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The effect of leadership development on perceived organizational performance: Investigating the mediating role of succession planning

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Thesis Approval

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Declaration

I hereby affirm that this thesis constitutes my original work and has not been previously submitted, in whole or in part, for any other degree. All content presented herein, unless explicitly referenced or acknowledged, is entirely my own.

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Dedication

I dedicate this thesis to:

My beloved parents and siblings,

To my father who has passed away but is still alive in my heart and soul with his words that will always inspire me in all aspects of my life. To my mother, without whose love, support, and prayers I would not be who I am today. To my brother and younger sister who have always been my support and backing throughout my life.

My husband,

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My son,

Who is my greatest inspiration, and the reason why I am always strong and faithful to be an example of a good mother and a role model.

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Abstract

The current study aims to determine the effect of succession planning on the relationship between leadership development competencies and perceived organizational performance (POP) in Palestinian organizations. The data was gathered by distributing questionnaires to employees, supervisors and managers who work in the banking, insurance and telecommunications sectors. The research included 273 participants who were purposefully selected. The research used multiple regression analysis and bootstrapping techniques which demonstrate that certain leadership competencies like corporate visioning, designing and aligning, rewarding and feedback, and leadership tenacity, directly affect perceived organizational performance. The competencies visioning, designing and aligning, team building, external orientation, global mindset, emotional intelligence, and resilience to stress were found to enhance succession planning. The analysis confirmed that succession planning fully mediates the relationship between several of these competencies, namely visioning, team building, external orientation, emotional intelligence, and resilience, and perceived organizational performance (POP). No mediation was found for rewarding and feedback or tenacity, while partial mediation was observed for designing and aligning, as well as global mindset.

The research shows succession planning as a strategic tool to convert leadership development initiatives into better organizational results. The study suggests more research on other mediators and stresses the need for succession planning for Palestinian organizations to incorporate into their leadership development and performance strategies.

Keywords: Leadership Development Competencies, Succession Planning, Perceived Organizational Performance, Visioning, Empowering, Energizing, Designing and Aligning, Rewarding and Feedback, Team Building, External Orientation, Global Mindset, Emotional Intelligence, Tenacity, Work-Life Balance, Resilience to Stress.

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List of Definitions of Terms

Term	Definition
Leadership	A process through which an individual influences a group of people to achieve shared goals and objectives (Northouse, 2018).
Leadership Development	An effective approach aims to enhance the knowledge, competencies, and professional expertise of leaders in organizations. It's also a way to motivate managers and leaders in organizations (Kinya et al., 2020).
Leadership effectiveness	Refers to the assessment of effective leadership performance, which indicates the results when individuals in leadership roles successfully enable a group to fulfill their responsibilities and achieve positive organizational outcomes (Madanchian et al., 2017).
Talent pool	A talent pool is a group of talent that an organization plans to recruit in the future for leadership or critical positions. They are typically selected based on their qualifications, skills, and potential for advancement within the organization. Talent pools are important for organizations, enabling them to anticipate the future and providing a source of qualified talent to fill critical roles as business transformations take place (Jooss et al., 2021, p. 2).
Succession Planning	A strategy for delegating leadership responsibilities to a group of employees or an individual employee in case of the absence of

	managers and supervisors due to retirement, job relocation, or unexpected events in order to maintain the organization's operations (Ugoani, 2020).
Organization Performance	The actual performance of the organization is compared to standard performance such as the organizational goals set by the organization’s management. This evaluation depends on the extent to which the organization, as a social system with limited resources, is able to achieve its business goals efficiently (Camilleri et al., 2023).
Perceived Organizational Performance	The employee’s overall opinion and subjective view of how effective the organization is in achieving its goals and objectives. It is a broad perception of various aspects such as financial, operational and overall performance of the organization. This contrasts significantly with objective performance measures, which rely on quantifiable data. In contrast, perceived organizational performance stems from individuals' impressions. Perceived organizational performance is vital because it can affect employee motivation, commitment, and job satisfaction (Al Khajeh, 2018).
Coaching	The act of equipping individuals with the necessary resources, awareness, knowledge, and opportunities they need to enhance their personal growth and become more competent and productive (Wilson, 2023).

Mentoring	An effective strategy that involves offering support and valuable guidance through informal learning initiatives to newly promoted leaders within an effective organizational culture of leadership (Crisp & Alvarado-Young, 2018).
On-the-Job Experience	A valuable approach to gaining practical experience through real-world challenges. This method of learning and developing leaders is done by acquiring the necessary knowledge and skills by facing and solving real work-related problems and thus making the learning process more effective than theoretical learning (Crisp & Alvarado-Young, 2018).
Blended Learning	The combination of traditional learning methods and e-learning in various social learning environments, including self-study, group learning, and individual learning (Shephard, 2008).
Digital leadership	The use of technology and IT to direct followers and subordinates towards certain goals and objectives (Lin, 2024).

Chapter One

Introduction

This chapter commences with an overview of the research background. It subsequently addresses the problem statement, delineates the aims and objectives, elaborates on the significance, formulates the research questions. The chapter concludes with a detailed description of the thesis structure.

1.1 Study Background

Effective leadership has become more crucial and rapidly evolving within the current context of the quickly evolving landscape of corporates. As stated in a report by Deloitte (2019), organizations with solid programs in leadership development are more likely perceived as higher performing organizations by 1.5 more times (Latshaw & Shannon, 2019). Furthermore, a study by the Association for Talent Development (2018) has also found that firms with real programs in leadership development lead to 37% of higher revenues per each employee. Those statistics demonstrate how significant investing in capabilities of leadership is, in order to lead organizations for success.

Technological evolution and Globalization are seen to be two essential drivers in terms of the transformations businesses are encountering today. Those changes have increased the competition not only among foreign and domestic organizations but also across other industries, necessitating ongoing innovation as well as strategic leadership.

In the past, the banking industry and organizations have encountered uncommon challenges that have underscored the important role of effective leadership development and management to achieve growth and ensure sustainability (Amirkhani et al., 2016). The

departure of senior executives and key leaders shall leave gaps that unfortunately affects the organizational performance and its success. As a result, identifying and developing future leaders has become a critical business strategy to ensure continuity of operations and stability of business through succession planning (Munawar et al., 2024).

According to research, succession planning has a positive and direct effect on the organization's performance, as it contributes to the sustainability of organizations and helps them maintain their competitiveness in the market (Ballaro & Polk, 2017). In the same way, initiatives of leadership development have shown how it boosts organizational performance, through aligning and connecting strategic objectives with leadership capabilities (Munawar et al., 2023; Khassawneh & Darwish, 2024). Additionally, Khassawneh and Darwish (2024) emphasized that leadership development initiatives substantially improved performance, market positioning, and the companies' competitive advantage in the Jordanian sector of tourism.

The development of senior management in the context of succession planning is increasingly recognized as a strategic issue of critical importance in the dynamic and ever-changing contemporary business environment (Garg & Van Weele, 2012). Effective and efficient succession planning involves preparing individuals to assume key positions, thereby protecting and maintaining organizational knowledge and leadership continuity (Bolton & Roy, 2004).

Given the current trends in business, organizations are continuing to invest heavily in the development of their employees. The talent development professional needs to encourage employees to pursue learning and development opportunities and to ensure that they are prepared for the future. This ongoing development is especially important for

employees who intend to grow in their careers and keep up with new developments in their industries. Developing employee skills through training, mentoring, and coaching programs can turn employees into valuable assets to their organizations (Jacobs & Washington, 2003).

Despite the growing awareness of the urgent need for succession planning in organizations, many senior executives do not fully integrate the development of key employees into their organizations' strategic plans (Cheng et al., 2020). As organizations seek to maintain their competitive advantage over other competitors, they must enhance the leadership capabilities of employees, which is critical to align with contemporary management theories (Odengo & Bett, 2016).

Essentially, talent development initiatives are strategic investments in organizations capacity and capability to accomplish its long-term objectives. Incorporating research on talent development and leadership offers comprehensive insights and new approaches on those vital topics. A strategic initiative in leadership development intends to equip managers with necessary skills for their career advancement (Collings & Mellahi, 2009). Effective mixed-learning approaches integrate multiple educational initiatives, including well-structured learning objectives, experimental training, and continual feedback (Yukl, 2006).

Talent management is a keystone of organizational strategy, it involves selecting and building the capabilities of employees to meet the required competency for specific key positions. This process not only identifies future competencies and skills required but also enhances organizational performance and business success. Effective talent management

and knowledge sharing are essential to maintaining competitive advantage in today's business context and environment (Ahsan, 2018).

Additionally, the important role of talent development and mentoring are considered in investment banking industry, where executive managers play an essential role in guiding and mentoring junior analysts and enhancing organizational development (Groysberg & Lee, 2009).

This thesis aims to explore the effect of leadership development on organizational performance through the mediating role of succession planning. These interrelated concepts and domains are examined in this study in order to provide insights and an enhancement in the understanding of how strategic leadership initiatives can lead to organizational success and business sustainability.

1.2 Statement of the Problem

Economists believe that the success of organizations in the private sector, especially those in the banking industry, in achieving their goals and strategic plans is a major reason for economic development (Almahadin et al., 2021). These organizations act as intermediaries between people who have money and others who may benefit from that money for their own investments, making them drivers of political, economic and social development (Mutungi et al., 2023). Banking institutions always strive to improve their performance to remain competitive in the banking sector through the accomplishment of organizational objectives. The existence of efficient and effective leadership development helps organizations improve their financial as well as nonfinancial performance (Wajidi et al., 2023).

Leadership management influences the succession planning process within organizations (Bano et al., 2022). Organizations that implement effective leadership succession plans are better able to achieve competitive advantage and business sustainability through improved organizational performance (Garg & Van Weele, 2012). Nothing is more important than good leadership for organizational success and motivating and inspiring employees to perform their jobs to the best of their ability (Elenkov, 2002).

On the global level, succession planning is a deliberate effort through which organizations strive to keep leadership, continuity, and individual growth (Mukhama, 2023). Succession planning is widely recognized as necessary, but the literature remains unclear on how it works as a mediator between leadership development and organizational performance. In order to fill this gap, this study investigates the effectiveness of leadership development initiatives in enhancing perceived organizational performance with succession planning as a key mediator of this process.

Previous research has pointed to this gap. For example, Mutungi et al. (2024) assessed how succession planning affects the relationship between strategic leadership development and organizational performance at Kenya Airways, noting the limited research on this topic in emerging economies. Furthermore, additional research is needed to fill methodological gaps, for example, to examine how leadership development competencies affect perceived organizational performance, with succession planning as a key mediator. Zafar and Akhtar (2020, p. 22) also stressed that leadership development and succession planning are now regarded as vital aspects of human resource management with a view to enhancing organizational effectiveness. Nevertheless, the greater part of this research is based on developed economies.

Furthermore, according to Groves (2007), Leadership competencies, Succession Planning and Perceived organizational performance have been identified as areas that have received much attention in the literature, but the research has been conducted mainly in the western contexts especially in Europe and North America. Only few studies were conducted in Palestine and most of them excluded the banking, telecommunication and insurance sectors which are the big players in the economic development of the region.

As a researcher, from my firsthand experience of working in Palestinian banking institutions, it is clear that leadership development and SP are not widely practiced. This affects human resource planning in the private sector and organizations are unable to fill critical leadership positions. The attempts made towards implementing systematic recruitment and selection procedures are also poor without accompanying coaching, mentoring and leadership development initiatives. These challenges result in talent shortages and succession issues.

Based on the identified gaps and limitations, this study aims to present real-world evidence from Palestinian organizations, specifically from the banking, insurance and telecommunications sectors to examine the mediating effect of succession planning in the relationship between leadership development and organizational performance growth. In this way, this research provides valuable insights into leadership development and succession planning, and the recommendations provided can help to improve the effectiveness of strategic human resource management practices and policies in Palestinian organizations.

1.3 Purpose of the Study and Research Questions

The main objective of this study is to examine the effect of leadership development on organizational performance, with a particular focus on the mediating role of succession planning. This study aims to add useful knowledge on how strategic leadership initiatives support the success and continuity of organizations. Therefore, this study is designed to contribute to bridge the gap in the literature on the relationship between leadership development and succession planning with the aim of providing useful insights on how to improve perceived organizational performance.

This study aims to answer the following key research questions:

Conceptual Research Questions

1. How is leadership development conceptualized? What are its dimensions? How is it measured?
2. How is succession planning conceptualized? What are its dimensions? How is it measured?
3. How is perceived organizational performance conceptualized? What are its dimensions? How is it measured?

Empirical Research Questions

4. How does leadership development affect perceived organizational performance?
5. How does leadership development affect succession planning?
6. How does succession planning affect perceived organizational performance?
7. What is the mediating role of succession planning in the relationship between leadership development and organizational performance?

Conceptual research questions will be explored and discussed through the literature review, and the empirical questions will be addressed through empirical examination in the study outlined in chapter 3.

1.4 Significance of Study

This study has significant theoretical and practical implications for leadership development and organizational performance, particularly in the Palestinian banking industry, telecommunications companies, and insurance companies.

This study highlights a gap in the existing literature concerning the mediation role of succession planning in the relationship between leadership development and organizational performance, specifically among Palestinian banks, telecommunications companies, and insurance companies. It emphasizes significant theoretical implications. The study attempts to enhance scholarly understanding of this topic and to promote further academic research (Mutungi et al., 2023). The findings of this research provide the foundation for future scholars to build upon, develop a more advanced theoretical framework, and investigate these dynamics across different contexts and businesses. This study is important because there has been limited research examining the relationship between strategic leadership development initiatives, succession planning, and organizational performance, as noted by Mutungi et al. (2023) and Elenkov (2002)

The practical implications of the study highlight the need for strong strategic leadership development programs to improve organizational performance. It also focuses on the fact that an organization needs strong and effective leadership due to its effect on organizational success and its effect on succession planning. This in turn affects the

organization's sustainability and competitive advantage (Wajidi et al., 2023; Elenkov, 2002).

The findings of this research could motivate the boards of directors and senior management in Palestinian banks, telecommunication, and insurance organizations to develop and implement effective leadership management policies and to become more engaged in succession planning efforts. These strategies are crucial because of the volatile and uncertain economic and political environments within which these organizations operate (Arokodare & Asikhia, 2020).

This study also recommends a comprehensive leadership culture in organizations to develop leadership skills at all levels of the organization. This is especially important in today's digital age where information is no longer limited to top leadership as it was in the past. Developing leadership at all levels can help organizations address the challenges of globalization, technological change, disruption, and low employee engagement (Kegan & Lahey, 2016).

This study highlights the strategic importance of leadership and talent development. It provides actionable insights that can assist Palestinian organizations in nurturing leadership capabilities, ultimately improving organizational performance and sustainability.

This study provides practical recommendations for strengthening market positioning and improving operational efficiency for the banking, telecommunications and insurance sectors. It contributes to the discussion on leadership development and succession planning with practical recommendations to improve performance in a competitive environment.

1.5 Research Structure

This study consists of five chapters. The first chapter serves as the introduction, outlining the study's primary problem: to what extent does management succession planning mediate the effect of leadership development on perceived organizational performance? This chapter also presents the study's objectives, research questions, and hypotheses, along with the major practical and theoretical implications.

The second chapter consists of literature review and hypotheses development. The researcher will define the concept of leadership development, its importance, significance, and the most prevalent strategies for leadership development. The second part will define and explore the definition, objectives, and importance of succession management. The third section presents the definition, importance, and measurement of organizational performance, either financial or non-financial. The last section presents the hypotheses development in light of an intensive analysis of several studies that examined the mediating role of succession planning management in the relationship between leadership development and its effect on organizational performance.

The third chapter is the study methodology, which presents the study methodology and design. The researcher will present the research methodology, which employs a quantitative research approach with a correlation design. This section also covers the research philosophy, population and sample collection methods, and the data collection methods which involve using a specific questionnaire that covers all dimensions and subconstructs of these variables. Then, the researcher will examine the validity and reliability of the instrument before presenting data analysis tools.

Chapter Four presents the findings of the study through analysis of the sample responses studied to answer the research questions and examine the validity of the study hypotheses.

Chapter five presents the conclusion and recommendations of the study. It includes the presentation of the conclusion reached, discussion of the findings, the practical and theoretical implications of the study. It also discusses the limitations of the study, offers recommendations, and suggestions for further studies and research.

Chapter Two

Literature Review

The literature review in this chapter forms the basis for examining and analyzing key concepts, theories, and research findings related to the relationship between leadership development, succession planning, and organizational performance. This review aims to identify ways in which leadership development can be leveraged to ensure the long-term success and sustainability of organizations and the role that succession planning plays in this.

2.1 Organizational Performance

2.1.1 Development of the Construct

Interest in how organizations perform has changed a lot over time. It started with Munsterberg in 1913, who pointed out how important individual performance is in organizations, stressing that personal contributions are key to overall success (Hollway, 1991). The idea of improving organizational performance witnessed remarkable growth during the 80s and 90s of the last century, as performance measurement became a basic necessity for developing managerial plans and implementing strategies. During that period, it was considered an effective tool for evaluating the performance of organizations and individuals at various levels and fields. This importance came from the need to provide more accurate management reports and clear strategic information, despite the lack of comprehensive agreement on how to measure organizational effectiveness (Neely, 1999).

The idea of performance-based organizations (PBOs) emerged in the late 1990s with the aim of improving the efficiency and effectiveness of government agencies in

providing services to society (Gerrish, 2016). At the beginning of the twenty-first century, this trend expanded to include concepts from the private sector, such as customer focus, enhancing employee autonomy, and social responsibility, which have proven important in improving organizational performance (Ogbonna & Harris, 2000).

Researchers revealed that measuring organizational performance is not an easy task, as it is a multidimensional concept that includes results, productivity, efficiency, effectiveness, and responsiveness, thus explaining the different objectives of public organizations (Andrews et al., 2011). Over time, the interest in organizational performance in banks has changed significantly. Efforts began in the mid-twentieth century with studies that examined the effectiveness of organizations and how it relates to their performance, focusing on how banks achieve their goals cost-effectively (Paşaoğlu, 2015).

The idea of combining human resource practices with financial results became important as banks tried to create competitive edges (Paşaoğlu, 2015). The drive to improve performance in the sector was emphasized when ideas from manufacturing on quality and process improvements were used in banking (Yavas & Yasin, 2001). Frameworks created during this time looked at bank performance regarding profit, competition, and efficiency, showing that banks must increase profits and keep up with key trends (Bikker & Bos, 2008). An approach that brings in different disciplines helped to better understand what influences performance in financial institutions, concentrating on efficiency, financial innovation, and the role of technology (Harker & Zenios, 2000).

The search for better performance has caused people to think again about what it means, realizing it can be seen in different ways based on outside and inside factors (Hamann & Schiemann, 2021). There are several reasons why it is important to know

organizational performance. It is considered a measure of the organization's ability to survive, grow, and achieve its goals in a competitive and often changing environment. This idea is complex because it includes the financial and non-financial aspects of performance and how the organization uses its resources to achieve its economic goals and meet the needs of stakeholders (Gutterman, 2023). The reason why it is important to understand organizational performance is that organizations need to be able to identify and correct their issues and problems, to best utilize their resources and to ensure that their strategies are properly aimed at achieving their goals, which is important for organizations' effectiveness and competitiveness.

2.1.2 Theoretical Conceptualization

2.1.2.1 Defining Organizational Performance

Organizational performance often seems complex and multi-dimensional. This view indicates that performance includes many parts of an organization's operations and outcomes, which cannot be shown by one measure. Evaluations of organizational performance have usually relied on financial indicators like profit, return on assets, market share, and sales growth. The main focus has been on financial targets and how well resources are used (Gutterman, 2023). There is now more attention on sustainability and the need to include non-financial aspects. This wider view takes into account the needs and expectations of all stakeholders, not just those of investors (Gutterman, 2023).

Human resource development (HRD) is important for how well an organization performs. It has two main dimensions: quantitative aspects like financial investment and qualitative aspects such as support from management and benefits perceived by employees. These factors help increase employee commitment and skills, which in turn affects

financial performance (Sung & Choi, 2014). Furthermore, elements like leadership style, culture in the organization, systems, structures, and how well the organization adapts to changes are also vital for boosting performance at individual, team, and organizational levels (Ogbonna & Harris, 2000). The Resource-Based View, proposed by Wernerfelt (1984) and further developed by Barney (1991), states that the key to a firm's long-term success lies in the internal and unique resources it creates, particularly its human capital. Leadership is a critical factor in building and sustaining a competitive advantage, as proposed by the Resource-Based View. This means that strong leadership, a good organizational culture, and proper succession planning are important factors to remain competitive (Madhani, 2010).

On the other hand, social exchange theory (Blau, 1964) argues that if employees are valued and supported, they will reciprocate with high levels of attendance and performance. When organizations devote time and resources to improving leadership and career advancement, employees reward the organization with dedication and effort. Both theories support the conceptual model of this study, which shows that proactive leadership development and structured succession planning result in more engaged employees and better overall performance (George & Krishnakumar, 2023, p. 300).

Also, job satisfaction, mapping of skills, styles of leadership, and job analysis are main factors that affect how well an organization performs, especially in human resources and organizational psychology (Meiling et al., 2023). The workplace, training, and leadership are also important factors, with the work environment being the top factor for determining performance in the Nigerian banking industry (Bamawo & Al-Hodiany, 2021). It is important for banks to combine knowledge processes and learning culture to stay

competitive, as this helps improve understanding of customers and internal plans, which in turn helps economic recovery and social development (Schmitz et al., 2014).

For the purpose of this study, organizational performance is defined as the ability of an organization to manage its resources efficiently and effectively to achieve its goals, while maintaining its ability to meet the needs of stakeholders in an often competitive and unstable environment. This concept includes both financial and non-financial indicators, and reflects the extent to which an organization is successfully facing internal and external challenges (Oganda & Terizla, 2024).

2.1.2.2 Dimensions of Organizational Performance

Organizational performance is a multidimensional concept consisting of various elements that are essential to understanding and improving the effectiveness of performance in organizations. These dimensions of organizational performance differ based on the complexity of organizational processes and the various ways in which performance can be measured. The following is a brief description of the dimensions discussed in the literature.

Financial Performance. Financial performance is one of the key dimensions and is usually measured by profit, cash flow and growth. These measures give a numerical look at an organization's financial health and are vital for planning (Hamann & Schiemann, 2021; Carton & Hofer, 2006). While profitability measures the level of profits achieved, cash flow is used to assess the organization's ability to meet its short–term financial obligations (Hamann & Schiemann, 2021).

Human Resources and Management. The way in which human resources are managed, including leadership and organization culture, greatly affects business success.

