational leader: He is a leader who motivates and inspires his subordinates to accomplish tasks by sharing his vision with employees</b>						
<b>No.</b>	<b>Item</b>	<b>strongly disagree</b>	<b>disagree</b>	<b>neutral</b>	<b>agree</b>	<b>Strongly agree</b>
<b>1</b>	My manager encourages employees to become good team players	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2</b>	My manager has clear understanding and inspires with his/her future plans	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3</b>	My manager leads by example	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4</b>	My manager talks about his values and beliefs	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5</b>	My manager is a facilitator	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	My manager has stimulated me to look at things in new ways	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7</b>	My manager thinks about old problems in new ways	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>8</b>	My manager considers my personal feelings	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>4- Transactional leader: It is a leadership style in which the leader focuses on reward or punishment according to the employee's performance.</b>						
<b>No.</b>	<b>Item</b>	<b>strongly disagree</b>	<b>disagree</b>	<b>neutral</b>	<b>agree</b>	<b>Strongly agree</b>
<b>1</b>	My manager tells us what to do if we want to be rewarded for our work	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2</b>	My manager gives me special recognition at my good performance	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3</b>	My manager is a teacher	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4</b>	My manager expects best performance and will not settle for second best.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5</b>	My manager tells us the standards we need to know to carry out our work.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	My manager does not care much what others do unless the work is absolutely essential	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7</b>	My manager does not challenge status quo.	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**The third topic :Employee Talent**

**Employee talents express the levels of performance at work. The higher the level of performance, the greater the level of talent the employee has**

**Job performance: It is a set of behaviors controlled by employees that contribute to achieving the organization's goals**

<b>No.</b>	<b>Item</b>	<b>strongly disagree</b>	<b>disagree</b>	<b>neutral</b>	<b>agree</b>	<b>Strongly agree</b>
<b>1</b>	I managed to plan my work so that I finished it on time	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2</b>	I kept in mind the work result I needed to achieve	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3</b>	I was able to set priorities	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4</b>	I was able to carry out my work efficiently	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5</b>	I managed my time well	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	On my own initiative, I started new task when my old tasks were completed	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>7</b>	I took on challenging tasks when they were available	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>8</b>	I worked on keeping my job-related knowledge up-to-date	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>9</b>	I worked on keeping my work skills up-to-date	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>10</b>	I came up with creative solutions for new problems	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>11</b>	I took on extra responsibilities	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>12</b>	I continually sought new challenges in my work	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>13</b>	I actively participated in meetings and/or consultations	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>14</b>	I complained about minor work-related issues at work	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>15</b>	I made problems at work bigger than they were	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>16</b>	I focused on the negative aspects of situation at work instead of the positive aspects	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>17</b>	I talked to colleagues about the negative aspects of my work	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

<b>18</b>	I talked to people outside the organization about the negative aspects of my work	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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<b>The second topic: Job Satisfaction</b>						
<b>Job Satisfaction: is feeling happy while doing work</b>						
<b>No</b>	<b>Item</b>	<b>strongly disagree</b>	<b>disagree</b>	<b>neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>1</b>	I like my job better than the average worker does	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>2</b>	I am seldom bored with my work	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>3</b>	I would not consider working for another job	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>4</b>	Most days I am enthusiastic about my job	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>5</b>	I feel fairly well satisfied with my job	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	I find real enjoyment in my work	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**Appendix (3): The normality results of the study indicators (items)**

Items	N	Missing	Skewness	Kurtosis	Kolmogorov-Smirnov	
					Statistic	Sig.
A1	153	0	-0.791	0.154	0.208	0.000
A2	153	0	-0.893	-0.071	0.219	0.000
A3	153	0	-0.876	-0.267	0.242	0.000
D1	153	0	1.767	-1.280	0.370	0.000
D10	153	0	-0.650	-0.416	0.257	0.000
D2	153	0	0.230	-0.885	0.339	0.000
D3	153	0	0.374	-0.947	0.349	0.000
D4	153	0	2.216	-1.389	0.359	0.000
D5	153	0	-1.030	-0.307	0.256	0.000
D6	153	0	-0.504	-0.668	0.294	0.000
D7	153	0	0.202	-0.968	0.337	0.000
D8	153	0	-1.137	0.084	0.225	0.000
D9	153	0	-1.078	-0.117	0.245	0.000
ET1	153	0	4.543	-1.787	0.431	0.000

ET10	153	0	3.080	-1.088	0.364	0.000
ET11	153	0	3.225	-1.282	0.360	0.000
ET12	153	0	1.066	-0.986	0.340	0.000
ET13	153	0	0.070	-0.891	0.349	0.000
ET14	153	0	-1.232	-0.064	0.215	0.000
ET15	153	0	0.157	-0.585	0.297	0.000
ET16	153	0	2.099	-1.096	0.301	0.000
ET17	153	0	-0.952	0.372	0.270	0.000
ET18	153	0	-1.040	0.126	0.177	0.000
ET2	153	0	6.112	-1.637	0.393	0.000
ET3	153	0	4.238	-1.519	0.397	0.000
ET4	153	0	7.234	-1.519	0.368	0.000
ET5	153	0	2.862	-1.192	0.362	0.000
ET6	153	0	2.327	-1.278	0.355	0.000
ET7	153	0	3.024	-1.383	0.361	0.000
ET8	153	0	3.799	-1.371	0.347	0.000
ET9	153	0	3.872	-1.105	0.334	0.000