These characteristics foster a setting which encourages high performance of individuals, teams and the entire organization (Ogbonna & Harris, 2000). Good leadership and careful planning are crucial in order to be able to match business goals with performance results (Lear, 2012).

Technology and Innovation Skills. It is very important to continue learning about new and innovative technologies and ways of doing things in order to remain competitive and increase productivity and efficiency. Most organizations that use technology in their operations are more efficient. New ideas also help improve processes and products, which in turn enhances the performance of the organization (Anand et al., 2021).

Environmental Influences and Economic Considerations. External economic conditions significantly influence organizational performance. Therefore, organizations must consider external factors to ensure their success and sustainability (Ogbonna & Harris, 2000; Samson & Terziovski, 1999). Social and environmental factors are also now important elements in measuring organizational performance such as sustainability programs (Anand et al., 2021).

Operation and Process Efficiency. One of the most important factors for the success of any organization is operational efficiency, because it determines how well resources are being utilized to accomplish the organization's strategic objectives (Samson & Terziovski, 1999). Moreover, total quality management is considered as a key instrument to enhance operational efficiency and sustainability of performance (Samson & Terziovski, 1999).

Customer and Market Orientation. Customer needs should be addressed, and favorable market results should be demonstrated to show an organization's ability to satisfy

market demands and customer preferences. These factors are crucial for sustaining a robust competitive advantage in the marketplace (Kamboj & Rahman, 2017).

Ability for Adaptation and Flexibility. One of the most important factors that contribute to sustainable performance is the ability for adaptation and flexibility. Organizations must be able to, and also be quick and effective at, implementing their strategies (Ogbonna & Harris, 2000; Samson & Terziovski, 1999).

These dimensions provide a comprehensive view of the performance of organizations, but the importance of each dimension may vary depending on the context and industry in question. Incorporating these dimensions into a unified performance measurement system, such as the balanced scorecard or environmental, social, and corporate governance frameworks, contributes to providing a clearer and more accurate picture of the organization's performance (Gawankar, Kamble, & Raut, 2015; Al-Baidhani, 2013). Understanding these dimensions helps organizations adjust their strategies in line with improving their performance.

2.1.3 Measuring Organizational performance

The new approach to organizational performance measurement is a quantitative methodology that uses mathematical and statistical modeling to provide a comprehensive view of an organization's outputs and productivity (Lear, 2012). In this approach, organizational performance is viewed holistically, where both traditional financial measures and emerging non-financial factors of organizational performance are presented, thus providing a sophisticated framework for organizations to track, evaluate and improve performance in order to sustain long-term success and adapt to the dynamic business environment.

In order to get a more practical approach to the perception of organizational performance, both perceptual and objective measures of organizational performance should be incorporated. However, this information can be difficult to collect since it can be challenging to find reliable performance data. This research relies on perceived organizational performance (a subjective measure) for a few reasons:

Comprehensiveness assessment: Through subjective measures, dimensions of performance that may not be measurable through objective measures, such as employee emotions, leadership effectiveness, and customer satisfaction, can be captured (Venkatraman & Ramanujam, 1986).

Context sensitivity: Subjective measures take into account specific details and the context of the organization, which can be especially important in variable fields such as banking where qualitative factors are important (Richard et al., 2009).

Ease of data collection: Subjective data can be easier to collect through questionnaires and use fewer resources than detailed objective data, especially when sample sizes are large (Andrews et al., 2006).

Theoretical Alignment: Given that the research framework of this study focuses on perceptions and attitudes, subjective measures are more suitable for the theoretical alignment of the study (Kaplan & Norton, 2005).

Corroboration: Through corroboration, subjective metrics can validate and enhance objective data to provide a more comprehensive perspective on performance. Perceived enhancements in efficiency can be verified by actual performance metrics (Santos & Brito, 2012).

Measuring perceived organizational performance (POP) involves examining the various factors that influence employee views and the subsequent influence of these perceptions on organizational outcomes. Studies emphasize the complexity of measuring perceived organizational performance because of the need to consider various organizational, cultural, and individual factors to develop a comprehensive view of how employees' perceptions of organizational performance shape and influence it (Santos & Brito, 2012).

2.1.4 Summary and Hypotheses Development

Based on the discussion on organizational performance, especially its non-financial aspects, it is found that the perceived organizational performance is greatly determined by leadership development initiatives and identifying and developing future leaders. These are important for organizations to have the right leaders to steward company performance and achieve their objectives. This is because succession planning facilitates the transfer of leadership without affecting the stability and performance of the organization while leadership training improves the abilities of both the current and future leaders. There is a positive relationship between leadership development and succession planning, which is important for organizational effectiveness, as it prepares and deploys capable leaders to occupy various positions (Groves, 2007).

Preparing current leaders and developing future leaders enables organizations to improve their performance, reduce the risks that come with leadership transition, and increase employee engagement (Danişman et al., 2015; Siambi, 2022). The effect of these initiatives on organizational performance will be discussed in the following sections, drawing from the literature on leadership development and succession planning.

2.2 Leadership Development

2.2.1 Development of the Construct

The concept of leadership development has changed a lot over time. It shows shifts in what society needs, the issues organizations face, and what research shows. Initially, in 1927, the 'Great Man Theory' claimed that leadership traits were naturally inherited and mostly linked to male traits (Day, 2000). After this early phase, research on leadership stalled until around the mid-1900s. At this point, anthropologists began looking into leadership principles through ethnographic studies, highlighting the cultural context of leadership within organizations (Mendenhall et al., 2013).

In the 1950s and 1960s, instructional leadership emerged in the USA. This refers to what school leaders, mainly principals, do to make a good learning environment. Important parts include making clear goals, checking the curriculum, looking at lesson plans, assessing teachers, and encouraging support for students' success. This idea grew into a research-based construct during the Effective Schools movement of the 1980s, which highlighted the importance of principal leadership in educational settings (Bush, 2013).

The 1980s were a significant period in the evolution of corporate leadership, as IBM’s losses, due to poor leadership preparation and development, highlighted the urgent need to invest in leadership development within organizations (Strachan, 2012). By the

early 1990s, a broader vision of leadership development had emerged, as companies such as Alcatel faced challenges in managing their global operations, requiring a balance between local autonomy and global integration (Osland et al., 2012). At the same time, the UAE saw the adoption of an Emiratisation strategy that aimed to build a skilled national workforce and leadership roles that were consistent with Islamic and tribal values (Strachan, 2012).

The late twentieth and early twenty-first centuries have seen the emergence of new leadership models, including spiritual leadership, which combines workplace spirituality with leadership practices, although it is still in its developmental stages (Fry & Cohen, 2009). At the same time, new concepts in professional development have begun to influence leadership narratives, emphasizing the importance of personal stories and their role in leadership roles (Don-Solomon, et al., 2023). In the third decade of the twenty-first century, responsible leadership was developed as a modern model focusing on ethical and sustainable practices (Day, 2000). This model is defined by the incorporation of cultural, ethical, and practical aspects into the leadership development process, aimed at cultivating competent, responsible, and culturally intelligent leaders.

In banking, how leaders are developed has changed a lot over time due to economic changes, new technologies, and what organizations need. At first, leadership was based on the traditional understanding of leadership, which followed early trait theories that focused on natural leaders and their characteristics (Budhiraja & Malhotra, 2013). The transition from a highly regulated banking system to today's more liberal market required a change in leadership approach. This shift led to the adoption of more democratic and participatory leadership strategies that are appropriate for most situations (Budhiraja & Malhotra, 2013).

This also highlighted the need for appropriate leadership, especially strong leadership during the financial crisis of 2008–2009, and the need for new approaches to managing uncertainty (Boin et al., 2013). In South Africa, the growth in leadership in retail banking has been through collective efforts and institutional changes that demonstrate that a systematic approach to leadership is essential (Jivan, 2020). Ethical challenges in Nigeria's banking sector have made ethical leadership a critical success factor, recommending the need for enhanced ethics education (Grace et al., 2021). In Kenya, the implementation of leadership strategies has led to the development of leadership training and the adoption of a more structured and systematic approach (Chimakati & Macharia, 2024). The integration of technology into banking services also requires ongoing training to enhance employees' skills and capabilities and adapt to the requirements of new technology, and support leadership development through skills enhancement and career development (Pawar & Dhumal, 2024). In summary, leadership development in the banking sector has moved from traditional trait-based approaches to more holistic, context-aware, and ethically driven strategies. These modern approaches incorporate technological advancements and prioritize employee growth and organizational success.

2.2.2 Theoretical Conceptualization

2.2.2.1 Defining Leadership Development

Leadership development is the process of improving leaders to be able to effectively motivate and direct others to achieve organizational objectives (Henarathgoda & Dhammika, 2016). It includes training and development, coaching, delegation and empowering of employees. According to Hughes (1993), leadership is defined as actions, influence, communication and workplace relationships. Moreover, Sanhueza (2011) state

that leadership development, in addition to enhancing employees' skills, abilities, and knowledge, also promotes their economic, social, and personal growth. Gilley et al. (2011) mention that creating leaders is important for human resources and assists in steady business growth.

Leadership development, leader development, and management development are distinct yet related ideas that are important for a company's success. Leadership development focuses on enhancing leadership effectiveness in a company by building skills at every level. This strategy creates frameworks and environments that enhance communication, trust, and involvement. It is an important method for engaging those who support leadership potential, called leadership developers (Gözükara & Simsek, 2016; Dirks & Ferrin, 2002).

Leader development means the personal improvement of leaders, which aims to enhance their leadership skills and styles through experiences and techniques like coaching and feedback, especially in healthcare (Hu et al., 2022; Mahon, 2023). However, this approach might be criticized for depending on programs that provide quick solutions rather than promoting long-term growth, and it may not have solid proof of its success (Day, 2000).

While management development is closely related to leadership development, it focuses on the skills one needs to complete tasks and execute processes efficiently. It emphasizes responsibility and accountability and recommends a move from more formal, traditional management styles to more innovative, empowering and people oriented leadership styles (Bond & Naughton, 2011).

This distinction is most evident in VUCA environments—volatile, uncertain, complex and ambiguous—where both leadership and management skills are critical in managing problems and ensuring organizational continuity (Breen, 2017). In these circumstances, leadership training aims to develop teams' capabilities to effectively perform leadership tasks, by creating an environment that fosters effective communication, builds trust, and encourages active participation at various levels within the organization. The primary goal is to develop leaders who are competent to deal with uncertainty and the challenges they face, with a focus on continuously improving their job performance (Rimita, 2019). This approach relies on improving leadership styles and skills through personal experiences and through methods such as coaching and feedback from other stakeholders. It is effective in volatile, complex and ambiguous situations because it helps individuals make effective decisions, develop their ability to adapt in difficult times and motivate others in the midst of turbulence and uncertainty. Management training focuses on equipping employees with the skills necessary to accomplish tasks efficiently, with an emphasis on taking responsibility and accountability, and moving from traditional management styles to applying authentic leadership practices. In these circumstances, this approach revolves around going beyond traditional constraints and fostering a culture of appreciation and employee empowerment (Brodie, 2019). This helps leaders ensure stability and excellence even in the most turbulent environments, especially in a constantly changing world. Therefore, this development forms a crucial foundation for developing effective leaders, helping organizations manage change and ensuring their ability to survive and compete in a constantly changing and evolving environment. The effectiveness of these

approaches depends largely on the organization's ability to foster a culture of continuous learning and growth.

Therefore, leadership development is an essential component of ensuring the success of an organization. Leadership programs have also become essential to adapt to the dynamics of a rapidly changing business environment. These programs boost company performance and promote innovation (Van Wart & Medina, 2023). Successful organizations invest heavily in leadership development to maintain sustainability and competitiveness (Kolzow, 2014). Lacerenza et al. (2017) state that these programs help in learning, setting goals, and building relationships. Theeboom et al. (2014) found a link between leadership training and better employee performance and interactions in organizations.

In conclusion, understanding and applying leadership development is important for an organization's success. These programs focus on continuous skill improvement to tackle unforeseen challenges and foster a culture that is innovative, cooperative, and high achieving.

2.2.2.2 Approaches to Leadership Development

As noted in the section on the evolution of the concept, the development of leadership skills can be actualized through a number of ways, each approach holding distinct applications and elements. These can be seen through reviewing the evolving leadership theoretical frameworks. First, the trait perspective focuses on the recognition of inherent qualities and attributes that distinguish successful leaders from others. This approach assumes that some traits, such as intelligence, confidence, and honesty, are essential to the effectiveness of leadership. Stogdill's (1948) seminal study showed that

traits like adaptability, assertiveness, and self-confidence were found to be necessary for leadership.

Second, the behavioral approach focuses more on the actions and behaviors of leaders, not on their inborn traits. It tries to explain how leaders behave under different situations and how these behaviors affect their influence. Ohio State Leadership Studies identified two key behaviors: consideration or building relationships and initiating structure or task-oriented leadership (Stogdill & Coons, 1957). Furthermore, the University of Michigan Studies distinguished between employee-oriented and production-oriented leadership styles (Likert, 1961).

Third, the contingency approach assumes that there is no one best way to lead. Effective leadership depends upon the situation and the specific circumstances. The leadership style must be adapted to the current situation. Fiedler's Contingency Model (1964) suggests that the best leaders are those who are compatible with the environment they are leading. Some leaders are more job-oriented and thus emphasize order and results while others are relationship-oriented and pay attention to people and their needs. Their effectiveness depends on how well they get along with their subordinates, the degree of task definition, and the level of authority they hold. When the leader's style matches these elements, then he/she is likely to be effective. It means that leaders are most effective when their leadership style is suitable for a particular context. This supports the idea that succession planning should build leaders who can adapt to varying organizational contexts, and thus, leadership style should match business needs (Fiedler, 1964, p. 155). This is similar to Hersey and Blanchard (1969) situational leadership theory, which posits that leaders should tailor their leadership approaches to the capabilities of their followers. This

theory distinguishes four leadership styles—directing, coaching, supporting and delegating which leaders are to employ depending on the followers' competence and willingness. This supports the study's focus on the development of leadership through a more systematic approach to succession planning, which ensures that leaders are prepared to work with diverse teams.

Fourth, Leadership manifests in several forms, and effective leaders successfully modify their approaches according to the circumstances (Heifetz et al., 2009). Burns (1978) defined two main leadership styles: transactional leadership, emphasizing structure, rewards, and performance management, and transformational leadership, which motivates individuals to develop, innovate, and exceed expectations. Bass and Bass (1985) later elaborated on the concept of transformational leadership, which has been found to increase motivation and commitment in the workplace. The study's model highlights succession planning as a strategic way to develop transformational leadership traits – so that future leaders inspire, motivate, and drive organizational success (Arshad et al., 2023). As the workplace becomes more complex, leadership theories have developed. Adaptive leadership of Heifetz (1994) focuses on the need to modify the approach to address uncertainty and shift in the context. This is in line with the study's focus on succession planning as a way to develop leaders who can guide an organization through change (Siambi, 2022). Self-awareness, integrity and ethical decision making are highlighted as key factors by authentic leadership (Luthans & Avolio, 2003) to help leaders establish trust with their teams. Servant leadership of Greenleaf (1977) is a people-centered approach that aims at enabling other people to succeed and deliver results. All these models are consistent with the view that there is no one best way to lead. Thus, leaders should be flexible to be

able to engage employees, achieve goals and sustain results (Ardichvili et al., 2016). Succession planning is designed as a way to develop real, authentic, and servant leaders who encourage a good organizational culture, employee engagement, and a people-centered leadership style. The study confirms that succession planning is critical for the development of leaders who are not only adaptable and effective but also aligned with the organization's objectives and long-term performance (Siambi, 2022).

These approaches highlight the evolution of leadership styles and their applicability in different organizational settings. Although these styles focus on the important and influential aspects of leadership, they emphasize that developing effective leadership is a complex process in itself. This process requires the development of diverse and influential programs designed to enhance leaders' capabilities. Among the most widely adopted approaches to leadership development are coaching, mentoring, 360-degree feedback, blended learning, and digital learning (Subramony et al., 2018).

Coaching. The idea of coaching first appeared in academic studies around 1950 and later became popular in management research (Stead, 2005). The phrase "coach-coachee relationship" refers to the link between a coach and a coachee, which seeks to improve the coachee's ability to carry out specific tasks in the future (Baron & Morin, 2009, p. 85). Breen (2017) noted that coaching involves providing individuals with essential resources, awareness, knowledge, and chances they need for personal growth and to become more skilled and efficient. Moreover, effective coaching programs are thought to include five key steps: identifying needs and goals, creating a coaching framework, recruiting and selecting participants, training, and providing ongoing support. The goal is to clarify the client's vision and goals while also increasing their awareness and accountability. Whitmore (2010)

described coaching as a way to help people improve their skills and qualifications, enhance their performance, define their vision and goals, achieve their objectives, and reach their full potential.

Mentoring. According to Day et al., 2021, mentoring is a strategy for support and guidance provided through informal learning for new leaders in a positive organizational culture. He noted that mentoring creates networks between experienced and less experienced individuals, going beyond formal education sessions. The mentoring program is interesting because it enables senior executives to see if existing ideas, methods, and strategies are applicable and can be shared within the organization. Stead (2005) defined mentoring as the process of matching an inexperienced individual with a knowledgeable one in the same role. Thus, it is a complex networking form that depends on social interactions between the two individuals. Likewise, Day et al. (2021) pointed out that successful mentoring requires time to develop leadership skills and should be actively supported to fit the corporate culture. He suggested that the mentor must be a knowledgeable and trustworthy guide who shares wisdom. The mentor should support the organization's culture and help share values and good practices for a successful mentoring program. Also, mentorship involves learning from others by observing and copying what they do (Kahle-Piasecki, 2011). Day et al. (2021) points out three main benefits of mentoring: allowing individuals to talk about leadership with someone who knows the business well; providing useful advice based on solid knowledge, and helping mentees focus on their career goals while suggesting ways to create new leaders in the organization.

On-the-Job Experience. Experiential learning has become an important practice in modern workplaces to support theoretical learning, critical thinking, decision-making, and

emotional intelligence. It also helps prepare emerging leaders to deal effectively with personal and organizational complexities. Practical experiences enable leaders to develop their leadership styles, modify their behavior, and gain important knowledge of team dynamics to enhance their growth and effectiveness in their positions (Bangs, 2011).

Experiential learning plays a key role in connecting theory with real-world practice, giving leaders the opportunity to apply what they've learned to real challenges and grow from both their successes and setbacks. Integrating practical, hands-on experience into leadership development programs is vital for building resilient and effective leaders. Organizations that place an emphasis on experiential learning encourage innovation, adaptation, and collaboration, thereby creating an environment of continuous growth. This approach prepares leaders to excel in the dynamic workplaces of the future and also helps them contribute to the organization's success and long-term sustainability (Theriou et al., 2016).

Experiential leadership development programs are vital in helping leaders drive organizational success and effectively address the challenges they will face. They include hands-on experience, learning from projects, and thinking about past actions to improve problem-solving skills. Reflecting helps leaders understand their actions and adjust them (Castelli, 2016). Good programs pay attention to teamwork, helping in learning from others and seeing other viewpoints. This working together shows that leadership is about the team, which helps the organization and increases success (Ang'ana & Chiroma, 2021). Therefore, it is important to use different ways that mix practical experience, thinking back, and group work to create strong leaders.

360-Degree Feedback and Multi-Rater Assessments: Organizations may use surveys to gather feedback from managers, supervisors, employees, customers, and suppliers to assess managerial performance, which helps build leadership skills (Stead, 2005). These surveys evaluate managers' abilities, behaviors, and leadership effectiveness. Facilitators review the results with managers to create plans for improvement. Casey (2021) emphasizes that feedback helps leaders identify areas to improve, enhancing success and productivity in their roles. 360-degree feedback is a key tool for leadership growth, promoting self-awareness and enhancing management skills. It collects input from various sources, providing a full picture of a person's performance (Atwater & Waldman, 1998). When used effectively, it supports personal development plans and strengthens organizational performance through adaptable leadership.

Blended Learning and Digital Leadership Development: Blended learning as defined by Miron-Spektor and Paletz (2022) is the integration of classroom learning with online learning in specific aspects such as some individual and group activities and training as well as face-to-face meetings. This approach is followed with the aim of increasing learning and addressing some of the challenges facing organizations. The effectiveness of this approach depends on the characteristics of the learner and the factors that influence leadership development. It is often used in blended learning activities to enrich the learning experience, such as face-to-face meetings, online classes, virtual discussions and events, case studies, and offline training sessions (Day et al., 2021).

In the past few years, more organizations have used digital and blended training methods to meet the needs of multiple people and improve availability. This approach to

training combines traditional classroom learning with online materials to make training more effective and ensure that it properly aligns with the organization's goals.

Digital learning preparation ensures that employees are prepared to keep up with the transformation and change in the workplace environment (Hargitai & Bencsik, 2023). This approach focuses on how to use digital tools and IT to manage teams and formulate strategies (Mwita & Joanthan, 2019; Tigre et al., 2024). However, as Seufert and Meier (2016) describe, digital learning programs have shifted training from traditional training methods to electronic and digital methods, such as webinars instead of seminars and e-learning instead of traditional classrooms, making training more accessible and flexible. Digital leadership has thus become essential, especially after the pandemic, to foster a culture of continuous improvement and enhance organizational resilience to deal with ongoing challenges, as Graham and Halverson (2022) emphasize.

Digital learning has its drawbacks; people may resist change, but it also provides opportunities for growth. Therefore, it is important to invest in digital skills training to help employees adapt to new technologies, which will enhance innovation and development, according to Hargitai and Bencsik (2023).

Digital learning strategies have advantages and disadvantages. They can foster a continuous and flexible learning environment, but there may be some individuals in the organization who may resist change, and this is a matter of how well the technology is received. Therefore, organizations should develop leadership capabilities using different strategies and tools. It is important for organizations to implement structured leadership development programs to be able to manage the complexities of the work environment through different development strategies. Given the diversity of leadership skills, this

means that a comprehensive approach to leadership development is needed. Other competencies besides technical expertise are important for effectiveness including soft skills and strategic thinking. There are organizations that focus on one aspect of leadership development but in doing so they create leaders who are highly effective in some areas but weak in others and this is considered ineffective and even detrimental to the growth and prosperity of the organization. Therefore, for this reason, effective leadership development programs must be designed to provide future leaders with a broad range of skills and competencies needed to meet the variety of challenges they face in their positions (Amagoh, 2009).

2.2.2.3 Dimensions of Leadership Development

Leadership is a complex and multifaceted concept that goes beyond precise definition. Therefore, in practice, there is no single model to define leadership in all its aspects. However, several models have been proposed in order to identify some basic models of leadership that are commonly used in training, placing, and enhancing leaders' performance (Kjellström et al., 2020). Among these models, the following frameworks have been found to be most effective and widely used in the literature: the maturity-based leadership development frameworks and the competency-based leadership frameworks have been found to be most effective as both of them have different approaches, principles and methods of application (Armitage et al., 2006; Ruben, 2019).

Maturity-Based Leadership Development Framework: This framework focuses on the gradual growth in leaders' cognitive, emotional, and behavioral development. It is based on adult development theory and argues that there is a progression in leadership based on increasing levels of intellectual and cognitive maturity (Day et al., 2014, p. 68).

Rooke and Torbert (2005, p. 6) identified these stages, beginning with a basic, follower-centered leadership style and progressing to the highly developed and sophisticated "alchemist" stage. In this latter case, leaders demonstrate highly sophisticated thinking and have a deep understanding of their context and environment. The model also highlights personal growth and moral development, encouraging leaders to continuously evolve and improve themselves (Cook-Greuter, 2004). Research shows that high levels of maturity enhance leaders' ability to deal with dynamic and complex situations (Joiner & Josephs, 2006). Tools such as the Leadership Development Profile are used to assess a leader's level of maturity (Cook-Greuter, 2004).

Competency-based leadership development framework: This framework focuses on identifying and enhancing the skills, behaviors, and abilities relevant to leadership in organizational settings. This model is based on the assumption that leadership can be broken down into concrete competencies that can be learned and developed. To achieve this, organizations seek to identify key leadership competencies, such as strategic thinking, emotional intelligence, and decision-making (Fitzpatrick, 1994). These competencies are typically linked to the organization's goals and standards. The table below shows the most common leadership competencies studied in literature.

Table 1

Most common leadership competencies in literature

Competency	Description	Citation
Emotional Intelligence	Emotional intelligence refers to a leader's ability to understand, and manage his or her own emotions and to try to understand the emotions of others. Emotional intelligence includes essential aspects such as self-awareness, self-regulation, motivation, empathy, and other social skills that are essential pillars for enhancing relationships with others and effective leadership (Harms & Credé, 2010).	(Harms & Credé, 2010)

Communication Skills	Strong communication skills enable leaders to clearly express their vision, align team goals, offer constructive feedback, and create an atmosphere of openness and trust. These skills include clarity, active listening, persuasion, and the ability to tailor messages to different audiences.	(De Vries et al., 2010)
Integrity and Ethical Behavior	Integrity is about consistently adhering to moral and ethical values, demonstrating honesty, and aligning actions with organizational principles. Ethical leadership fosters trust, sets a positive example, and shapes the organization's culture and ethical environment.	(Brown & Treviño, 2006)
Decision-Making Ability	Great leaders are decisive as they have the skills to analyze information, and think through the different views of other people, and the possible results that can happen before making the right decision at the right time. These are important aspects in order to deal with challenges that are hard to solve and to grasp opportunities as they present themselves.	(Mumford et al., 2007)
Strategic Thinking and Vision	Strategic thinking can be defined as forecasting, goal setting, and goal planning for the future in order to enable an organization to succeed in a competitive environment. Visionary leaders make these strategies work by providing a future vision in order to ensure that their teams are motivated and aligned towards achieving shared goals.	(Boal & Hooijberg, 2000)
Adaptability and Flexibility	Flexible leaders are able to change their plans and actions in response to new circumstances and problems. This enables them to maintain productivity during crises and facilitate the work of their employees through transitions.	(Yukl & Mahsud, 2010)
Motivation and Empowerment	Leaders who can motivate and empower their teams have employees who are more engaged, productive, and happier at work. They enable their team members to work independently, take on more leadership responsibilities, and support their growth and development.	(Zhang & Bartol, 2010)
Team Building and Collaboration	Effective team building is the process of creating a strong team with good interpersonal relationships. Leaders who embrace the collaborative model ensure that there is good information sharing, that employees trust each other and have a common goal to achieve through the effective use of different skills.	(Zaccaro et al., 2001)
Self-Awareness	Self aware leaders have a good knowledge of their strengths and weaknesses as well as their values and how their behaviour affects others. This awareness enables the leader to engage in the process of personal growth and to lead in a more genuine manner.	(Gardner et al., 2005)
Problem-Solving Skills	A leader who has strong problem solving skills will be able to analyze the problems, create solutions and put plans in place to overcome the challenges. This competency is crucial for enabling organizational enhancement and creativity.	Mumford et al., 2000)
Change Management	Change management competency includes the skills that are related to supporting and leading people and organizations in the course of transformation. Leaders who are efficient in doing so are able to manage change, deal with resistance and ensure productivity during transformation.	(Herold et al., 2008)
Innovation and Creativity	Great leaders foster creativity in the workplace, are open to new ideas and concepts, and create an atmosphere where risk	(Mainemelis et al., 2015)

	taking is encouraged. This competency enables organizations to grow and transform in fast changing environments.	
Cultural Intelligence	Cultural intelligence can be defined as the ability to work and excel in different cultural environments. Therefore, leaders with high cultural intelligence can effectively deal with cultural differences and thus effectively manage diverse work teams in the contemporary global workplace.	(Rockstuhl & Van Dyne, 2018)
Conflict Management	Conflict management refers to the ability to manage and resolve conflicts in the right way. Leaders who have this competency are able to build good interpersonal relationships and avoid team conflicts that can lead to decreased productivity.	(DeChurch et al., 2013)
Resilience	Strong resilient leaders are managers who have the ability to stand firm against pressure and are able to bounce back quickly in times of crisis. This competency enables leaders to maintain performance and hope during difficult times so that teams feel confident.	(King et al., 2006)
Learning Agility	Individuals who have the ability to learn quickly have the ability to absorb information and skills quickly and effectively. This is an important trait in a constantly changing world where learning is a continuous process to achieve success.	(Dexter & Prince, 2007)

The competency-based approach is acknowledged as one of the most systematic approach in leadership research especially in leadership development and organizational processes (Boyatzis, 2008; Campion et al., 2020). However, it is not the most common approach in leadership research (Dinh et al., 2014). There have been many leadership theories and models over the years which have provided valuable guidance and direction to leadership behaviour (Avolio et al., 2009; Yukl, 2013). However, the competency approach is one of the most used and valued in the research and application. It is useful because it helps to define and improve specific leadership abilities and competencies making it a crucial part in creating leadership development programs as well as performance management systems in organizations (Hollenbeck et al., 2006; Shippmann et al., 2000; Campion et al., 2020). Some of the criticisms that are leveled against this approach are that the competency models that are used do not capture all the aspects of leadership and may

not take into consideration some situational factors that would affect the leadership process (Bolden & Gosling, 2006; Sandberg, 2000).

2.2.3 Measuring Leadership Development

There are many methods and tools used to measure progress and development in leadership skills. There are many approaches to leadership development, as well as measuring it. There are quantitative and qualitative methods that can be used to provide information about a leader's development, behavior, and performance. In light of the discussion of both the frameworks in the previous section, the maturity-based leadership development framework emphasizes qualitative assessments which focus on the depth of cognitive and emotional development (Cook-Greuter, 2004). Assessments are often conducted through narrative analysis rather than direct observation. In contrast, the competency-based approach relies on quantitative methods such as rating scales and behavioral checklists as defined by Shippmann et al. (2000). This approach is based on observable behaviors and levels of competency.

Qualitative methods focus on the real world nature of leadership behaviors and experiences and tries to understand the processes that govern leadership development. One such methods is the Behavioral Event Interview (BEI) in which leaders describe particular events that reflect their performance. Through analyzing these critical moments, BEI can help identify the main competencies of a leader based on his or her thoughts, feelings and actions (McClelland, 1998).

In a similar manner, the Critical Incident Technique (CIT) compiles information about activities, both pleasant and unpleasant, which affect the performance. This method is based on the observable behavior of participants in particular conditions (Flanagan, 1954).

360-Degree Feedback as a (Qualitative Component) entails collecting qualitative information from the leader's superiors, peers, subordinates and even clients. This feedback is a great way of getting the overall picture of a leader's behavior and actions (Bracken et al., 2016). In addition, there are other tools like the Reflective Journals and Leadership Narratives where leaders can record their experiences and activities, their problems and the lessons they learned. This approach fosters self-actualization and reflective thinking (Cunliffe, 2016). Research also has to find out about leadership in context through observation and ethnographic research. This means that the researchers place themselves in a position to observe the leaders in their natural environment to come up with findings on their behaviour and how they communicate (Mintzberg, 2013).

Quantitative methods can be defined as the ways and means of measuring leadership attributes, behaviours and results with the help of numbers and numbers based analysis which allows comparison and measuring with standards. The following are tools in leadership styles and behavior assessment; psychometric tests such as the Multifactor Leadership Questionnaire (MLQ) developed by Bass and Avolio (1996) and surveys for example the Leadership Practices Inventory (LPI) developed by Kouzes and Posner (2023) to assess leadership styles and competencies.

360-Degree Feedback as a (Quantitative Component) involves getting quantitative feedback from a number of people to establish the differences between what people think about themselves and what others say about them (Bracken et al., 2016). Emotional Intelligence assessments measure leaders' ability to perceive, use, understand, and manage emotions, quantifying aspects of emotional intelligence related to leadership effectiveness. For instance, the Emotional Intelligence Appraisal can be utilized to score leaders on self-

awareness, self-management, social awareness, and relationship management (Bradberry & Greaves, 2006). Other instruments that provide further information regarding the leader's behavior and his/her effectiveness include the Leader Behavior Description Questionnaire (LBDQ) (Stogdill, 1969), and Key Performance Indicators (KPIs) are objective metrics that are linked to leadership effectiveness such as team performance, employee engagement scores and turnover rates. These provide quantitative data on outcomes which are associated with leadership as outlined by DeRue et al. (2011). Further, assessment centers have also been used in the recent past since they provide simulations where leaders are assessed on their competencies through exercises for instance role play and presentation (Thornton III & Byham, 2013).

Using a mixed-methods approach allows for the leveraging of the strengths of both qualitative and quantitative methods to provide a more comprehensive view and understanding of leadership development (Creswell & Plano Clark, 2023). In this study, a quantitative approach is used to examine leadership development consistent with a competency-based framework. Specifically, the Global Executive Leadership Inventory (GELI) developed by Kets de Vries (2005) is used. The GELI allows respondents to self-assess their performance and cross-check their self-ratings against the ratings of a group of observers. With the exception of the participant's supervisors, anonymous feedback is provided by supervisors, direct reports, coworkers, or others. In this study, observer ratings of direct supervisors were of interest.

According to the Global Executive Leadership Inventory (GELI) by Kets de Vries (2005) there are twelve dimensions to measure leadership development in organizations:

- Visioning: This involves developing and expressing a coherent vision, mission and strategy which takes into account the different perspectives of different cultures, environments, functions, and genders when developing the vision for a global organization to ensure that all the employees, shareholders, suppliers and customers are aligned.
- Empowering: Giving a voice to employees at all levels, sharing information and delegating decision making to those who are competent and best suited to perform different tasks.
- Energizing: motivating employees to help in achieving the organization's specific vision of the future.
- Designing and aligning: establishing the appropriate organizational design and control systems to realize the guiding vision, and utilizing those systems to align employee behavior with the organization's values and objectives.
- Rewarding and giving feedback: implementing appropriate reward structures and providing constructive feedback to encourage the desired behavior from employees.
- Team building: fostering team players and emphasizing team effectiveness by cultivating a cooperative atmosphere, facilitating collaborative interaction, and encouraging constructive conflict.
- Outside stakeholder orientation: increasing employee awareness of external stakeholders, particularly emphasizing the need to respond to the requirements of customers, suppliers, shareholders, and other interest groups, such as local communities affected by the organization.

- Global mindset: instilling a global mentality within the organization – that is, cultivating values that serve as a unifying element between the regional and/or national cultures represented in the organization.
- Tenacity: encouraging tenacity and courage in employees by setting a personal example in pursuing reasonable risks.
- Emotional intelligence: fostering trust in the organization by cultivating, primarily through example, an emotionally intelligent workforce whose members possess self-awareness and the ability to interact respectfully and empathetically with others.
- Life balance: articulating and modeling the importance of work-life balance for the long-term well-being of employees.
- Resilience to stress: addressing work, career, life, and health stress issues, and appropriately balancing the various pressures that life presents.

2.2.4 Summary and Hypotheses Development

2.2.4.1 Effect of Leadership Development on Perceived Organizational Performance

Leadership development can be defined as a systematic procedure that aims at increasing individuals' motivation and preparedness to produce better business results and meet business objectives effectively (Douglas et al., 2022). It stresses the importance of leadership in the growth of the organization as well as the growth of individuals (Simiyu, 2015). Especially in today's dynamic world, organizations need to develop effective leadership skills in their employees to perform to the best of their abilities (Day et al., 2014). It is therefore important that the leadership skills of an organization are enhanced so that not only the individual leaders but also the organization as a whole can benefit (DeRue

& Myers, 2014).

Thus, leadership development refers to a set of activities and programs that aim to improve the ability of individuals to lead, learn, and grow in the course of their work (McCauley & Van Velsor, 2004). These initiatives may involve training, mentoring, coaching, and experiential learning activities as well (Noe et al., 2020). This paper has identified leadership development as an important investment that goes beyond the improvement of individual skills; it builds a culture of feedback, cooperation, and creativity that supports lasting performance (Miron-Spektor & Paletz, 2022).

Organizational performance perceived by stakeholders is affected by factors such as employee engagement, productivity, and organizational change readiness (Harter et al., 2002). Leadership is a very important factor in determining these factors (Judge & Piccolo, 2004). Most leaders who have gone through various development programs are in a favorable position of being able to motivate and engage their teams, communicate the right vision and make strategic decisions that are in the best interest of the organization (Avolio & Yammarino, 2013). Therefore, employees are likely to believe that they are appreciated and have a meaningful role in the workplace, and this in turns enhances the employees' satisfaction and performance at the workplace (Kazimoto, 2016).

Furthermore, the companies that pay attention to the growth of their leaders will be able to enhance their organization's reputation and branding (Analyn, 2023). When leaders exhibit high levels of competency and personal integrity, then trust and confidence are realized within the employees, customers and other stakeholders (Brown & Treviño, 2006). This positive perception can help boost the image of the organization in the market and make it more attractive to the employees and consumers (Fombrun & Van Riel, 2004).

However, studies also show that there is a relationship between leadership development and the perception of organizational performance as seen in the way organizations deal with risks and opportunities (DeRue & Myers, 2014). The research shows that leaders who have enhanced their skills are better equipped to handle risks, changes and (Harland et al., 2005). This flexibility can also help organizations to cope with the shocks they experience but at the same time prepare them for future growth (Heifetz, 2009).

The literature presents several empirical studies that support this idea. For example, the study by Nguyen et al. (2023) investigates the mediating role of training and supportive leadership in technology-based knowledge sharing on employee outcomes and achievement in Vietnamese organizations. This study used a quantitative research design. The study revealed that training-based knowledge had a positive effect on mental health and job performance of both employees and leaders and thus had a positive effect on organizational growth and success. Azam (2020) also found that leadership training and development had a positive effect on organizational development and business sustainability in banking institutions. According to Metcalf and Benn (2013), leadership training and development has a significant effect on organizational performance and business sustainability. The author cited the following as effective leadership strategies: ensuring that leaders receive regular training to enhance their skills, providing scholarships for further education, providing on-the-job training and development opportunities, and encouraging them through formal training programs that emphasize talent management. Imran and Tanveer (2015) conducted a study to find out that leadership training and development had a positive effect on the banking sector in Pakistan. These effects consist of increased creativity and innovation, better and more effective knowledge management, support for

the learning organization, increased employee productivity and motivation, reduced leader turnover, and enhanced sense of responsibility. However, Dessler (2011) noted that leadership training and development has a positive effect on organizational performance by increasing creativity and creating a conducive culture.

Thus, studies reveal that the effect of leadership development on perceived organizational performance is significant and has many facets (Day et al., 2014). By developing leaders within an organization, it is possible to create a cycle where performance is improved, employee engagement nis enhanced, and the organization's reputation is raised (Noe et al., 2020). With the dynamic nature of the work environment we find ourselves in, leadership will be even more important in the future, emphasizing the importance of leadership development as a key component of organizational success (Ardichvili et al., 2016).

Therefore, based on the previous arguments, the researcher formulated the following hypothesis:

H_1: Leadership Development Competencies are positively associated with perceived organization performance.

2.2.4.2 Effect of Leadership Development on Succession Planning

Leadership development is very crucial in the process of developing effective succession planning in organizations. Due to the current technological advancement and the increasing level of competition among organizations, it is very important for organizations to have a strong structured leadership development program. Leadership development not only enhances the abilities of the possible candidates to meet the requirements of the

position but also promotes a learning organization and sustainable change readiness (Groves, 2007).

Since organizations are now operating in a more challenging environment, it is even more crucial to build a structured succession plan to provide a strong pool of future leaders. Leadership development initiatives not only help to prepare the future leaders by providing them the necessary skills and competencies but also help in developing the organizational culture which stresses on learning and flexibility that is vital for the organization's growth in the long run (Day et al., 2014).

The other effect of leadership development that can be identified in the context of succession planning is the development of high potential employees. By implementing training and development activities, mentoring and learning by doing, organizations are able to develop talent that is in line with the organization's strategy (McCauley & Van Velsor, 2010). This approach ensures that in the event that there is vacancy in a key leadership position, there are always candidates to fill the position so that there is no disruption and there is continuity in leadership (DeRue & Myers, 2014). In addition, leadership development programs are helpful in a way that they enable future leaders to understand the culture and values of the organization. This is because, through various programs, potential successors are exposed to the organization's mission and vision and are therefore able to carry on these values as they move up the management ladder (Avolio & Yammarino, 2013). Leadership development is a process that helps build employee commitment to the organization. When organizations embrace the growth of their employees through training and development, it not only enhances the skills of employees but also increases motivation as well as retention rates (Miron-Spektor & Paletz, 2022).

When employees see that there is career advancement within the organization they work for, they are more likely to stay with the organization and thus reduce employee turnover and the costs associated with it such as hiring and training new employees (Analyn, 2023).

Therefore, based on the previous arguments, the researcher formulated the following hypothesis:

H_2: Leadership Development Competencies are positively associated with succession planning sophistication.

2.3 Succession Planning

2.3.1 Development of the Construct

Succession planning is a way that organizations keep leadership steady, grow talent, and get ready for future leaders by finding and backing possible successors inside the organization. This way aims to boost employees' skills and knowledge so they may take on key roles as the organization expands, loses important staff, or promotes current workers (Siambi, 2022). The concept of succession planning has gained importance because organizations need to maintain good performance and steady leadership, particularly during changes such as retirements or sudden departures. In the past, succession planning was usually overlooked until a crisis happened, but now it is more recognized across various sectors, including business, non-profit, and education, as a way to boost engagement and ensure that qualified individuals are ready for leadership positions (Siambi, 2022).

In banking, having a plan for finding new leaders is important because the business changes often and is very tough. This helps banks have skilled workers, which gives them an edge and cuts down on hiring costs (Ali et al., 2014). Good plans for finding leaders include ways to find and keep the best workers, which makes the entire team more effective

and productive (Ojeyemi, 2021). It also helps to fill skill gaps, ensuring that workers are ready for changes in the business (Kumari & Agnihotri, 2024). Also, good succession planning makes workers perform better as it connects training with job results (Ali et al., 2014). This can lower employee turnover by giving job security and clear career paths (Batool et al., 2022). When linking succession planning to the Job Demands-Resources (JD-R) model developed by Demerouti et al. (2001, p. 502), which explains how job demands can lead to stress, while job resources like development opportunities can enhance motivation, it is possible to see how it benefits employee engagement and performance. Succession planning is thus a key job resource which, for employees, offers career growth opportunities and reduces uncertainty, requiring proactive systems in banks (Ali et al., 2014).

Even though it is important, many organizations like those in insurance do not have a clear succession plan. This can cause serious problems when there are changes in leadership (Bano et al., 2022). Thus, looking into succession planning is crucial for keeping leadership steady, building knowledge, and encouraging personal growth, which helps the organization succeed over time (Bano et al., 2022).

As a result, succession planning is an organizational proactive process that assists in continuing the organization's operations during the leadership transition and also helps in improving employee performance and retention. It is an important factor for the banking sector and others (Malokani et al., 2023; Bano et al., 2022).

2.3.2 Distinguish between succession planning and talent management and the rationale behind focusing on succession planning in this study

Succession planning and talent management are two related but distinct concepts that are part of the human resource management process. Succession planning is the process of identifying, developing, and preparing internal employees to take on leadership positions to avoid leadership gaps (Siambi, 2022). Hence, the process helps organizations mitigate the risks that come with leadership change by ensuring that there are suitable people to fill important and critical positions when they are needed. It is mainly aimed at the long-term sustainability of leadership and the avoidance of adverse consequences that could result from the leave of absence or dismissal of employees (Garg & Van Weele, 2012).

On the other hand, Talent management covers a wider scope of HR practices that are directed towards Attraction, Development, Engagement and Retention of capable employees at all levels of the organization (Collings & Mellahi, 2009). Succession planning is often recognized as a part of talent management but the latter encompasses employee performance management, career development, and workforce planning besides leadership continuity (Lewis & Heckman, 2006). In other words, talent management is the overall workforce management to achieve the organization's goals and objectives while succession planning is the readiness of the high-potential employees to take important positions in the future.

Succession planning is critical to organizational resilience and long-term success, and for good reasons: Effective succession planning minimizes uncertainty around leadership transitions, enhances organizational sustainability, and maintains institutional

knowledge (Bano et al., 2022). In banking, insurance and telecommunications where leadership stability is vital, a disciplined succession planning process enables organizations to maintain business performance, strategic direction and competitive position and to minimize the risks that result from leadership gaps (Siambi, 2022).

Furthermore, succession planning improves the levels of employee engagement and retention by offering clear pathways for career advancement, which in turn enhances the employees' commitment and motivation in the organization (Najam ul Hassan & Siddiqui, 2020). It is easier to keep employees of an organization if the organization is investing in their development and has career growth opportunities available for them. This approach not only enhances building future leaders but also matches the overall strategic human resource management goals of talent management and workforce planning (Narayanan et al., 2019). Given that the industries in focus of this study are always evolving and very competitive, it is important to have succession planning in place to ensure that future leaders are ready to lead through challenges and deliver organizational effectiveness. This research provides practical insights into how organizations can effectively manage leadership transition and sustain long term performance by reviewing succession planning in these sectors (Charan et al., 2011).