JS1	153	0	0.645	-1.056	0.328	0.000
JS2	153	0	-0.642	-0.534	0.283	0.000
JS3	153	0	-1.004	0.083	0.198	0.000
JS4	153	0	-0.117	-0.723	0.303	0.000
JS5	153	0	0.433	-0.928	0.352	0.000
JS6	153	0	0.025	-0.738	0.302	0.000
TA1	153	0	-0.774	-0.040	0.194	0.000
TA2	153	0	-0.859	-0.088	0.199	0.000
TA3	153	0	-0.914	-0.142	0.205	0.000
TA4	153	0	0.365	-0.712	0.279	0.000
TA5	153	0	-0.742	-0.415	0.276	0.000
TA6	153	0	-0.959	0.169	0.228	0.000
TA7	153	0	-0.856	0.020	0.200	0.000
TF1	153	0	-0.620	-0.492	0.268	0.000
TF10	153	0	-0.855	-0.168	0.226	0.000
TF2	153	0	-0.832	-0.380	0.251	0.000
TF3	153	0	-0.743	-0.293	0.227	0.000

TF4	153	0	-0.390	-0.500	0.264	0.000
TF5	153	0	-0.043	-0.718	0.295	0.000
TF6	153	0	-0.669	-0.330	0.245	0.000
TF7	153	0	-0.686	-0.337	0.253	0.000
TF8	153	0	-0.563	-0.490	0.258	0.000
TF9	153	0	0.046	-0.802	0.331	0.000

**Appendix (4): Evaluators List**

<b>Name</b>	<b>Academic Institution</b>
<b>Dr. Tariq Jarrar</b>	<b>Palestine Technical University - Kadoorie</b>
<b>Dr. Majeed Mansour</b>	<b>Arab American University</b>
<b>Dr. Raed Iriqat</b>	<b>Arab American University</b>

## الملخص

الهدف من هذا البحث هو دراسة أثر نمط القيادة على مواهب الموظفين في بلدية الخليل ومرفق كهرباء الخليل وقياس دور الرضى الوظيفي كوسيط في هذه العلاقة. تصميم الدراسة قائم على الأسلوب الكمي حيث اعتمدت بيانات أولية تم جمعها من خلال استبانة تضمنت أسئلة مستخدمة في دراسات سابقة. مجتمع الدراسة ضم 1338 موظف، تم اعتماد أداة العينة الملائمة لاختيار العينة وتم استلام 153 رد. لتحليل البيانات التي تم جمعها والخروج بالنتائج. تم اعتماد الأسلوب الوصفي لتحليل العوامل الديمغرافية والشخصية من خلال اداة SPSS، أما تحليل متغيرات البحث واختبار الفرضيات فقد تم اعتماد الأسلوب التحليلي الاستدلالي من خلال اداة Smart-PLS الاحصائية.

تحليل البيانات أظهر النتائج التالية: أنماط القيادة الاربعة كانت نسبة تطبيقها متوسطة وجاء نمط القيادة الديمقراطي في المرتبة الأولى بنسبة 66.8% تلاه النمط التحويلي بنسبة 65% ثم التعاملي بنسبة 63% واخيرا الأوتوقراطي بنسبة 62.8%. مستوى الرضى الوظيفي كان بنسبة عالية بلغت 76% وكذلك كان مستوى مواهب الموظفين المستطلعين والذي تم تمثيله من خلال مستوى الأداء حيث وصلت النسبة الى 70.8%. أما لدى تحليل العلاقات بين المتغيرات لفحص الفرضيات فقد كانت النتائج كما يلي: لا يوجد تأثير ذو اهمية لأنماط القيادة الاربعة على مواهب الموظفين، من بين الأنماط القيادية المستخدمة النمط الوحيد الذي له تأثير على الرضى الوظيفي كان النمط الديمقراطي وبتأثير قليل الشدة. في حين وجد أن الرضى الوظيفي يؤثر تأثير إيجابي بنسبة عالية على مواهب الموظفين. أما دور الوسيط فقد كان للرضى الوظيفي دور كوسيط بين نمط القيادة الديمقراطي ومواهب الموظفين بتأثير إيجابي عالي الحدة. ولا دور للرضى الوظيفي كوسيط بين أنماط القيادة التحويلي أو التعاملي أو الأوتوقراطي مع مواهب الموظفين. تم تقديم توصيات في نهاية الدراسة من أهمها التوصية بتعزيز تطبيق نمط القيادة الديمقراطي الذي له تأثير على المواهب من خلال الرضى الوظيفي.