2.3.3 Theoretical Conceptualization

2.3.3.1 Defining Succession Planning

Succession planning is a methodical process used by companies to ensure a smooth shift in leadership roles, which helps sustain operations and the organization's future. It means identifying and nurturing future leaders in the company to take over important positions when they become open due to retirement, leaving, or other causes (Schweitzer &

Graebe, 2024; Al Hajri, 2024). This forward-thinking method is important for reducing the risks tied to sudden gaps in leadership, which could cause crises and bad choices if not handled in advance. Succession planning is not a universal fix; it needs a custom approach that considers the specific culture and needs of each business (Parfitt, 2022). The method usually involves finding key roles, evaluating potential candidates, and focused development through mentoring and training schemes to equip them for upcoming leadership roles (Malokani et al., 2023). Companies like Tata Group show how important it is to plan for leadership changes. They ensure leadership stays steady by strategically replacing leaders, like when Ratan Tata and Steve Jobs came back during tough times. Good succession planning means creating a supportive environment for leadership growth, which involves organizational backing, commitment, and providing needed resources (Bano et al., 2022; Parfitt, 2022). Also, succession planning serves as a method for growth, enabling organizations to retain and transfer important knowledge, which decreases the time needed for new leaders to adapt to their roles (Ishak & Kamil, 2016). This method is not only for covering vacancies; it is also for creating a group of leaders that align with the organization's future goals (Parfitt, 2022). Therefore, it is of utmost importance that succession planning is embraced by all members of the organization and should be integrated into the organization’s talent management and recruitment strategies as suggested by Bano et al. (2022). In this way, organizations can be able to identify and place the right people in the right positions at the right time and thus ensure that the organization is able to achieve its goals and thus enhance success and growth (Owolabi & Adeosun, 2021).

2.3.3.2 Dimensions of Succession Planning

Identifying and training future leaders to take on key roles is called succession planning and it is essential for organizations to run smoothly across all areas. This supports the stability and efficiency of the organization. Succession planning includes the strategic, developmental and cultural aspects necessary for a smooth transition in leadership, which we will examine in detail.

Identification and Development of Talent. It is therefore important to have potential successors as part of the succession planning process. This process entails assessing the current employees in the organization to determine their suitability to assume managerial positions in the future (Al Jahwari & Alwi, 2023; Parfitt, 2022). Once the candidates who have the potential to be successors are identified, organizations need to work on the development of these candidates through training and mentoring programs. This way these individuals are able to enhance their skills and experience in order to deliver good results when they assume managerial positions (Parfitt, 2022; Bano et al., 2022). Therefore, the succession planning process should be linked with talent management which is the process of identifying, recruiting, developing and retaining leaders. This strategic approach enables the organization to develop a pool of potential leaders who will be suitable for leadership positions in the future (Cappelli & Keller, 2014; Ahmadi et al., 2012). However, by applying tools like psychometric tests and performance appraisals, high potential employees can be easily spotted for succession planning (Groves, 2007).

Organizational Culture and Structure. Organizational culture is a very important factor in succession planning. This helps in ensuring that the succession process adheres to the organizational values and mission thus making the transition easy (Parfitt, 2022;

Shabankareh et al., 2015). The structure of the organization may enhance or hinder the succession planning process. Proper structure helps in defining the steps that an employee has to take in order to grow in his/her career and in the process to develop leadership skills (Bano et al., 2022). It reinforces the importance of having a diverse pool of leaders by implementing diversity and inclusion in succession planning as a means of bringing in different leadership styles (Chugh, 2024).

Family and Emotional Dimensions. In family businesses one of the most common types of succession planning is incorporating family members into management positions. This raises issues which are related to the family dynamics and the need to build trust and respect within the family (Al Jahwari & Alwi, 2023; Tatoglu et al., 2008). This is especially so in family businesses where the emotional attachment to the business may shape the succession decisions. It is therefore important to identify these emotional aspects in order to design efficient transition processes (Filser et al., 2013).

Strategic and External Factors. Succession planning should be linked to the organization's overall strategic planning. This includes ensuring that succession goals are aligned with the overall long-term business strategy (Bano et al., 2022). Assistance from external sources such as consultants or advisors may be sought to bring a third-party perspective and assist in the succession process (Al Jahwari & Alwi, 2023). The effectiveness of succession planning initiatives can be evaluated and measured with the help of metrics such as talent turnover and leadership effectiveness (Rothwell, 2015).

However, there are some challenges that organizations face while implementing succession planning. Some of the challenges that are likely to be encountered include resistance to change, family issues in family businesses, and a shortage of talent from the

labor market. In addition, there is no one-size-fits-all; every organization has to develop a specific plan that would meet its particular requirements (Parfitt, 2022; Ahmadi et al., 2012). Therefore, it is important to note that effective succession planning is a systematic process that involves talent identification and development, organizational culture, family business, and strategic management. Thus, if these dimensions are taken into consideration, it becomes possible to manage the leadership transition and keep the company viable in the market.

2.3.4 Measuring Succession Planning

Succession planning is a managerial activity which entails the process of planning for leadership and other important positions in organizations in view of future personnel changes. It is therefore important that the effectiveness of succession planning is assessed so that organizations can be well prepared for transitions. This paper will discuss the different approaches and techniques in assessing succession planning, the strengths and limitations of each (Redman, 2006).

There are several reasons why it is important to measure succession planning. First, it reduces the risks that are normally associated with changes in the key positions so that the organization is well prepared in case of changes. Second, proper succession planning helps identify and enhance the talents present within the organization and thus builds a ready talent pool for future leadership roles. Third, this process also enhances organizational stability and morale since the employees are assured of the leadership transition plan. Fourth, assessing succession planning makes it possible to ensure that the strategies are consistent with the overall strategies of the organization (Corso, 2002).

Qualitative assessments are very important in evaluating the success of succession planning in organizations. These assessments are usually done through methods such as interviews and focus groups to collect data from different people to make the results richer and more detailed. For instance, it is possible to administer questionnaires to members of the senior management team, managers and the candidates who are potential successors to the leadership positions to determine the efficiency of the current succession planning process (Kets de Vries & Korotov, 2010). Focus groups entail bringing together a few employees and then having them express their opinions and ideas, which helps in identifying trends and problems that may not be quantifiable by simply looking at quantitative measures only (Crumpacker & Crumpacker, 2007).

Another important qualitative tool is 360-degree feedback, which involves asking for feedback from subordinates, peers, and supervisors about leadership potential and readiness for promotion (Garman & Glawe, 2004). This approach helps identify the tangible strengths and areas for improvement of potential successors, thus providing a detailed description of their abilities and suitability (Bracken & Church, 2013). The strengths of qualitative research lie in understanding the complexities of succession planning by providing rich data on practice. It also helps capture the real-world experiences and culture of organizations, which are vital in determining how succession plans are developed and realized (Patton, 2014).

Although qualitative evaluations are useful they have some limitations. They are somewhat subjective, relying on people's opinions and perceptions, which may contain bias. Moreover, qualitative methods can be time and resource consuming and thus need to be carefully planned and properly executed to be valid and reliable (Marshall & Rossman,

2014). Despite these limitations, the perspectives offered are essential for any succession planning evaluation.

On the other hand, quantitative metrics have distinct advantages, since they offer objective, real data that can be easily represented through graphs and compared across time periods. This makes them particularly useful for organizations when it comes to evaluating applications and making informed decisions about succession planning initiatives. These measures help evaluate the success of the succession planning process and give a clear measure of how well the organization is able to meet future leadership requirements. For example, succession planning ratios include the ability to count the number of candidates identified as potential successors for key positions compared to the number of key positions they hold. This measure helps organizations determine how prepared they are for leadership changes and reveal how well they are prepared to fill key positions when they become vacant (Groves, 2007). A high ratio indicates that succession planning is effective while a low ratio may show that there are gaps that need to be filled. Time to promotion measures the average time it takes to promote a successor after he or she has been identified. This measure provides an overview of the effectiveness of the succession planning process and may show that there may be delays in promoting high-potential employees to management positions (Rothwell, 2015). This information can be useful for organizations to enhance their development programs and be able to know that promotions are being made in a timely manner and in accordance with established strategies. Successor retention rates also show the percentage of candidates identified as potential that the organization managed to retain over a given period. This metric is valuable for determining the succession planning success in retaining high performers (Ali et al., 2014). If employee retention rates are high,

it means that employees' successors are happy with their jobs and also know where they are headed within the organization in terms of career growth opportunities. The opposite is the case when employee retention rates are low; it means that employees are disengaged in their work or generally dissatisfied with their organization, so there is a need to evaluate the effectiveness of current development and retention plans (Ali et al., 2014).

The main benefit of using quantitative metrics is that they produce concrete measurements that can be more easily charted and analyzed over time. This allows organizations to recognize patterns, monitor developments, and use metrics to improve succession planning strategies (Lacerenza et al., 2017). Quantitative data is useful in getting a sound assessment of the effectiveness of succession plans and other areas that require attention. However, quantitative data may not be able to capture some of the qualitative factors that are important to the succession planning process, such as leadership qualities, cultural fit, and the effectiveness of employee mentoring and training. Furthermore, too much dependence on the quantitative data can result in focusing on the numbers and ignoring other factors that are important in ensuring a smooth leadership transition (Kets de Vries & Korotov, 2010).

In this study, the Succession Planning Sophistication Scale was used to assess succession planning. According to Huang (2001), it is important for organizations to have appropriate succession plans in place in order to manage risks and ensure that business strategies are well implemented. There are cases in which Huang's scale is applied in order to assess how far the organization's succession planning processes are mature and integrated so that the organization can continue to have effective leadership transition. This is in line with Huang's finding that effective succession planning improves performance

and protects business continuity (Huang, 2001). This variable was measured by a questionnaire and is a measure of the successions planning complexity.

2.3.5 Summary and Hypotheses Development

2.3.5.1 Effect of Succession Planning on Perceived Organizational Performance

It is therefore important to identify and develop future leaders through succession planning which is a strategic management process that helps organizations ensure seamless leadership transition. The practice of planning for the future is a means of preparing an organization for future challenges and changes and influencing the organization's perceived performance indicators. There are several interesting aspects when exploring the relationship between succession planning and perceived organizational effectiveness.

This paper also shows that well executed succession planning increases the stability and continuity of an organization. When the staff see there are clear ways for career growth and that capable people occupy the leadership positions then the faith in company strategic direction rises. This improved perception leads to better employee morale and engagement, without which an organization cannot succeed (Cascio & Boudreau, 2016).

In addition, it is important to implement succession plans to ensure that knowledge and corporate culture are not lost. Thus, leadership and expertise are maintained within organizations as organizations seek to replace departing leaders with qualified and prepared successors from within. This continuity of knowledge allows for the maintenance of operational efficiency and flexibility which is very important in today's world of change according to Day (2007).

Organizations that engage in succession planning also receive positive feedback from external stakeholders such as investors, customers and potential employees. A well

organized succession plan is a clear signal to stakeholders that the organization is looking to the future and is dedicated to long term success. This positive perception can enhance the organization's reputation, attract top talent, and increase investor confidence—all of which are important for sustainable organizational performance (Zhang & Rajagopalan, 2010).

It is also important to note that succession planning supports and enhances the decision-making process and the organization's strategy because when leaders are prepared and aware of the organization's vision and goals, they will subsequently make decisions that are consistent with the organization's strategy and vision. This alignment not only enhances performance, but it also enhances the organization's ability to deal with changes and challenges in the marketplace (Charan et al., 2011).

Thus, succession planning is a critical and multifaceted process that affects perceived organizational performance in several ways. Succession planning contributes to the stability and continuity of the organization, helps preserve organizational knowledge, improves stakeholders' perception about the organization's image and reputation, and ensures that its activities are aligned with its strategic objectives. For this reason, succession planning is not simply a function of human resources; it is a critical component of an organization's success (Groves, 2007). Therefore, based on the previous discussion above, the researcher formulated the following hypothesis:

H_3: Succession Planning Sophistication is positively associated with Perceived Organizational Performance.

2.3.5.2 The mediating role of Succession Planning

This study also argues that succession planning is a mediating factor in the relationship between leadership development and perceived organizational performance, it

plays an important role in enhancing the outcomes of leadership initiatives and also affects how organizational performance is perceived.

Leadership development is a strategic process that is used to enhance the capability, expertise, and productivity of both the current and future leaders of an organization. Because of this, leadership development is necessary to address the demands of the current work environment and build the leadership capacity of the organization (Day, 2007; Lacerenza et al., 2017). However, it is also important to note that just because organizations have leadership development programs, this does not necessarily lead to improvements in organizational performance, and this is where succession planning comes in (Charan et al., 2011).

Identifying and developing internal personnel to occupy key leadership positions within an organization in a systematic way is called succession planning. It is a way of ensuring that there are qualified people to take over leadership positions when they become available thus minimizing the possibility of leadership gaps (Huang, 2001). This paper aims to explore how integrating succession planning with leadership development can assist organizations in creating a stronger framework that not only helps in developing individual leaders but also the organization's strategic objectives (Rothwell, 2015).

The mediating role of succession planning can be demonstrated by the following arguments. First, it enhances the design of leadership development programs by identifying the skills and competencies to be developed in line with the needs of the organization. This is because when succession planning is in place, leadership development initiatives can be designed to prepare individuals for future leadership, so that the right leaders are developed to take on key positions. This approach maximizes the return on investment in leadership

development by ensuring that the skills learned can be directly applied to achieve the organization's strategic goals (Groves, 2007). Second, succession planning fosters a culture of continuity and stability in the organization. When employees see that there is a clear path for advancement and that leadership positions are available, it boosts morale and motivation. This positive organizational climate can lead to increased employee engagement and retention, both of which are important components of perceived organizational performance (Cascio & Boudreau, 2016).

Third, succession planning also helps mitigate the risks of leadership change and transitions. This is because it helps reduce the negative effects of unexpected leadership changes such as loss of direction or disruption of ongoing projects (Huang, 2001). This is a proactive measure to foster organizational performance and enhance the effectiveness of leadership development programs by ensuring that leaders who have been trained are ready to assume leadership positions (Zhang & Rajagopalan, 2010). The link between leadership development and succession planning can lead to a more adaptable and resilient organization. This is because the ability to adapt to new challenges in today's global business environment is vital. Therefore, organizations that practice leadership development and succession planning are better positioned to meet changing market conditions and changing customer needs. This is often seen as an improvement in organizational performance because well-prepared leaders are in a position to make the right decisions and encourage innovation (Charan et al., 2011).

In conclusion, the mediating role that succession planning plays in the relationship between leadership development and perceived organizational performance is complex. Through the implementation of leadership development initiatives that are aligned with

succession planning strategies, organizations can build up a capable base of future leaders, promote a positive organizational culture, have overall adaptability and mitigate the risks of leadership transition. An integrated approach like this enhances the leadership capability of the organization and is also important for the organization's long-term success and performance in a competitive marketplace (Rothwell, 2015; Day, 2007; Groves, 2007).

Therefore, based on the previous discussion above, the researcher formulated the following hypothesis:

H_4: Succession Planning Sophistication mediates the relationship between leadership development competencies and perceived organizational performance.

2.4 Conceptual Model and Hypotheses

The focus of this thesis is on developing a conceptual model which examines the relationship between leadership development, succession planning and perceived organizational performance. Leadership development includes the strategies, initiatives, and methods used to enhance the skills and competences of the current and future leaders. Succession planning is the process of identifying and developing people to take over leadership positions within an organization.

The model further suggests that succession planning is a mediator between leadership development and perceived organizational performance. This means that leadership development programs are most likely to improve organizational performance when they go hand-in-hand with proper succession planning. Also, the model ensures that succession planning is used in a way that links leadership development with the organization's strategic goals so that leadership efforts have a positive effect on organizational performance.

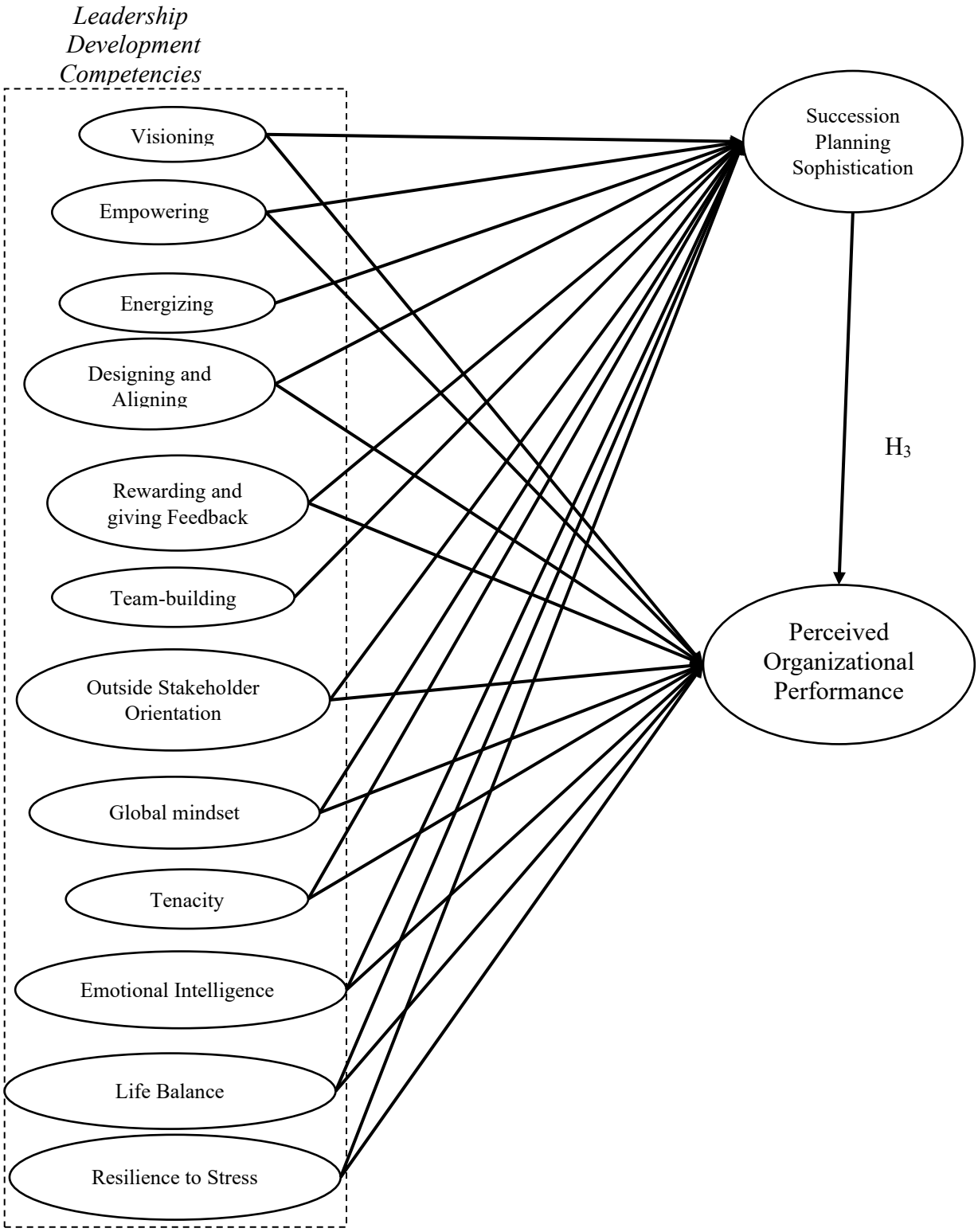

Figure 1 Study Conceptual Model

Table 2

Summary of hypotheses

Hypothesis	Statement
Main Hypothesis (1)	Effect of Leadership Development Competencies on Perceived Organizational Performance
H_{1a}	Visioning Leadership Development Competency positively affects Perceived Organizational Performance (POP).
H_{1b}	Empowering Leadership Development Competency positively affects Perceived Organizational Performance (POP)
H_{1c}	Energizing Leadership Development Competency positively affects Perceived Organizational Performance (POP)
H_{1d}	Designing and Aligning Leadership Development Competency positively affects Perceived Organizational Performance (POP)
H_{1e}	Rewarding and giving Feedback Leadership Development Competency positively affects Perceived Organizational Performance (POP)
H_{1f}	Team-building Leadership Development Competency positively affects Perceived Organizational Performance (POP)
H_{1g}	Outside Stakeholder Orientation Leadership Development Competency positively affects Perceived Organizational Performance (POP)
H_{1h}	Global Mindset Leadership Development Competency positively affects Perceived Organizational Performance (POP)
H_{1i}	Tenacity Leadership Development Competency positively affects Perceived Organizational Performance (POP)
H_{1j}	Emotional Intelligence Leadership Development Competency positively affects Perceived Organizational Performance (POP)
H_{1k}	Life Balance Leadership Development Competency positively affects Perceived Organizational Performance (POP)
H_{1l}	Resilience to Stress Leadership Development Competency positively affects Perceived Organizational Performance (POP)
Main Hypothesis (2)	Effect of Leadership Development Competencies on Succession Planning Sophistication
H_{2a}	Visioning Leadership Development Competency positively affects Succession Planning Sophistication
H_{2b}	Empowering Leadership Development Competency positively affects Succession Planning Sophistication
H_{2c}	Energizing Leadership Development Competency positively affects Succession Planning Sophistication
H_{2d}	Designing and Aligning Leadership Development Competency positively affects Succession Planning Sophistication

H_{2e}	Rewarding and giving Feedback Leadership Development Competency positively affects Succession Planning Sophistication
H_{2f}	Team-building Leadership Development Competency positively affects Succession Planning Sophistication
H_{2g}	Outside Stakeholder Orientation Leadership Development Competency positively affects Succession Planning Sophistication
H_{2h}	Global Mindset Leadership Development Competency positively affects Succession Planning Sophistication
H_{2i}	Tenacity Leadership Development Competency positively affects Succession Planning Sophistication
H_{2j}	Emotional Intelligence Leadership Development Competency positively affects Succession Planning Sophistication
H_{2k}	Life Balance Leadership Development Competency positively affects Succession Planning Sophistication
H_{2l}	Resilience to Stress Leadership Development Competency positively affects Succession Planning Sophistication
Main Hypothesis (3)	Effect of succession planning on perceived organizational performance
H_3	Succession Planning Sophistication positively affects Perceived Organizational Performance (POP)
Main Hypothesis (4)	The mediating effect of Succession Planning on the relationship between Leadership Development Competencies and Perceived Organizational Performance.
H_{4a}	Succession Planning Sophistication mediates the relationship between Visioning Leadership Development Competency positively and Perceived Organizational Performance (POP)
H_{4b}	Succession Planning Sophistication mediates the relationship between Empowering Leadership Development Competency positively and Perceived Organizational Performance (POP)
H_{4c}	Succession Planning Sophistication mediates the relationship between Energizing Leadership Development Competency positively and Perceived Organizational Performance (POP)
H_{4d}	Succession Planning Sophistication mediates the relationship between Designing and Aligning Leadership Development Competency positively and Perceived Organizational Performance (POP)
H_{4e}	Succession Planning Sophistication mediates the relationship between Rewarding and giving Feedback Leadership Development Competency positively and Perceived Organizational Performance (POP)

H_{4f}	Succession Planning Sophistication mediates the relationship between Team-building Leadership Development Competency positively and Perceived Organizational Performance (POP)
H_{4g}	Succession Planning Sophistication mediates the relationship between Outside Stakeholder Orientation Leadership Development Competency positively and Perceived Organizational Performance (POP)
H_{4h}	Succession Planning Sophistication mediates the relationship between Global Mindset Leadership Development Competency positively and Perceived Organizational Performance (POP)
H_{4i}	Succession Planning Sophistication mediates the relationship between Tenacity Leadership Development Competency positively and Perceived Organizational Performance (POP)
H_{4j}	Succession Planning Sophistication mediates the relationship between Emotional Intelligence Leadership Development Competency positively and Perceived Organizational Performance (POP)
H_{4k}	Succession Planning Sophistication mediates the relationship between Life Balance Leadership Development Competency positively and Perceived Organizational Performance (POP)
H_{4l}	Succession Planning Sophistication mediates the relationship between Resilience to Stress Leadership Development Competency positively and Perceived Organizational Performance (POP)

Chapter Three

Methodology

This chapter describes the methodology of the thesis, including the procedures and techniques employed to achieve the study's objectives and answer its research questions. It starts with an overview of the research approach and design, followed by a detailed description of the study's population and sample. Next, it discusses the methods and techniques used for data collection, evaluates the validity and reliability of the results, outlines the methods of data analysis, and addresses relevant ethical considerations.

3.1 Research Design

This study utilizes a quantitative research approach to investigate the effect of leadership development on perceived organizational performance, with succession planning serving as a mediating variable. The quantitative approach is suitable for meeting the study's objectives, answering its research questions, and testing the proposed hypotheses (Creswell, 2014). The study uses a correlational design with a cross-sectional questionnaire to determine whether specific relationships exist among the study constructs as portrayed in the conceptual model (Sekaran, 2003).

3.2 Population and Sample of Study

Based on the study objectives, the researcher targeted the managerial employees of publicly traded Palestinian corporations working in the banking, insurance, and telecommunication sectors in the West Bank only without Gaza due to war conditions. Sectors that were assumed to have some element of formalized succession planning and

employees experiencing that process. Targeted managerial employees on average had 2 years of managerial experience.

The Palestinian banking sector consists of 13 banks, seven of which are local and six are foreign. These banks operate under two main models: 10 adhere to traditional banking practices, and three follow the principles of Islamic banking. These include Bank of Palestine, Palestine Investment Bank, Al Quds Bank, Arab Islamic Bank, Palestine Islamic Bank, The National Bank, Safa Bank, Cairo Amman Bank, Arab Bank, Jordan Bank, Egyptian Arab Land Bank, Jordan Ahli Bank, and Housing Bank (Palestine Monetary Authority Annual Report 2024).

As of December 31, 2023, number of employees in banking institutions in Palestine totaled (7,579) individuals in the West Bank and Gaza, with (6819) employees in the West Bank and (760) in Gaza. This workforce included 88 senior managers, 1,270 middle-level managers, 5,537 executive employees, and 684 unclassified employees, as reported by (Association of Banks in Palestine 2023).

In the insurance sector, the number of operating companies reached 12 by the second quarter of 2024, with operations spread across 185 branches and offices. The sector also employed 245 agents and producers, bringing the total number of workers in the insurance industry to (1,759) employees in the West Bank and Gaza, according to the Palestinian Capital Market Authority's second-quarter report for 2024 (Insurance Sector Statistics for 2024 - Operational Data).

In the communications sector, the researcher focused on studying a sample that included the Palestinian Telecommunications Group and Ooredoo Company. The number of employees in the Palestine Telecommunications Group (Paltel Group) reached (2,630)

employees in West Bank and Gaza, according to the (annual report of Paltel Group for the year 2020). Paltel Group includes the branches and showrooms of its affiliated companies across Palestine, totaling 58 locations. These are distributed as follows: Jawwal with 26 branches, Paltel (Palestine Telecommunications) with 20, Hadara with 9, Reach with 2, and Jericho Gate with 1. While Ooredoo Palestine comprises (526) employees in the West Bank and Gaza, as stated in the Ooredoo Palestine Annual Report for 2022.

Based on the above information, the total employees of the three sectors amounted to 12,494 individuals in West Bank and Gaza. Assuming that 30% (educated guess) is the average percentage of managerial employees in Palestinian publicly traded companies. The study population would be around 3800 individuals. To find out the minimum sample size, a priori power analysis was conducted using G*Power 3.1.9.7 (Faul et al., 2007) to test a multiple regression model, taking into account small effect sizes (.025), 13 predictor variables and an alpha of .05. Results showed that a total sample of at least 249 participants was required to achieve a power of .80. Nevertheless, taking into consideration the type of analysis to be used and similar studies, it was decided to aim for at least 300 respondents.

Due to the lack of a comprehensive list of employees in publicly traded Palestinian companies within the banking, insurance, and telecommunications sectors, the researcher utilized a judgmental nonprobability sampling method. The absence of such a list made it practically impossible to establish one, given the existing limitations. In order to gather data, a significant effort was made to reach out to employees across three industries in different locations within the West Bank only, without Gaza due to war. To enhance the study's relevance, a diverse range of employee perspectives were included, considering the company

size and job roles. Nonetheless, the use of non-probability sampling in this study limits the ability to generalize the study's findings to the broader population (Etikan et al., 2016).

3.3 Data Collection

In this study, data was collected using a structured questionnaire designed to obtain the necessary data from the sample. To facilitate data collection, the researcher reached out to human resource management departments of companies in the sectors targeted. Besides a hardcopy of the questionnaire, and an online version of the questionnaire was also deployed to enhance accessibility, encourage broader participation, and increase the study's reach. The latter was created using Google Forms.

The research was conducted in the natural environments of the banking, insurance, and telecommunications sectors, without altering the usual course of operations, thereby reflecting the real-world setting. The data collection period was one month (December 2024). The final number of the started and almost completed questionnaires was 318.

3.4 Study Instruments

To investigate the effect of leadership development on perceived organizational performance, with succession planning as a mediating variable, a robust research instrument was employed to efficiently measure these constructs and their sub-dimensions. The questionnaire was carefully designed to operationalize the three constructs, ensuring clarity and alignment with the study's objectives. A detailed discussion and definition of each construct are provided below.

Given that the measurement scales were originally in English, and the participants, including employees and supervisors, are native Arabic speakers, a forward-backward translation process was implemented to ensure linguistic and conceptual consistency. At the

beginning, the scales were translated into Arabic by the researcher. Further, an Arabic-speaking expert with a degree in English language translated the Arabic version back to English. Finally, the original scales were compared with the back-translated version to verify that no significant discrepancies existed, ensuring the accuracy of the translated instrument (Brislin, 1970).

The questionnaire was designed drawing on findings from a number of prior studies that explored this topic across various contexts, encompassing both developed and developing countries. It consists of two sections. The first section gathers demographic information, including gender, age, level of education, job position, monthly income, type of business sector, years of experience in the current role, and the duration of service in managerial positions. The second section addresses three main sets of constructs: perceived organizational performance, succession planning, and leadership development competencies.

3.4.1 Independent Variables

The Global Leadership Life Inventory was used to measure leadership development competencies. The instrument was proposed by Kets de Vries et al. (2004) and later refined by Kets de Vries (2007). This instrument was used in this study to measure leadership development competencies. This instrument is commonly used in executive programs to define and measure the operational behavior of individual executives. When used effectively, it allows researchers and scholars to identify key areas of leadership behavior that require development and improvement. These 12 dimensions were treated as separate exogenous constructs in this study.

The researcher employed a 7-point Likert scale, ranging from 1 (Never) to 7 (Always). The 7-point Likert scale was used because it can offer a more precise measurement of the levels of agreement or disagreement of the respondents, which in turn increases the reliability and validity of the measures. It is comparatively more accurate, especially when the respondents are assessing their supervisors or in any other sensitive position. It also reduces the influence of forced choices and improves the discriminatory power of the scale thus increasing the accuracy of the data collected (Preston & Colman, 2000). The seven-point Likert scale reduces social desirability bias, with regard to supervisor and leader ratings. However, for some participants, extremely high or low ratings may be avoided due to consequences or fears of embarrassment. Providing a more detailed set of options enables participants to provide a more accurate moderate rating without having to use extreme responses (Finstad, 2010). Other studies also demonstrate that 7-point scales increase response reliability to make the data more consistent and stable than five point scales to enhance the overall measurement quality (Altuna & Arslan, 2016, p. 15).

In the original study, the internal consistency of the measurement ranged from a Cronbach's alpha of 0.76 for tenacity to 0.91 for emotional intelligence. Furthermore, all constructs had standardized Cronbach's alpha values greater than 0.70, indicating a high level of consistency and reliability (Peterson, 1994).

The instrument includes 12 dimensions: envisioning (7 items), empowering (7 items), energizing (6 items), designing and controlling (7 items), rewarding and feedback (11 items, adapted from Hussain et al., 2019), team building (7 items), outside orientation (7 items), global mindset (9 items), tenacity (7 items), emotional intelligence (8 items),

work-life balance (7 items, adapted from Shukla & Srivastava, 2016), and resilience to stress (7 items, adapted from Siu, 2013). [See Appendix 1 for the list of items]

3.4.2 Mediation Variable

Succession planning is a strategic method utilized to guarantee the continuity of leadership in organizations. It involves recognizing and developing competent candidates to take over leadership roles following the exit or retirement of current leaders. This method is crucial for maintaining the continuity of work and business operations during a leader's absence, whether resulting from retirement, leave, or unforeseen events. Organizations can achieve operational success and sustainability through effective succession planning (Iwu, 2020).

The researcher employed a scale created by Huang (2001) to investigate the effect of succession planning on the correlation between leadership development competencies and organizational performance. This scale includes 12 items rated on a 7-point Likert scale, with responses ranging from 1 (Very Low) to 7 (Very High). The maturity of an organization’s succession planning strategy can be evaluated by calculating the mean score for each organization. A higher score indicates a more structured and well-organized system, while a lower score highlights areas that require improvement.

In the original study, Huang uses a Likert scale of 1 to 5 across ten items. In Huang’s study, the reliability and validity of this scale were assessed, where the bivariate correlation coefficients between individual items and the total score were .31 to .77; yet all were statistically significant at $p < .01$.

3.4.3 Dependent Variable

Perceived organizational performance refers to how well an organization uses its resources to achieve its goals and meet stakeholder expectations in a constantly changing and competitive environment. It includes both financial and non-financial aspects, highlighting the organization's ability to handle challenges from within and outside effectively (Long & Cooke, 2023). The researcher used a specific scale that was presented by Delaney and Huselid (1996). This section consists of (18) items, with 7- points Likert Scale ranged from -3: Much worse than competitors to +3: much better than competitors. These items are associated with product quality, customer satisfaction, and new product development, market performance, financial performance, and market share. These items compare the situation of the firm compared to other firms in the same industry.

3.4.4 Control Variable

A number of demographic variables were gathered using the questionnaire. These can be constituted as control variables. These include: gender (Male, Female); age (22-30 years, 31-40 years, 41-50 years, 51-60 years, more than 60 years); educational qualification (Secondary school or less, Diploma, Bachelor's degree, Higher education); residence (Jerusalem, Ramallah and Al-Bireh, Nablus, Jenin, Hebron, Bethlehem, Tulkarem, Qalqilya, Jericho, Tubas, Salfit); position (Supervisor, Head of Department/Division, Branch Manager, Middle-level Manager, Top-level Manager); sector (Banking sector, Telecommunication sector, Insurance sector); marital status (Single, Married, Widowed, Divorced); duration of experience in the current organization; duration of experience in managerial positions; and monthly income (less than ILS 5000, ILS 5001-10000, ILS 10001-15000, ILS 15001-20000, more than ILS 20001). Nevertheless, these variables were

not entered into the statistical analysis, they were used to assess sample characteristics and the representation of the sample to the population of study.

3.4.5 Pre-test, Initial Assessment of Reliability and Validity

A pretest was designed to check the validity of the instrument. It was carried out with a small group of 30 participants. The prime objective of this pretest was to investigate the internal consistency of the items, language problems that require modification, and time taken to complete the questionnaire. The results of the analysis showed a requirement for clarifications/ modifications to be made. These were implemented before the final questionnaire for main study was distributed.

The researcher calculated the internal consistency of the questionnaire using the Cronbach Alpha coefficient, the literature mentions 0.7 and above as the acceptable values of Cronbach Alpha for the scales in the study (Sekaran & Bougie, 2010). All scales in the study had a Cronbach Alpha value of .806 to .945. The pretest indicated good internal consistency for the items used.

Validity was the other critical condition for the scales in this research. The researcher examined the comprehensiveness of the elements in the study tool and the clarity of its paragraphs and their vocabulary, so that they are understood by everyone who uses it through the following methods:

- Arbitration of the questionnaire by the 3 specialists in the research area who are university professors, where the questionnaire was presented to them by email and the researcher took their notes from deleting, amending or adding to it.

- 30 pre-test questionnaires were distributed to ensure that the respondent got the understanding of the vocabulary, and the words used and a feedback was taken on some of the phrases so that they could be modified to be more appropriate and clear.

The abovementioned tasks at least assured the initial check on face and content validity.

3.5 Data Preparation

After gathering the information from the study sample, the researcher was to make sure that the data was ready for analysis and of high and good quality. This preparation process was aimed at cleaning the data i.e., removing missing data, outliers and influential points. Any questionnaire with more than 10% missing responses was excluded from the analysis, as suggested by Hair et al. (2010) who state that questionnaires with over 10% missing data—particularly when the missing items are central to the constructs—should be removed to preserve analysis integrity.

Additionally, the researcher excluded outliers and influential points, as these responses could potentially affect the accuracy of the results and introduce bias. The researcher removed outliers and influential points to maintain the accuracy of the data and prevent bias. The researcher identified outliers and influential points by univariate, bivariate, and multivariate analytical techniques. Hair et al. (2010) state that univariate outliers are identified by standardizing the data and identifying cases with values exceeding ± 2.5. To identify bivariate outliers, regression residuals between the dependent and predictor variables are analyzed at 95% confidence interval. Any value over the cutoff point (± 1.96) is considered an external or influential point. Moreover, a multivariate assessment of outliers was performed using the Mahalanobis D scale. Additionally, the tests used to

identify influencing cases included: residual checks, hat values, Mahalanobis distance, Cook distance, and Covratio.

To enhance the quality of data, survey responses were thoroughly examined for consistency. The standard deviation (SD) was calculated for each respondent's answers across all study constructs; items with low SD values (below 0.8) were visually inspected. If any response set bias was identified, those respondents were excluded from the analysis. This comprehensive approach ensured that the data was of high quality and suitable for analysis. There were 39 responses that were identified as creating response set bias, moreover, the outlier and influential points analysis identified 6 problematic cases. Thus, 45 cases were removed from the analysis, making the final number of cases entered the final analysis 273.

3.6 Data Analysis and Statistical Methods/Software

SPSS 29 (Statistical Package for Social Science) was used by researcher to analyze collected data and to test the hypotheses. The researcher used three methods in the analysis: Multiple regression to test hypotheses, factor analysis, and descriptive statistics like:

- Frequencies and percentages to describe Study sample.
- Mean, standard deviation
- Cronbach's alpha to measure consistency of questionnaire.
- Pearson Correlation coefficient to measure the relation between two elements

In order to prove a mediating variable and its significance in the model, we must show that while the mediator (succession planning) is caused by the initial independent variables (IV) (the leadership competencies developed) and is a cause of the (dependent

variable) DV (Perceived Organizational Performance), the initial independent variable (IV) loses its significance when the mediator is included in the model. and to do that we should follow the following four steps (Baron and Kenny, 1986):

1. Confirm the significance of the relationship between the initial IV and DV ($X \rightarrow Y$)
2. Confirm the significance of the relationship between the initial IV and the mediator ($X \rightarrow M$)
3. Confirm the significance of relationship between the mediator and the DV in the presence of the IV ($M|X \rightarrow Y$)
4. Confirm the insignificance (or the meaningful reduction in effect) of the relationship between the initial IV and the DV in the presence of the mediator ($X|M \rightarrow Y$)

Steps 3 and 4 will involve the same regression model.

The above analysis will be conducted using the Hayes Process developed by Andrew Hayes (2018). The PROCESS macro is essentially a utility that can be added to SPSS that computes regression analyses containing various combinations of mediators, moderators, and covariates.

Chapter Four

Data Analysis and Results

This chapter describes the analysis done and the findings of the study. The chapter has two main components; the first component includes scale refinement, while the other component focuses on testing the proposed study hypotheses. At the beginning, this chapter will display the characteristics of the sample used, extend basic descriptive data on the used scales, then present statistical analyses needed to achieve the purpose of the study, test the proposed hypotheses, and discuss findings.

4.1 Sample Characteristics

The sample size in this study was 273 participants representing three sectors—banking, telecommunications, and insurance—from all over the governorates in the West Bank, Palestine. Most of them came from Ramallah and Al-Birah (39.2%), followed by Bethlehem (18.7%), Nablus (13.9%), and Jerusalem (7.7%). Other governorates had Hebron (5.5%), Jenin and Tulkarem (each 4.8%), Jericho, Salfeet, and Tubas (each 1.5%), and Qalqilya (1.1%); banking employees represented the biggest sector with a portion of 53.5%, while telecommunication and insurance employees made up 27.5% and 19.0%, respectively.

The age distribution showed that almost half of the respondents (45.1%) were in the age group 31 to 40 years, 32.2% were in the age group 41 to 50 years, 11.4% were 22 to 30 years old, and 10.6% were between 51 and 60 years old. A small fraction (0.4%) was 61 years or older. The sample was predominantly male (68.9%), with females constituting

31.1%. Most respondents were married (86.4%), while singles accounted for 9.2%, widowed individuals for 4.0%, and divorced individuals for 0.4%.

Regarding educational attainment, a large proportion held a bachelor's degree (65.6%) and 31.9% had undertaken postgraduate study. Smaller proportions held a diploma (1.8%) or had attained Tawjihi or lower qualifications (0.7%). In terms of hierarchical position, the respondents were almost evenly divided between supervisors and heads of units or departments (both 31.1%), with representation from executive management (15.3%), branch managers (12.1%), and middle-level management (10.3%).

Monthly income levels were heterogeneous with 41.0% earning between 5,001 and 10,000 NIS, 22.7% earning 5,000 NIS or less, 17.2% earning between 10,001 and 15,000 NIS, 9.9% earning 20,001 NIS or more, and 9.2% earning between 15,001 and 20,000 NIS. Participants had on average 14.56 years since begin their careers and have been in managerial positions for an average of 7.71 years.

Using data from the Palestinian Central Bureau of Statistics, along with industry reports and discussions with industry executives, the characteristics of the sample were very much representative of the population at large. The evidence shows that this is, therefore, the representative sample and potentially enhances the validity and generalizability of the study's findings.

Table 3

Characteristics of sample (n=273)

Demographics	Answers	Frequency	Percentage (%)
Governorate	Jerusalem	21	7.7%
	Ramallah and Al-Birah	107	39.2%
	Nablus	38	13.9%
	Jenin	13	4.8%

Demographics	Answers	Frequency	Percentage (%)
	Hebron	15	5.5%
	Bethlehem	61	18.7%
	Tulkarem	13	4.8%
	Jericho	4	1.5%
	Salfeet	4	1.5%
	Qalqelieh	3	1.1%
	Tubas	4	1.5%
Total		273	100%
Sector / Industry	Banking	146	53.5%
	Telecommunications	75	27.5%
	Insurance	52	19.0%
Total		273	100%
Age	22-30 Years	32	11.4%
	31 -40 Years	123	45.1%
	41 - 50 years	88	32.2%
	51 -60 Years	29	10.6%
	61 and above	1	0.4%
Total		249	100%
Gender	Female	85	31.1%
	Male	188	68.9%
Total		273	100%
Social Status	Single	25	9.2%
	Married	236	86.4%
	Widow	22	4.0%
	Divorced	1	0.4%
Total		273	100%
Education level	Tawjihi or below	2	0.7%
	Diploma	5	1.8%
	Bachelor's Degree	179	65.6%
	Postgraduate studies	87	31.9%
Total		273	100%
Position Level	Supervisor	85	31.1%
	Head of Unit/Department	85	31.1%
	Branch Manager	33	12.1%
	Middle-Level Management	28	10.3%
	Executive Management	52	15.3%
Total		273	100%
Monthly Income	5000 NIS or less	62	22.7%
	5001-10000 NIS	112	41.0%
	10001- 15000 NIS	47	17.2%
	15001- 20000 NIS	25	9.2%
	20001 or more	27	9.9%
Total		273	100%
Tenure at Organization	Average years since start	273	14.56 Years
	Average years in managerial role	273	7.71 Years

Source: SPSS outcome

4.2 Descriptive Statistics

Descriptive analysis is among the analytical tools that have been useful in describing and interpreting data compiled throughout the study. Responses are analyzed in testing central tendency by computing the mean response and spread of response by using standard deviation. A high value for the standard deviation shows the more scattered the observations are. The low score will imply that responses are concentrated, and the overall respondents have similar opinions about the statement.

4.2.1 Perceived Organizational Performance (POP)

POP was measured using an 18-item semantic differential scale. The scale ranged from -3 (Much worse than competitors) to +3 (Much better than competitors), with seven response options. For analytical purposes, responses were coded from 1 to 7, where higher scores indicate a perception of better performance relative to competitors.

Descriptive statistics for POP items are shown in Table 4. Mean scores for individual items ranged from 5.29 to 6.01, suggesting that participants thought their organizations outperformed competitors on average for all the measured dimensions.

The top-ranking item means were for (Brand reputation) (M= 6.01, SD = 1.16), which indicates that participants rated their organization's brand reputation as significantly better than that of the competition. Other items with high mean scores were (The quality of products, services, and programs offered) (M=5.85, SD =1.27), (The profitability of the organization) (M=5.78, SD=1.26), and (The development of new products, services, and programs) (M=5.76, SD=1.32). These results indicate that there is strong confidence in the innovation of the organization, its financial performance, and its product quality.

On the other hand, the items which have relatively lower mean scores were: (The ability to retain key (essential) employees) (M=5.29, SD=1.19), (The relationships among employees in general) (M=5.36, SD=1.15) and (The ability to attract key (essential) employees) (M=5.44, SD=1.23). Although these scores are still above the middle point of the scale, they indicate that participants perceive slightly less competitive advantage in areas related to human resources and internal relationships.

The overall mean score across all POP items was 5.56, indicating a general perception of organizational performance as better than competitors. Standard deviations for the items ranged from 1.11 to 1.32, showing a moderate level of variability in responses.

The internal consistency of the POP scale was determined by Cronbach's alpha coefficient, which was. 973. This very high reliability coefficient means that the items in the scale are internally highly consistent, and together, they measure the construct of perceived organizational performance with reliability.

These results suggest, in general, positive perceived performance relative to competitors around brand reputation and product quality across the profitability lines. Somewhat lower perceptions in employee attraction and retention points to some scope for organizational development.

Table 4

Descriptive Statistics | Perceived Organizational Performance Items

Variable Name	Item Labels	*M.*	*S.D.*	*Percentage*
POP1	The ability to attract key (essential) employees.	5.44	1.226	77.66%
POP2	The ability to retain key (essential) employees.	5.29	1.185	75.51%

Variable Name	Item Labels	*M.*	*S.D.*	*Percentage*
POP3	The relationship between management and other employees.	5.38	1.210	76.87%
POP4	The relationships among employees in general.	5.36	1.152	76.56%
POP5	Leadership and innovation.	5.52	1.317	78.91%
POP6	Marketing operations within the organization.	5.41	1.298	77.29%
POP7	Sales growth within the organization.	5.55	1.215	79.23%
POP8	The quality of products, services, and programs offered.	5.85	1.274	83.52%
POP9	The development of new products, services, and programs.	5.76	1.317	82.31%
POP10	Customer satisfaction (clients).	5.45	1.114	77.92%
POP11	Brand reputation.	6.01	1.158	85.87%
POP12	Customer relationship management (clients).	5.64	1.122	80.64%
POP13	Corporate social responsibility.	5.51	1.179	78.65%
POP14	The competitive position of the organization.	5.59	1.182	79.91%
POP15	The profitability of the organization.	5.78	1.255	82.63%
POP16	The market share of the organization.	5.42	1.255	77.39%
POP17	Achievement of the organization’s financial objectives.	5.67	1.198	80.95%
POP18	Cost reduction in relation to improving efficiency and revenue.	5.47	1.254	78.07%

Note: M = Mean; SD = Standard Deviation.. Source: SPSS outcome.

4.2.2 Sophistication of Succession Planning (SP)

The Sophistication of Succession Planning (SP) scale, composed of 12 items rated on a 7-point Likert scale ranging from "Very low" (1) to "Very high" (7), was used to measure the level of sophistication in organizations' succession planning processes. Table 5 presents the descriptive statistics for each item of the SP scale, including the mean (M), standard deviation (SD), and the percentage of the maximum possible score. All SP items had an overall mean score of 4.66, reflecting that the surveyed organizations generally have moderately high levels of sophistication in succession planning. The internal consistency of the SP scale was very high, with a Cronbach's alpha of 0.919, showing excellent reliability. However, it can be increased to 0.930 by the deletion of SP7R and SP8R (reverse coded items). The items were retained for the descriptive analysis, yet more testing will be

conducted in the factor analysis section to determine the viability of these variables in the analysis.

The mean scores for individual items varied from 3.96 to 4.87, indicating variation in different aspects of succession planning practices. Items SP1, regarding the formalization of rules and procedures, and SP4, about the involvement of senior management, obtained the highest mean scores of 4.87 (SD = 1.479) and 4.86 (SD = 1.329), respectively. This indicates that for most organizations, the succession planning process is well formalized, and the senior management is very much involved, which again are the two most important factors for effective leadership development.

The lowest mean scores were for SP7R: Effect of personal relationships on selection decisions, M = 3.96, SD = 1.523; SP8R: Effect on promotion decisions, M = 4.06, SD = 1.631. Scores on these are relatively lower, which may indicate that personal networks and relationships still hold a moderate level of effect on succession decisions in some organizations and, therefore, areas where objectivity might be further enhanced.

The standard deviations across items ranged from 1.267 to 1.631, showing the variation in the agreement level among respondents. Items with lower standard deviations, such as SP9, performance-based selection decisions (SD = 1.267), reflect higher consensus on the importance of merit-based criteria. Higher standard deviations, such as in SP8R, reflect more diverse opinions about the effect of personal networks in promotions.

In conclusion, the analysis shows organizations in general show a moderately high level of sophistication in succession planning; they have strong formalization and leadership involvement. On the other hand, the fact that personal relationships exert a moderate effect on succession decisions provides room to improve fairness and objectivity

in those processes. Addressing this can lead to more effective leadership development and long-term organizational success.

Table 5

Descriptive Statistics | Sophistication of Succession Planning Items

Variable Name	Item Labels	*M.*	*S.D.*	*Percentage*
SP1	The extent to which the rules and procedures for succession planning and management development are formalized within the organization.	4.87	1.479	69.54%
SP2	The extent to which departments and employees are assigned responsibilities related to succession planning.	4.74	1.290	67.71%
SP3	The extent to which follow-up and auditing are employed in the evaluation process.	4.84	1.293	69.13%
SP4	The extent of senior management involvement in succession planning processes.	4.86	1.329	69.44%
SP5	The extent to which department heads are evaluated and rewarded based on their efforts in developing their employees.	4.55	1.331	64.99%
SP6	The extent to which the organization collects data on employees and job functions for the purposes of succession planning and human resource development.	4.57	1.368	65.31%
SP7R	The extent to which employee selection decisions are based on personal relationships and networks (human network relationships).	3.96	1.523	56.57%
SP8R	The extent to which employee promotion decisions are based on personal relationships and networks (human network relationships).	4.06	1.631	58.03%
SP9	The extent to which employee selection decisions are based on performance, diverse experience, and capabilities.	4.79	1.267	68.50%
SP10	The extent to which employee promotion decisions are based on performance, diverse experience, and capabilities.	4.74	1.288	67.66%
SP11	The extent to which members of the succession planning team in the organization are considered trustworthy and competent in performing their	4.79	1.277	68.39%

Variable Name	Item Labels	*M.*	*S.D.*	*Percentage*
	work, capable of utilizing available resources in the best possible way.			
SP12	The amount of time allocated by the executive director in the organization to manage succession planning matters.	4.56	1.350	65.10%

Note: M = Mean; SD = Standard Deviation.. Source: SPSS outcome.

4.2.3 Leadership Development Competencies

Visioning Leadership Development Competency

Table 6 summarizes the descriptive statistics for the visioning leadership development competency evaluated using a 7-point Likert scale. It includes multiple items, with each item evaluated based on mean (M), standard deviation (SD), percentage, and reliability assessment for each scale using Cronbach's Alpha.

Table 6

Descriptive Statistics | Visioning Leadership Development Competency

Variable Name	Item Labels	Mean	S.D.	Percentage	Cronbach Alpha
	Visioning	4.23	1.006		.963
LENV1	Constantly seeking opportunities that can elevate the organization to a higher level.	4.27	1.366	60.96%	
LENV2	Continuously looking for new ways to do things.	4.25	1.431	60.70%	
LENV3	Able to look beyond the current constraints of the organization's operations, charting a new direction for it.	4.25	1.401	60.75%	
LENV4	Able to anticipate innovative trends.	4.21	1.412	60.07%	
LENV5	Able to foresee the challenges the organization may face in the next three to five years.	4.07	1.510	58.19%	
LENV6	Has a clear vision of what the organization can become.	4.15	1.462	59.34%	

Variable Name	Item Labels	Mean	S.D.	Percentage	Cronbach Alpha
LENV7	Always considers the bigger picture (not just the details) when making strategic decisions.	4.40	1.437	62.90%	

Note: M = Mean; SD = Standard Deviation.. Source: SPSS outcome.

Visioning. The dimension of Envisioning (LENV) had the overall mean rating at 4.23, (SD = 1.006); these indicated that subjects (supervisors assessed) had a rather average level in terms of possession of visionary leader competencies. One of the well-rated items, LENV7 (Always takes into account bigger perspectives when they make strategic choices), had its mean rating equal to 4.40 (62.90%) suggesting that leaders are doing well in relation to strategic thought and maintaining large organizational perspectives. The low-ranked one was LENV5 (Able to foresee the challenges that may face the organization during the next three to five years), which gave the mean of 4.07 (58.19%), showing evidence of perceived problems with long-term forecasting. Cronbach's Alpha for this dimension was 0.963, showing that this scale also is internally very consistent and reliable.

Empowering Leadership Development Competency

Table 7 summarizes the descriptive statistics for the empowering leadership development competency evaluated using a 7-point Likert scale. It includes multiple items, with each item evaluated based on mean (M), standard deviation (SD), percentage, and reliability assessment for each scale using Cronbach's Alpha.

Table 7

Descriptive Statistics | Empowering Leadership Development Competency

Variable Name	Item Labels	Mean	S.D.	Percentage	Cronbach Alpha
	Empowering	4.36	1.352		.955

LEMP1	Always involves team members in the decision-making process.	4.29	1.574	61.28%
LEMP2	Encourages team members to openly exchange information and ideas with one another.	4.58	1.561	65.36%
LEMP3	Allows others to exercise their independence in decision-making.	4.18	1.486	59.76%
LEMP4	Views team failure as part of the learning process.	4.09	1.481	58.45%
LEMP5	Demonstrates trust in team members.	4.66	1.553	66.51%
LEMP6	Works diligently to reduce secrecy among team members.	4.25	1.478	60.65%
LEMP7	Grants team members full responsibility when delegating a task to them.	4.51	1.534	64.42%

Note: M = Mean; SD = Standard Deviation.. Source: SPSS outcome.

Empowerment. For the Empowering dimension (LEMP), the overall mean score was 4.36 (SD = 1.352), reflecting a moderately high ability among leaders to empower team members. The item LEMP5 (Demonstrates trust in team members) received the highest mean score of 4.66 (66.51%), indicating strong trust in teams. On the contrary, LEMP4 (Views team failure as part of the learning process) received the lowest mean score of 4.09 (58.45%), indicating that there is a little willingness to view failure as a learning experience. This scale was highly reliable with Cronbach's alpha at 0.955.

Energizing Leadership Development Competency

Table 8 summarizes the descriptive statistics for the energizing leadership development competency evaluated using a 7-point Likert scale. It includes multiple items, with each item evaluated based on mean (M), standard deviation (SD), percentage, and reliability assessment for each scale using Cronbach's Alpha.

Table 8

Descriptive Statistics | Energizing Leadership Development Competency

Variable Name	Item Labels	Mean	S.D.	Percentage	Cronbach Alpha
	Energizing	4.41	1.454		.980
LENR1	Serves as an important source of motivation for employees within the organization.	4.42	1.500	63.11%	
LENR2	Masters gathering employee support around a shared vision for the organization's future.	4.36	1.523	62.27%	
LENR3	Excels in communicating and clarifying the organization's vision to others.	4.43	1.516	63.32%	
LENR4	Excels in motivating others to do their best towards achieving the organization's goals.	4.48	1.500	64.00%	
LENR5	Inspires others with passion and enthusiasm for the organization.	4.37	1.548	62.43%	
LENR6	Inspires employees to achieve their best performance.	4.42	1.554	63.21%	

Note: M = Mean; SD = Standard Deviation.. Source: SPSS outcome.

Energizing. Energizing (LENR) has a general mean of 4.41 with SD = 1.454, which implies that leaders generally have strong motivational skills. The highest mean score was 4.48 (64.00%) for LENR4 (Excels in motivating others to do their best toward achieving the organization's goals), with a perfect motivational behavior towards attaining the organizational goal. The lowest mean, 4.36 (62.27%), was scored for LENR2 (Masters gathering employee support around a shared vision for the organization's future), indicating slight lack of mobilizing forces around the vision of the organization. The Cronbach's alpha for this construct was 0.980, indicating excellent reliability.

Designing and Aligning Leadership Development Competency

Table 9 summarizes the descriptive statistics for the designing and aligning leadership development competency evaluated using a 7-point Likert scale. It includes multiple items, with each item evaluated based on mean (M), standard deviation (SD), percentage, and reliability assessment for each scale using Cronbach's Alpha.

Table 9

Descriptive Statistics | Designing and Aligning Leadership Development Competency

Variable Name	Item Labels	Mean	S.D.	Percentage	Cronbach Alpha
	Designing and Aligning	4.45	1.183		.961
LDSN1	Ensures the availability of the necessary resources to achieve the organization's goals.	4.36	1.319	62.32%	
LDSN2	Holds himself accountable for achieving the organization's objectives.	4.40	1.341	62.85%	
LDSN3	Holds others accountable for fulfilling their commitments to the organization and adhering to deadlines.	4.50	1.326	64.31%	
LDSN4	Takes responsibility for directing the organization's resources to the most important tasks.	4.34	1.306	62.06%	
LDSN5	Ensures that all employees are doing what is necessary to achieve the organization's goals.	4.52	1.286	64.52%	
LDSN6	Ensures the involvement of employees with the appropriate skills to achieve the organization's objectives.	4.48	1.323	64.05%	
LDSN7	Remains engaged in the organization's operations, providing the necessary support to accomplish tasks.	4.56	1.297	65.10%	

Note: M = Mean; SD = Standard Deviation.. Source: SPSS outcome.

Designing and Aligning. The overall mean score of the responses related to the competency Designing and Aligning (LDSN) was 4.45 (SD = 1.183), indicating a very high ability regarding structuring and synchronizing resources within the organization. LDSN7 (Remains engaged in the organization's operations, providing the necessary support to accomplish tasks) had the highest mean of 4.56 (65.10%), which evidences leaders' commitment to being operationally involved. The lowest mean score, 4.34 (62.06%), was that for LDSN4 (Takes responsibility for directing the organization's resources to the most important tasks), showing much room for enhancement in prioritization of resources. A Cronbach's alpha value of 0.961 confirms that the scale was reliable.

Rewarding and Feedback Leadership Development Competency

Table 10 summarizes the descriptive statistics for the rewarding and feedback leadership development competency evaluated using a 7-point Likert scale. It includes multiple items, with each item evaluated based on mean (M), standard deviation (SD), percentage, and reliability assessment for each scale using Cronbach's Alpha.

Table 10

Descriptive Statistics | Rewarding and Feedback Leadership Development Competency

Variable Name	Item Labels	Mean	S.D.	Percentage	Cronbach Alpha
	Rewarding and Feedback	4.47	1.176		.973
LRWF1	Consistently values the achievements of other team members.	4.66	1.320	66.51%	
LRWF2	Gives high priority to mentoring and training team members.	4.50	1.329	64.31%	
LRWF3	Regularly asks team members for feedback on his/her performance.	4.38	1.295	62.53%	
LRWF4	Provides feedback to team members in a constructive manner.	4.49	1.375	64.21%	

LRWF5	Consistently offers feedback to team members.	4.47	1.272	63.89%
LRWF6	Makes an effort to encourage each team member to focus on learning and professional development.	4.51	1.380	64.47%
LRWF7	Informs employees that they are making progress.	4.49	1.342	64.15%
LRWF8	Regularly praises achievements and good performance.	4.59	1.347	65.62%
LRWF9	Aligns rewards with the effort put into the work.	4.34	1.280	62.01%
LRWF10	Encourages employees to work as a team in order to receive more rewards.	4.36	1.332	62.22%
LRWF11	Applies a reward system that motivates employees to perform well in their work.	4.35	1.320	62.17%

Note: M = Mean; SD = Standard Deviation.. Source: SPSS outcome.

Rewarding and Feedback. This dimension (LRWF) had a total mean score of 4.47 (SD = 1.176). Therefore, the leader often recognized and guided their teammates. The item that scored the highest was LRWF1 (Always recognizes the achievements of other team members) with a mean of 4.66 (66.51%), indicating a high tendency to recognize team achievement. The lowest mean score of 4.34 (62.01%) was that of LRWF9 (Ties rewards with the amount of effort in the work), meaning aligning rewards with effort is not strong. The Cronbach's alpha was very high at 0.973, ensuring that the scale was reliable at a great level.

Team Building Leadership Development Competency

Table 11 summarizes the descriptive statistics for the team building leadership development competency evaluated using a 7-point Likert scale. It includes multiple items, with each item evaluated based on mean (M), standard deviation (SD), percentage, and reliability assessment for each scale using Cronbach's Alpha.

Table 11

Descriptive Statistics | Team Building Leadership Development Competency

Variable Name	Item Labels	Mean	S.D.	Percentage	Cronbach Alpha
	Team Building	3.89	1.214		.961
LTB1	Consistently encourages team members to challenge each other constructively.	3.82	1.368	54.53%	
LTB2	Excels in handling conflicts between team members in a constructive manner.	3.92	1.345	55.99%	
LTB3	Excels in helping the team find solutions to disputed situations.	3.96	1.344	56.51%	
LTB4	Brings together teams whose members' skills complement one another to achieve integration.	3.94	1.424	56.25%	
LTB5	Resolves conflicts between team members in a way that strengthens the team.	3.82	1.304	54.53%	
LTB6	Creates a nurturing environment that facilitates teamwork within the team.	3.92	1.337	55.99%	
LTB7	Works diligently to enhance trust among team members.	3.86	1.306	55.21%	

Note: M = Mean; SD = Standard Deviation.. Source: SPSS outcome.

Team Building. The overall mean for Team Building (LTB) was 3.89 (SD = 1.214). Overall, the supervisors assessed showed mediocre results in their ability to help develop team cohesiveness. The highest mean score was for LTB3, or (Excels in helping the team find solutions to disputed situations), at 3.96 or 56.51%. There was some observed ability to settle conflicts. The lowest mean score of 3.82 (54.53%) was shared between LTB1 (Consistently encourages team members to challenge each other constructively) and LTB5 (Resolves conflicts between team members in a way that strengthens the team), pointing toward needed development areas like constructive encouragement and conflict resolution. In this case, Cronbach's alpha was 0.961, indicating very good reliability.

External Orientation Leadership Development Competency

Table 12 summarizes the descriptive statistics for the external orientation leadership development competency evaluated using a 7-point Likert scale. It includes multiple items, with each item evaluated based on mean (M), standard deviation (SD), percentage, and reliability assessment for each scale using Cronbach's Alpha.

Table 12

Descriptive Statistics | External Orientation Leadership Development Competency

Variable Name	Item Labels	Mean	S.D.	Percentage	Cronbach Alpha
	External Orientation	4.09	1.348		.969
LEO1	Always acts based on feedback from customers and stakeholders to ensure their satisfaction.	4.03	1.441	57.61%	
LEO2	Excels in anticipating the needs of customers and stakeholders.	4.05	1.476	57.93%	
LEO3	Quick to respond to changes in the needs of customers and stakeholders.	4.03	1.419	57.56%	
LEO4	Works continuously to build a trusting relationship with customers and stakeholders.	4.12	1.538	58.92%	
LEO5	Ensures that every team member understands the importance of knowing and meeting the needs of customers and stakeholders.	4.11	1.466	58.71%	
LEO6	Spends a lot of time listening to customers and stakeholders in order to meet their needs.	4.02	1.413	57.40%	
LEO7	Works closely with customers and stakeholders to best meet their needs.	4.27	1.524	60.96%	

Note: M = Mean; SD = Standard Deviation.. Source: SPSS outcome.

External Orientation. In all, the mean score for the External Orientation dimension (LEO) was 4.09 (SD= 1.348), which showed a modest emphasis on customers and stakeholders. The highest mean, 4.27 (60.96%), was from LEO7: (Works in close

cooperation with customers and stakeholders to best meet their needs), indicating proactive engagement. The lowest mean score, 4.02 (57.40%), was recorded in LEO6 (Spends a lot of time listening to customers and stakeholders in order to meet their needs), which indicates that time spent on active listening could be improved. The reliability of the scale was good, with Cronbach's alpha at 0.969.

Global Mindset Leadership Development Competency

Table 13 summarizes the descriptive statistics for the global mindset leadership development competency evaluated using a 7-point Likert scale. It includes multiple items, with each item evaluated based on mean (M), standard deviation (SD), percentage, and reliability assessment for each scale using Cronbach's Alpha.

Table 13

Descriptive Statistics | Global Mindset Leadership Development Competency

Variable Name	Item Labels	Mean	S.D.	Percentage	Cronbach Alpha
	Global Mindset	3.70	1.226		.972
LGM1	Strives to understand different cultural perspectives.	3.82	1.318	54.53%	
LGM2	Keeps up-to-date knowledge of developments in global markets.	3.78	1.444	54.00%	
LGM3	Continuously learns about international business practices.	3.69	1.340	52.75%	
LGM4	Builds strong relationships with colleagues from diverse cultural backgrounds.	3.77	1.330	53.79%	
LGM5	Works effectively with teams operating at the international level.	3.67	1.409	52.43%	
LGM6	Feels comfortable working in multicultural environments.	3.62	1.281	60.32%	
LGM7	Adopts a positive outlook on global challenges.	3.60	1.363	51.49%	
LGM8	Demonstrates flexibility in dealing with misunderstandings arising from cultural clashes.	3.56	1.360	50.86%	

LGM9	Trusts in his/her ability to adapt to new cultural contexts.	3.81	1.341	54.47%

Note: M = Mean; SD = Standard Deviation.. Source: SPSS outcome.

Global Mindset. In the Global Mindset dimension (LGM), the overall mean score was 3.70 (SD = 1.226), reflecting a moderate level of global awareness and cultural adaptability. The highest mean score was 3.82 (54.53%) for LGM1 (Strives to understand different cultural perspectives) and LGM9 (Trusts in his/her ability to adapt to new cultural contexts), showing some confidence in cultural understanding and adaptability. The lowest mean was on LGM8, (Demonstrates flexibility in handling miscommunications that stem from cultural conflicts), 3.56 (50.86%), which points out that one should be flexible while communicating interculturally. Cronbach's alpha was 0.972; thus, internal consistency was excellent.

Tenacity and Courage Leadership Development Competency

Table 14 summarizes the descriptive statistics for the tenacity and courage leadership development competency evaluated using a 7-point Likert scale. It includes multiple items, with each item evaluated based on mean (M), standard deviation (SD), percentage, and reliability assessment for each scale using Cronbach's Alpha.

Table 14

Descriptive Statistics | Tenacity and Courage Leadership Development Competency

Variable Name	Item Labels	Mean	S.D.	Percentage	Cronbach Alpha
	Tenacity and Courage	4.37	1.064		.950
LTC1	Consistently defends the ideas he/she believes in.	4.43	1.232	63.27%	
LTC2	Maintains perseverance and does not give up easily, even when facing challenges.	4.44	1.230	63.42%	

LTC3	Possesses the courage to make difficult decisions.	4.34	1.236	62.06%
LTC4	Demonstrates courage in holding on to his/her convictions despite opposition.	4.32	1.209	61.75%
LTC5	Shows persistence in the face of obstacles.	4.40	1.172	62.90%
LTC6	Maintains a long-term vision despite setbacks.	4.34	1.221	62.01%
LTC7	Demonstrates strong determination when convinced of something and does not give up easily.	4.34	1.193	62.01%

Note: M = Mean; SD = Standard Deviation.. Source: SPSS outcome.

Tenacity and Courage. Overall, Tenacity and Courage (LTC) scored 4.37 (SD = 1.064), indicating leaders are tenacious and courageous to a modest extent. The highest mean of 4.44 (63.42%) was LTC2 (Maintains perseverance and does not give up easily, even when facing challenges), suggesting resilience in adversity. The lowest was that of LTC4 as (Demonstrates courage in holding on to his/her convictions despite opposition), which had a mean score of 4.32 (61.75%), implying consistent but slightly lesser courage in convictions. The scale appeared to be highly reliable as the Cronbach's alpha worked out to be 0.950.

Emotional Intelligence Leadership Development Competency

Table 15 summarizes the descriptive statistics for the emotional intelligence leadership development competency evaluated using a 7-point Likert scale. It includes multiple items, with each item evaluated based on mean (M), standard deviation (SD), percentage, and reliability assessment for each scale using Cronbach's Alpha.

Table 15

Descriptive Statistics | Emotional Intelligence Leadership Development Competency

Variable Name	Item Labels	Mean	S.D.	Percentage	Cronbach Alpha
	Emotional Intelligence	3.38	1.038		.962
LEMI1	Demonstrates skill in controlling his/her emotions.	3.36	1.208	48.04%	
LEMI2	Understands how culture influences actions and behaviors within the organization.	3.42	1.192	48.87%	
LEMI3	Shows a good understanding of others' emotions.	3.41	1.212	48.67%	
LEMI4	Analyzes his/her emotions before acting on them.	3.36	1.117	48.04%	
LEMI5	Considers how his/her emotions may affect others.	3.34	1.153	47.78%	
LEMI6	Understands how his/her emotions influence behavior.	3.34	1.191	47.78%	
LEMI7	Understands the reasons behind his/her emotions.	3.36	1.119	47.99%	
LEMI8	Gives full attention to a person when they are speaking.	3.42	1.151	48.82%	

Note: M = Mean; SD = Standard Deviation.. Source: SPSS outcome.

Emotional Intelligence. The overall mean score for Emotional Intelligence (LEMI) was 3.38 (SD = 1.038), reflecting a less than optimal level of awareness and regulation of emotions. The highest mean of 3.42 (48.87%) was recorded for LEMI2 (Understands how culture influences actions and behaviors within the organization) and LEMI8 (Gives full attention to a person when they are speaking), showing some strength in cultural understanding and active listening. The lowest mean score, 3.34 (47.78%), appeared in LEMI5 (Considers how his/her emotions may affect others) and LEMI6 (Understands how his/her emotions affect behavior), showing the points to be developed about emotional self-awareness. The Cronbach's alpha was 0.962.

Work Life Balance Leadership Development Competency

Table 16 summarizes the descriptive statistics for the work life balance leadership development competency evaluated using a 7-point Likert scale. It includes multiple items, with each item evaluated based on mean (M), standard deviation (SD), percentage, and reliability assessment for each scale using Cronbach's Alpha.

Table 16

Descriptive Statistics | Work-Life Balance Leadership Development Competency

Variable Name	Item Labels	Mean	S.D.	Percentage	Cronbach Alpha
	Work Life Balance	4.43	1.064		.854
LWLB1	Maintains a variety of interests in his/her personal life.	4.67	1.446	66.67%	
LWLB2	Successfully balances time between work and other activities.	4.55	1.457	64.94%	
LWLB3R	Has difficulty balancing work with other activities.	4.06	1.435	58.03%	
LWLB4	Encourages team members to achieve a balance between their professional and personal lives.	4.20	1.613	60.02%	
LWLB5	Good at setting priorities in his personal and professional life.	4.58	1.407	65.36%	
LWLB6	Communicates openly about LWLB needs with colleagues.	4.19	1.509	59.81%	
LWLB7	Takes regular breaks to maintain the ability to perform work efficiently and effectively.	4.41	1.404	63.06%	

Note: M = Mean; SD = Standard Deviation.. Source: SPSS outcome.

Work-Life Balance. The mean score of Work-Life Balance (LWLB) was 4.43 with an SD of 1.064, which indicates that a balance between professional and personal life is moderately high. The highest mean score was 4.67 (66.67%) for LWLB1 (Maintains a variety of interests in his/her personal life), indicating that leaders are doing different things in their personal time. The lowest mean, 4.06 (58.03%), was for LWLB3R (Has difficulty

balancing work with other activities), a reversed item, indicating some difficulty in balancing. The reliability for this scale was acceptable with a Cronbach's alpha of 0.854.

Resilience to Stress Leadership Development Competency

Table 17 summarizes the descriptive statistics for the **resilience to stress** leadership development competency evaluated using a 7-point Likert scale. It includes multiple items, with each item evaluated based on mean (M), standard deviation (SD), percentage, and reliability assessment for each scale using Cronbach's Alpha.

Table 17

Descriptive Statistics | Resilience to Stress Leadership Development Competency

Variable Name	Item Labels	Mean	S.D.	Percentage	Cronbach Alpha
	Resilience to Stress	4.08	1.287		.958
LRES1	Demonstrates the ability to overcome current and future difficulties, including solving dilemmas and making tough decisions.	4.10	1.435	58.56%	
LRES2	Shows a high capacity to face adversity.	4.19	1.438	59.86%	
LRES3	Remains calm under significant pressure.	4.02	1.510	57.46%	
LRES4	Maintains self-acceptance even after making a mistake in a stressful situation.	4.15	1.400	59.29%	
LRES5	Responds positively in extremely challenging situations.	4.03	1.440	57.56%	
LRES6	Demonstrates inner peace (free from thoughts and worries) when relaxation is needed during stressful times.	3.92	1.418	55.94%	
LRES7	Recovers quickly from frustration.	4.15	1.438	59.29%	

Note: M = Mean; SD = Standard Deviation.. Source: SPSS outcome.

Resilience to Stress. The final dimension was Resilience to Stress (LRES) and had an overall mean of 4.08 (SD = 1.287), which is moderately high in terms of the resilience to stress of leaders. The highest mean score was LRES2, (Shows a high capacity to face adversity), with a mean score of 4.19 (59.86%), reflecting confidence in handling difficulties. The lowest mean, 3.92 (55.94%), was recorded in LRES6 (Demonstrates inner peace when relaxation is needed during stressful times), indicating that inner calmness in stress situations could be improved. The scale had high reliability with a Cronbach's alpha of 0.958.

In general, the findings below show the overall picture of leadership development competencies: those at higher scores include Empowerment (LEMP), Energizing (LENR), Work-Life Balance (LWLB), while Emotional Intelligence (LEMI) and Global Mindset (LGM) are identified as areas for development. High Cronbach's alpha for all dimensions indicated that the scales used in this assessment were reliable.

4.3 Scale Refinement | Factor Analysis

Factor analysis is an important statistical tool that classifies similar variables together into different factors, each constituting a unique underlying construct in data. Apart from simplifying data, factor analysis is important for scale construction verification to ensure that each scale item reflects the intended construct (a form of validity inspection). The researcher has prepared and cleaned the data properly before running the factor analysis by addressing the missing values, outliers, and influential cases as explained in the previous chapter. Proper preparation of data before running factor analysis is important to achieve effective results. In this study, factor analysis was applied to ensure that all scale items were loading properly onto their respective constructs. This step was significant in

establishing index variables for all constructs subsequently utilized in regression analyses to test the hypotheses of the study.

4.3.1 Data Readiness for Factor Analysis

We notice from the table below that the value of Kaiser-Meyer-Olkin Measure (KMO) is equal to 0.94 (Marvelous) which is an acceptable value as the minimum for that value is 0.60. also, the Bartlett's Test of Sphericity was significant (Sig. < 0.05). This indicates that variables do relate to one another enough to run a meaningful exploratory factor analysis (EFA).

Table 18

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.942
Bartlett's Test of Sphericity	Approx. Chi-Square	38802.421
	df	6786
	Sig.	0.000

Source: SPSS output

4.3.2 The Eigen values and the total variance explained

It is the sum of the squares of the contributions of all the variables to each factor of the matrix separately. The eigenvalue is a criterion for each component and the variance that it can reveal, so the more eigenvalue, the greater the variance that is revealed or explained by the factor, and the table below shows us that there are 14 factors that explain 79.29% of the variance in the results, which is a good percentage.

Table 19

Factor Analysis | Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	43.799	37.435	37.435	43.799	37.435	37.435	18.732
2	9.345	7.987	45.422	9.345	7.987	45.422	17.906
3	6.409	5.478	50.899	6.409	5.478	50.899	16.259
4	5.073	4.336	55.236	5.073	4.336	55.236	21.933
5	4.015	3.432	58.667	4.015	3.432	58.667	18.381
6	3.796	3.245	61.912	3.796	3.245	61.912	15.358
7	3.695	3.158	65.070	3.695	3.158	65.070	17.326
8	3.198	2.733	67.804	3.198	2.733	67.804	14.228
9	2.988	2.554	70.358	2.988	2.554	70.358	20.981
10	2.818	2.408	72.766	2.818	2.408	72.766	20.670
11	2.548	2.178	74.944	2.548	2.178	74.944	19.541
12	2.103	1.797	76.741	2.103	1.797	76.741	13.330
13	1.713	1.464	78.205	1.713	1.464	78.205	21.427
14	1.272	1.087	79.293	1.272	1.087	79.293	13.983

Source: SPSS output

The scree plot below represents the Eigenvalues for each factor on the Y-axis and the respective component number on the X-axis. It is seen that 14 factors had Eigenvalues greater than 1, which would therefore suggest the same number of factors that account for a large part of the variance in the data and, as such, are meaningful to retain for the analysis. The scree plot, therefore, supports the retention of a 14-factor solution retaining all major underlying constructs in the model.

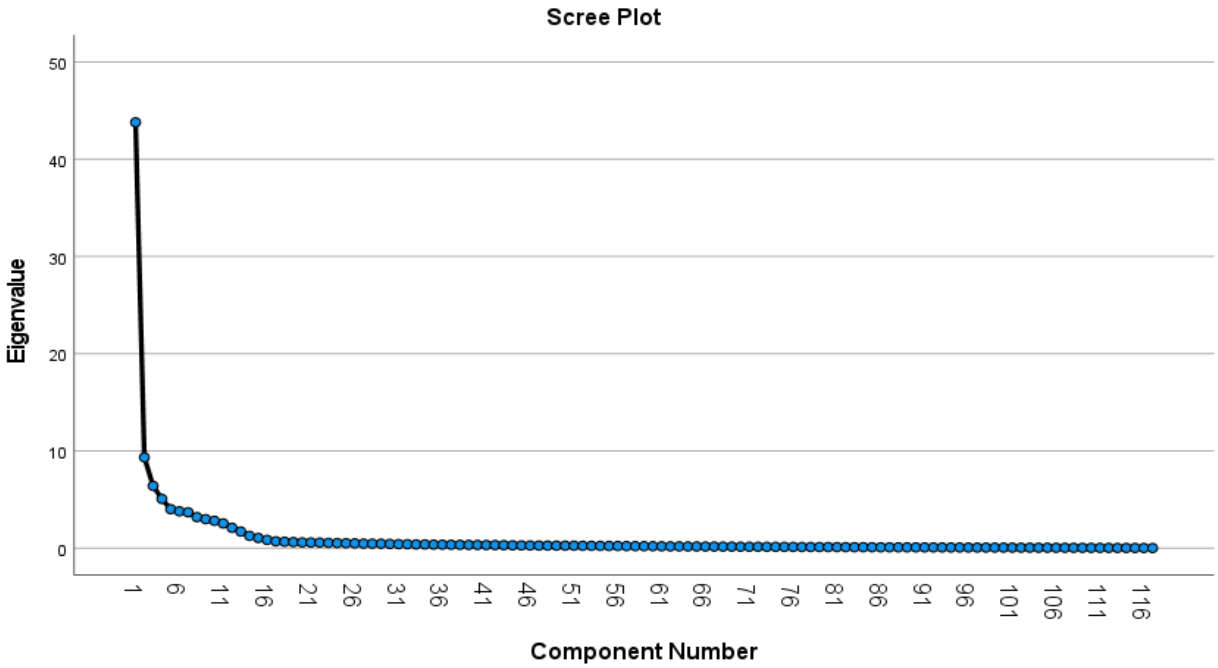

Figure 2 Scree Plot of Combined Data

Source: SPSS output

4.3.3 Model Specification and Pattern Matrix

Items that were reverse-coded were problematic for the first EFA solution, primarily within SP and LWLB scales. The factor structure distorted, caused by the loading of reverse-coded items onto factors other than their intended factors. After careful consideration of their effect and with regard to parsimony in the overall model, those were deleted from analysis. Without these problem items, the model was re-specified and produced a much more coherent and accurate factor structure for the SP and LWLB scales.

As we notice in the table below, the pattern matrix shows the correlations between the variables and the factors. The pattern matrix from the EFA output reveals distinct factors based on the loadings of various items. The loadings of the succession planning items on Factor 1 range from 0.511 to 0.700, reflecting strong commonality among these items. Factor 2 represents the energizing leadership competence items with negative loadings ranging from

-0.778 to -0.846, indicating an inverse relationship. Factor 3 includes the rewarding and feedback leadership competence items with factor loadings ranging between 0.784 and 0.898; Factor 4 pertains to designing and aligning leadership competence items with factor loadings falling between 0.815 and 0.897. The emotional intelligence leadership competence items make up Factor 5, with loadings ranging between 0.818 and 0.896. For Factor 6, the work-life balance leadership competence items had negative loadings ranging from -0.607 to -0.786. Factor 7 is composed of team building leadership competence items, and their loadings are from 0.819 to 0.921. The loadings of the resilience to stress items for Factor 8 ranged from 0.781 to 0.885, while for Factor 9, the items were the external orientation leadership competence items loaded, ranging from 0.802 to 0.927. For Factor 10, the loadings of the tenacity and courage leadership competence ranged from 0.846 to 0.869. Factor 11, the envisioning leadership competence items loadings ranged from 0.785 to 0.876. Factor 12, the empowering leadership competence items loadings ranged from 0.593 to 0.748. Perception of organizational performance items loaded on factor 13, with loadings ranging from 0.494 to 0.831. Finally, the global mindset leadership competence items loaded into Factor 14 with loadings from 0.827 to 0.882. This structure emphasizes what constructs each of the factors measured and how these items are interrelated within their factors.

Table 20

Factor Analysis | Pattern Matrix for Analyzed Variables

	Factors													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
POP1													0.628	
POP2													0.515	
POP3													0.495	
POP4													0.524	

POP5													0.535	
POP6													0.551	
POP7													0.707	
POP8													0.702	
POP9													0.724	
POP10													0.555	
POP11													0.734	
POP12													0.560	
POP13													0.494	
POP14													0.718	
POP15													0.831	
POP16													0.808	
POP17													0.787	
POP18													0.781	
SP1	0.511													
SP2	0.557													
SP3	0.589													
SP4	0.588													
SP5	0.650													
SP6	0.575													
SP9	0.671													
SP10	0.700													
SP11	0.613													
SP12	0.558													
LENV1											0.814			
LENV2											0.785			
LENV3											0.862			
LENV4											0.876			
LENV5											0.867			
LENV6											0.840			
LENV7											0.849			
LEMP1														0.626
LEMP2														0.593
LEMP3														0.654
LEMP4														0.697
LEMP5														0.717
LEMP6														0.666
LEMP7														0.748
LENR1			-0.813											
LENR2			-0.800											
LENR3			-0.843											

LENR4		-0.821											
LENR5		-0.846											
LENR6		-0.778											
LDSN1				0.847									
LDSN2				0.815									
LDSN3				0.897									
LDSN4				0.887									
LDSN5				0.857									
LDSN6				0.826									
LDSN7				0.853									
LRWF1			0.877										
LRWF2			0.888										
LRWF3			0.876										
LRWF4			0.889										
LRWF5			0.856										
LRWF6			0.801										
LRWF7			0.898										
LRWF8			0.843										
LRWF9			0.842										
LRWF10			0.784										
LRWF11			0.791										
LTB1						0.881							
LTB2						0.921							
LTB3						0.862							
LTB4						0.819							
LTB5						0.888							
LTB6						0.837							
LTB7						0.826							
LEO1									0.877				
LEO2									0.879				
LEO3									0.865				
LEO4									0.927				
LEO5									0.910				
LEO6									0.869				
LEO7									0.802				
LGM1	0.845												
LGM2	0.875												
LGM3	0.827												
LGM4	0.855												
LGM5	0.882												
LGM6	0.853												

LGM7	0.873												
LGM8	0.874												
LGM9	0.877												
LTC1							0.849						
LTC2							0.846						
LTC3							0.817						
LTC4							0.849						
LTC5							0.850						
LTC6							0.846						
LTC7							0.869						
LEMI1					0.831								
LEMI2					0.865								
LEMI3					0.872								
LEMI4					0.879								
LEMI5					0.839								
LEMI6					0.896								
LEMI7					0.847								
LEMI8					0.818								
LWLB1											-0.700		
LWLB2											-0.748		
LWLB4											-0.607		
LWLB5											-0.758		
LWLB6											-0.669		
LWLB7											-0.786		
LRES1								0.781					
LRES2								0.842					
LRES3								0.842					
LRES4								0.864					
LRES5								0.885					
LRES6								0.822					
LRES7								0.796					

Extraction Method: Principal Component Analysis.
Rotation Method: Oblimin with Kaiser Normalization.

4.3.4 Final Summated Scales and Construct Correlations

Table 21 gives preliminary descriptive statistics and correlations for 14 constructs that emerged from exploratory factor analysis on a sample of 273 participants. For each construct, Table 21 gives the mean, standard deviation, range, number of items, and

Cronbach's Alpha for the scale that measures internal consistency. Furthermore, the lower triangular section of the table indicates the correlation coefficients between each pair of constructs, including the strength and direction of the relationships. When two asterisks are shown (**), the correlation is statistically significant at a 0.01 level, which means that it is unlikely to be due to chance. It further allows one to see characteristics of the constructs and their interrelations that may inform subsequent analyses.

Table 21

Initial descriptive statistics for constructs and their correlations (n=*273*)

		1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	**POP**	--													
2	**SP**	.552**	--												
3	**LENV**	.467**	.586**	--											
4	**LEMP**	.393**	.539**	.501**	--										
5	**LENR**	.385**	.441**	.452**	.670**	--									
6	**LSDN**	.586**	.486**	.370**	.376**	.407**	--								
7	**LRWF**	.562**	.492**	.463**	.378**	.361**	.472**	--							
8	**LTB**	.416**	.519**	.389**	.431**	.402**	.334**	.349**	--						
9	**LEO**	.442**	.568**	.509**	.540**	.461**	.345**	.349**	.464**	--					
10	**LGM**	.310**	.599**	.351**	.454**	.341**	.333**	.346**	.383**	.446**	--				
11	**LTC**	.593**	.335**	.344**	.275**	.267**	.351**	.386**	.265**	.305**	.139*	--			
12	**LEMI**	.354**	.567**	.353**	.324**	.281**	.314**	.268**	.345**	.357**	.454**	.175**	--		
13	**LWLB**	.376**	.504**	.477**	.577**	.551**	.373**	.468**	.489**	.484**	.405**	.266**	.355**	--	
14	**LRES**	.460**	.588**	.498**	.538**	.499**	.441**	.468**	.429**	.452**	.436**	.321**	.369**	.517**	--
	M	5.56	4.73	4.23	4.36	4.41	4.45	4.47	3.89	4.09	3.70	4.37	3.37	4.43	4.08
	SD	1.01	1.11	1.30	1.35	1.45	1.18	1.18	1.21	1.35	1.22	1.06	1.03	1.26	1.29
	Range[a]	1-7	1-7	1-7	1-7	1-7	1-7	1-7	1-7	1-7	1-7	1-7	1-7	1-7	1-7
	N[b]	18	10	7	7	6	7	11	7	7	9	7	8	7	7
	α[c]	.973	.953	.963	.955	.980	.961	.973	.961	.969	.972	.950	.962	.924	.958

** p <.01

[a] Range represents the lowest and highest scale responses for each scale used.
[a] N represents the number of items comprising each scale used in final analysis.
[a] Cronbach Alpha for each scale used.
. Source: SPSS outcome

4.4 Multiple Regression Analysis

This study uses multiple regression analysis to test the hypothesized relationships between leadership development competencies, succession planning, and perceptions of organizational performance. This statistical technique allows researchers to estimate the

combined effect of several independent variables—leadership development competencies—on one dependent variable—perceptions of organizational performance.

In addition, the research employs regression analysis combined with bootstrapping, executed via the Hayes Process macro within SPSS, to examine in detail the mediating function of succession planning. This methodology permits the investigators to ascertain whether succession planning serves as an intermediary process that elucidates the way leadership development competencies lead to improved organizational performance. By using these statistical methods, this study attempts to extend the understanding of the complex relationships between these critical variables and their effect on organizational outcomes.

4.4.1 Multiple Regression Assumptions

This section discusses the results based on the data analysis carried out to test the assumptions related to linearity, homoscedasticity, independence of error terms, normality, and potential multicollinearity issues. The tests and plots mentioned in this section are included in Appendix 4, obtained by running the initial regression. For this regression, the perception of organizational performance was the dependent variable, while leadership development competencies and succession planning were the independent variables.

Assumption of Linearity. The first assumption of multiple regression is that the relationship between the independent variables (IVs) and the dependent variable (DV) can be described by a linear function. One simple way to check this assumption is to create scatterplots that show the relationships between each IV—including leadership development competencies and succession planning —and the DV: perceived organizational performance. An analysis of standardized residuals, through the scatterplot,

showed no nonlinear patterns to the residuals, hence ensuring that the overall equation is linear. Further, checking the partial regression plot for each independent variable in the regression showed that the relationships are reasonably well-defined. [Visit Appendix 4 for analysis output].

Assumption of Independence of Error Terms. Another important assumption is that the residuals are independent and uncorrelated. To test this hypothesis, we looked at the Durbin-Watson statistic generated from the regression analysis. The Durbin-Watson values can range from 0 to 4; however, a value close to 2 indicates that the error terms are independent. Typically, it is a rule of thumb that a Durbin-Watson value less than 1 or greater than 3 is considered significantly different from 2 thus violating the underlying assumption. In the current analysis, the data met the requirement of independent errors, as shown by a Durbin-Watson statistic of 1.72. [Visit Appendix 4 for analysis output].

Assumption of Homoscedasticity. The other important assumption for regression analysis is that the variance of the residuals is constant, which is known as homoscedasticity (homogeneity of variance). It implies that for all values of the independent variable, the residual variance remains constant. In this study, a plot of standardized residual versus standardized predicted values did not show any patterns of increasing or decreasing residuals. Thus, the assumption of homoscedasticity has been met. [Visit Appendix 4 for analysis output].

Assumption of Normality of Error Terms. Lastly, multiple regressions assume that the differences between the observed and predicted values—known as residuals—are normally distributed. In this study, the normality of the error term was checked graphically using normal probability plots of the residuals. The plotted values fell along a diagonal line

with no major systematic deviations, therefore indicating that the residuals are normally distributed. Histogram of residuals also supported the bell-shaped curve, thus supporting the assumption of normality. [Visit Appendix 4 for analysis output].

Assumption of No Multicollinearity. Finally, the data was checked for indications of multicollinearity. Multiple linear regression assumes that the independent variables are not too highly correlated with each other. Multicollinearity can be checked using Tolerance and Variance Inflation Factor (VIF) collinearity statistics. A VIF value greater than 5 or a Tolerance value less than 0.1 gives cause for concern about multicollinearity. However, our analysis results showed that multicollinearity was not a concern. Specifically, the tolerance values were found to range from 0.32 to 0.76 and the VIF values ranged from 1.31 to 3.10. [Visit Appendix 4 for analysis output].

4.4.2 Hypotheses Testing / Mediation Analysis

The Hayes Process plugin on SPSS was used in order to run the analyses pertaining to mediation (Hayes A. F., 2022). It follows Baron and Kenny's (1986) approach to asserting the existence of a mediation structure based on several regression models fitted:

1. Confirm the significant relationship between the independent variables and the dependent Variable (X(s) → Y) [Path c] . A regression is conducted in which the independent variables are regressed against the dependent variable Y. The goal here is to verify whether there is indeed a significant relationship between X and Y. The classical logic advanced by Baron and Kenny assumes that when there is no significant direct effect (path c) of the independent variable (IV) on the dependent variable (DV) in Step 1, there is

no point in going ahead to test mediation. Modern perspectives, however, turn out to find mediation even in the absence of a significant direct effect. What is important here is the indirect path from the IV through the mediator to the DV (path a × path b) (Zhao et al., 2010).

2. Confirm the significant relationship between the independent variable and mediator (X(s) → M) [Path a]. At this stage, a regression model is run whereby the independent variables X(s) are regressed upon the mediator, M. The above step confirmed that independent variables significantly predicted the mediator; if this fails to be significant then the mediation model does not hold.
3. Confirm the Significant Relationship Between the Mediator and the Dependent Variable in the Presence of the Independent Variable (M|X → Y) [Path b]. A multiple regression analysis is conducted in this step in which the independent variable X and the mediator M are included as regressors of the dependent variable Y. The mediator M should be a significant predictor of the dependent variable Y controlling for the independent variable X.
4. Establish the absence of relationship or a meaningful decrease in effect between independent variables and dependent variable in the presence of the mediator (X|M → Y) [Path c']. In the same multiple regression model (as #3 above), effort is made to notice if the relationship between the independent variables X(s) and the dependent variable Y becomes insignificant or shows

a meaningful reduction in its effect once the mediator M is introduced. This step will establish the mediating effect of the mediator.

The Hayes Process, on SPSS, aims at making testing mediation models quite easy. In comparison with the classical approach of Baron and Kenny, 1986, which uses multiple regression in steps, it integrates the analysis into one procedure. Following the specification of variables X (independent variable examined), M (mediator) , and Y (outcome variable) and Covariate(s) (other independent variables in the model what you want to control for) in the Hayes Process, the plugin proceeds with bootstrapping to make the statistical test for mediation (indirect) effect more reliable. Bootstrapping is resampling from the data and computing the indirect effect at each resample, hence making it possible to build confidence intervals around the indirect effect. It generates output statistics with the effect size and bootstrap confidence intervals. When the confidence interval does not contain zero, there is a presumption of a significant mediation effect. The benefit of the Hayes Process Plugin is that it integrates multiple regression steps into a single analysis that is both more efficient and less prone to errors.

In this section's analyses, the researcher aims at testing the hypothesized mediation effect of succession planning on the relationship between each of the leadership development competency dimensions and perceived organizational performance. As the researcher tested each dimension's case, the other dimensions of the leadership development competency dimensions were included in the analyses as covariates to account for their effect in the process.

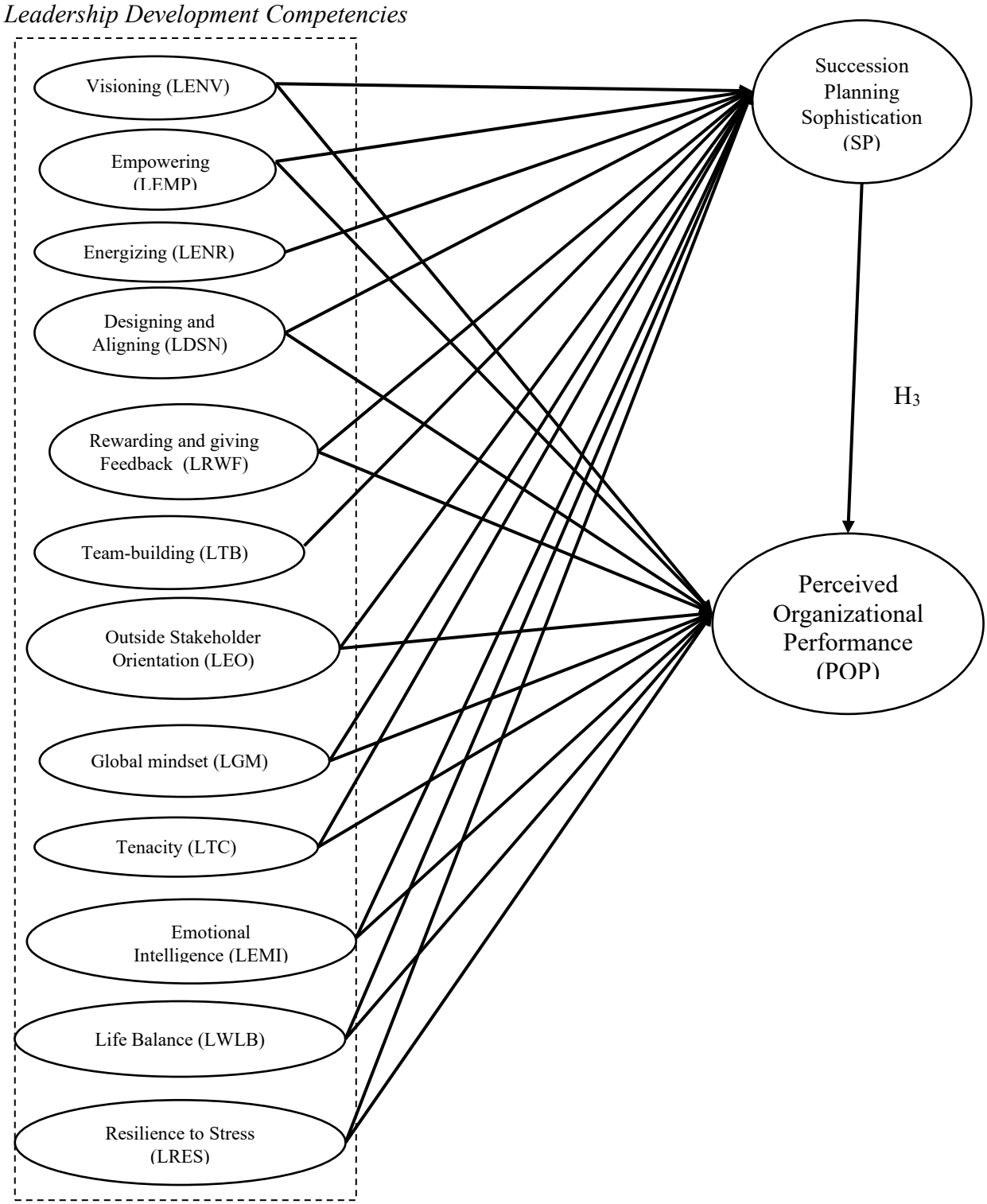

Figure 3 Study Conceptual Model

4.4.2.1 Visioning Leadership Development Competency

Regression analysis was used to investigate the hypothesis that succession planning (SP) mediates the effect of the visioning competency of leadership development (LENV) on perceived organizational performance (POP).

Following step # 1 as suggested by Barron and Kenny (1986), results indicated that LENV significantly predicted POP, b=.0486, $t(260) = 1.2030$, $p < .05$. Thus, providing support for H_{1a}. Furthermore, the model encompassing all leadership development competencies explained 60.14% of the variance in perceived organizational performance. ($R^2 = .6014$).

Following step # 2 as suggested by Barron and Kenny (1986), results indicated that of the visioning competency of leadership development significantly predicted the sophistication of succession planning, b =.1538, $t(260) = 3.7410$, $p < .01$. Thus, providing support for H_{2a};

Following step # 3 as suggested by Barron and Kenny (1986), results indicated that the sophistication of succession planning did significantly predict perceived organizational performance, b =.3870, $t(259) = 6.9008$, $p < .05$. Thus, H_3 is supported.

Overall, these results support a mediation structure where SP mediates the relationship between LENV and POP.

Furthermore, following step # 4 as prescribed by Baron and Kenny (1986), LENV is not a significant predictor of POP after controlling for the mediator, b=.0110, t(259) = -.2871, p > .05, supporting the notion of full mediation in the case of LENV. In this model,

approximately 66.33% of the variance in POP was accounted by the predictors (leadership development competencies and succession planning). (R^2 = .6633).

The indirect effects of the mediators were tested using a percentile bootstrap estimation approach with 5000 samples (Shrout & Bolger , 2002), implemented with the PROCESS macro Version 4.2 (Hayes, 2022). The results showed that the indirect coefficient was significant in the case of LENV *b* =.0766, *SE*=.0251, 95% CI [.0231,.1005]. Thus, providing support for H_{4a}. When the confidence interval does not contain zero, there is a presumption of a significant mediation effect. The percentage of the total effect that is indirect can be calculated using the formula: (Indirect Effect (ab)/ Total Effect (c))*100. In this case, the percentage of indirect effect was 122.43%. This calculation indicates that the indirect effect exceeds the total effect, which can happen when the direct effect (c') and indirect effect (ab) work in opposite directions. This value shows that the entire effect of LENV on POP is mediated through SP, with the indirect effect constituting more than the total effect.

In summary, the mediation analysis supports the hypothesis that succession planning mediates the effect of the visioning dimension of leadership development on perceived organizational performance. This indicates the importance of succession planning as a critical factor in translating leadership visioning into improved organizational performance.

4.4.2.2 Empowering Leadership Development Competency

Regression analysis was used to investigate the hypothesis that succession planning (SP) mediates the effect of empowering leadership development competency (LEMP) on perceived organizational performance (POP).

Following step # 1 as suggested by Barron and Kenny (1986), results indicated that LEMP did not significantly predict POP, b = -.0022, $t(260) = -.0428$, $p > .05$. Hence, not supporting H_{1b}. Nevertheless, the model encompassing all leadership development competencies explained 60.14% of the variance in perceived organizational performance. (R^2 = .6014).

Following step # 2, the results indicated that leadership empowerment did not significantly predicted succession planning, b = .0798, t(260)= 1.5319, p > .05. Thus, H_{2b}. is not supported. The model accounted for 66.22% of the variance in SP (R^2=.6622).

Following step # 3 as suggested by Barron and Kenny (1986), results indicated that the sophistication of succession planning did significantly predict perceived organizational performance, b =.3870, $t(259) = 6.9008$, $p < .05$. Thus, H_3 is supported.

Following step # 4 as prescribed by Baron and Kenny (1986), the results indicated that LEMP was not a significant predictor of perceived organizational performance after controlling for the mediator, b = -.0331, t(259) = −.6989, p > .05. This suggests no mediation of the relationship between LEMP and POP through SP. In this model, approximately 66.33% of the variance in POP was accounted by the predictors (leadership development competencies and succession planning). (R^2 = .6633).

Overall, these results do not support a mediation structure where SP mediates the relationship between LEMP and POP. To validate this conclusion , the indirect effects of

the mediators were tested using a percentile bootstrap estimation approach with 5000 samples (Shrout & Bolger, 2002), implemented with the Hayes Process macro, Version 4.2 (Hayes, 2022). The results showed that the indirect coefficient was not statistically significant, b = .0309, SE=.0195, with a 95% confidence interval of [-.0041, .0724]. The confidence interval included zero, suggesting that it does not fully confirm a significant mediation effect in this context. Hence there is no support for H_{4b}.

4.4.2.3 Energizing Leadership Development Competency

Regression analysis was used to investigate the hypothesis that succession planning (SP) mediates the effect of the energizing competency of leadership development (LENR) on perceived organizational performance (POP).

Following step #1 as suggested by Barron and Kenny (1986), results indicated that LENR did not significantly predict POP, b =.0070, t(260)=0.1568, p >.05. Hence, not supporting H_{1c}. Nevertheless, the model with all leadership development competencies explained 60.14% of the variance in perceived organizational performance (R^2=.6014).

Following step #2 as suggested by Barron and Kenny (1986), results indicated that LENR does not significantly predict the sophistication of succession planning, b = -.0611, t(260) = −1.3501, p >.05. Thus, H_{2c} is not supported. The model encompassing all leadership development competencies including succession planning explained 66.22% of the variance in succession planning (R^2=.6622).

Following step # 3 as suggested by Barron and Kenny (1986), results indicated that the sophistication of succession planning did significantly predict perceived organizational performance, b =.3870, $t(259) = 6.9008$, $p < .05$. Thus, H_3 is supported.

Furthermore, following step #4 as prescribed by Baron and Kenny (1986), LENR is a nonsignificant predictor of POP after controlling for the mediator SP, b = .0306, t(259) = 0.7455, p = >.05. In this model, approximately 66.33% of the variance in POP was accounted by the predictors (leadership development competencies and succession planning) (R^2=.6633).

Overall, these results do not support a mediation structure where SP mediates the relationship between LENR and POP. To confirm this conclusion, the indirect effects of the mediators were tested using a percentile bootstrap estimation approach with 5000 samples (Shrout & Bolger, 2002), implemented with the Hayes Process macro Version 4.2 (Hayes, 2022). The results showed that the indirect coefficient was not significant in the case of LENR, b = -.0075, SE=.0141, 95% CI [−.0361, .0198]. The confidence interval included zero, suggesting that it does not fully confirm a significant mediation effect in this context. Thus, H_{4c}. is not supported.

4.4.2.4 Designing and Aligning Leadership Development Competency

Regression analysis was used to investigate the hypothesis that succession planning (SP) mediates the effect of the designing and aligning competency of leadership development (LSDN) on perceived organizational performance (POP).

Following step #1 as suggested by Baron and Kenny (1986), results indicated that LSDN significantly predicted POP, b = 0.2324, t(260) = 5.6332, p <.05. Thus, providing support for H_{1d}. Furthermore, the model encompassing all leadership development competencies explained 60.14% of the variance in perceived organizational performance (R2=.6014).

Following step #2, results indicated that LSDN significantly predicted SP, b = 0.0943, t(260)=2.2453, p <.05. Thus, providing support for H_{2d}. The model explained 66.22% of the variance in SP (R2=.6622).

Following step # 3 as suggested by Barron and Kenny (1986), results indicated that the sophistication of succession planning did significantly predict perceived organizational performance, b =.3870, $t(259) = 6.9008$, $p < .05$. Thus, H_3 is supported.

These results support a mediation structure where SP mediates the relationship between LSDN and POP.

Following step #4, LSDN remained a significant predictor of POP after controlling for the mediator, b = 0.1959, t(259)=5.1073, p<.05. This suggests partial mediation of the relationship between LSDN and POP by SP. In this model, approximately 66.33% of the variance in POP was accounted by the predictors (leadership development competencies and succession planning) (R^2=.6633). The indirect effects of the mediator were tested using a percentile bootstrap estimation approach with 5000 samples (Shrout & Bolger, 2002), implemented with the Hayes Process macro, Version 4.2 (Hayes, 2022). The results indicated that the indirect coefficient was significant, b = 0.0365, SE=0.0195, with a 95% confidence interval of [0.0007, 0.0765]. These findings provide support for H_{4d}, highlighting that succession planning significantly mediates the relationship between LSDN and POP.

The percentage of the total effect that is indirect can be calculated using the formula: (Indirect Effect(ab)/Total Effect(c))×100. In this case, the percentage of the indirect effect is approximately 15.71% [0.0365/0.2324)×100].

In summary, the mediation analysis supports the hypothesis that succession planning mediates the effect of LSDN on POP. While LSDN directly affects POP, its effect is significantly enhanced through the mediator SP.

4.4.2.5 Rewarding and Feedback Leadership Development Competency

Regression analysis was employed to investigate the hypothesis that succession planning (SP) mediates the effect of the rewarding and feedback competency of leadership development (LRWF) on perceived organizational performance (POP).

Following step #1 as suggested by Baron and Kenny (1986), results indicated that LRWF significantly predicted POP, b = 0.1816, t(260)=4.1814, $p < .05$. Thus, providing support for H_{1e}. The model encompassing all leadership development competencies explained 60.14% of the variance in perceived organizational performance (R2=.6014).

Following step #2 as suggested by Baron and Kenny (1986), results indicated that LSDN does not significantly predict SP, b = 0.0736, t(260) = 1.6636, $p > .05$. Thus, providing no support for H_{2e}. The model explained 66.22% of the variance in SP (R2=.6622).

Following step # 3 as suggested by Barron and Kenny (1986), results indicated that the sophistication of succession planning did significantly predict perceived organizational performance, $b = .3870$, $t(259) = 6.9008$, $p < .05$. Thus, H_3 is supported.

Overall, these results do not support a mediation structure where SP mediates the relationship between LRWF and POP.

Furthermore, following step #4 as prescribed by Baron and Kenny (1986), LRWF remained a significant predictor of POP after controlling for the mediator, b = 0.1531, t(259) = 3.8087, $p < .05$, suggesting no mediation. In this model, approximately 66.33% of

the variance in POP was accounted by the predictors (leadership development competencies and succession planning) (R^2=.6633).

The indirect effects of the mediators were tested using a percentile bootstrap estimation approach with 5000 samples (Shrout & Bolger, 2002), implemented with the Hayes Process macro, Version 4.2 (Hayes, 2022). The results indicated that the indirect coefficient was not significant, b = 0.0285, SE=0.0198, with a 95% confidence interval of [-0.0088, 0.0685]. Hence, there is no support for $H_{4e.}$

These findings provide no support for the mediation effect, nevertheless it offers support for a significant direct relationship between LRWF and POP. Almost 84% of the total effect of LRWF on POP is direct.

4.4.2.6 Team Building Leadership Development Competency

Regression analysis was used to investigate the hypothesis that succession planning (SP) mediates the effect of team-building competency of leadership development (LTB) on perceived organizational performance (POP).

Following step #1 as suggested by Baron and Kenny (1986), results indicated that LTB did not significantly predict POP, b = 0.0778, t(260)=1.9285, p > .0. Thus, providing no support for H_{1f}. The model explained 60.14% of the variance in perceived organizational performance (R2=.6014).

Following step #2 as suggested by Baron and Kenny (1986), results indicated that team-building competency of leadership significantly predicted succession planning, b = 0.1038, t(260)=2.5244, p <.05. Thus, providing support for H_{2f}. The model explained 66.22% of the variance in SP (R2=.6622).

Following step # 3 as suggested by Barron and Kenny (1986), results indicated that the sophistication of succession planning did significantly predict perceived organizational performance, b =.3870, $t(259) = 6.9008$, $p < .05$. Thus, H_3 is supported.

These results support a mediation structure where SP mediates the relationship between LTB and POP.

Following step #4 as prescribed by Baron and Kenny (1986), LTB did not significantly predict POP when controlling for the mediator SP, b = 0.0377, t(259)=1.0017, p >.05, suggesting full mediation. . In this model, approximately 66.33% of the variance in POP was accounted by the predictors (leadership development competencies and succession planning) (R^2=.6633).

The indirect effects of the mediators were tested using a percentile bootstrap estimation approach with 5000 samples (Shrout & Bolger, 2002), implemented with the Hayes Process macro, Version 4.2 (Hayes, 2022). The results indicated a significant indirect effect, b = 0.0402, SE=0.0200, with a 95% confidence interval of [0.0038, 0.0827]. These findings provide support for the full mediation effect, indicating that succession planning significantly mediates the relationship between the team-building competency of leadership development and perceived organizational performance, hence there is support for H_{4f}.

The percentage of the total effect that is indirect can be calculated using the formula: (Indirect Effect(ab)/Total Effect(c))×100. In this case, the percentage of the indirect effect is approximately 51.68% [(0.0402/0.0778)×100].

In summary, the mediation analysis supports the hypothesis that succession planning mediates the effect of the team-building competency of leadership development on perceived organizational performance.

4.4.2.7 External Orientation Leadership Development Competency

Regression analysis was conducted to investigate the hypothesis that succession planning (SP) mediates the effect of external orientation competency of leadership development (LEO) on perceived organizational performance (POP).

Following step #1 as suggested by Baron and Kenny (1986), results indicated that LEO did not significantly predict POP, b = 0.0711, t(260)=1.8122, p >.05. Hence, there is no support for $H_{1g.}$ The model explained 60.14% of the variance in perceived organizational performance (R2=.6014).

Following step #2 as suggested by Baron and Kenny (1986), results indicated that LEO significantly predicted SP, b = 0.0948, t(260)=2.3741, p <.05. This provides support for H_{2g}. The model explained 66.22% of the variance in SP (R2=.6622).

Following step # 3 as suggested by Barron and Kenny (1986), results indicated that the sophistication of succession planning did significantly predict perceived organizational performance, b =.3870, $t(259) = 6.9008$, $p < .05$. Thus, H_3 is supported.

These results support a mediation structure where SP mediates the relationship between LEO and POP.

Following step #4 as prescribed by Baron and Kenny (1986), LEO becomes non-significant when controlling for the mediator, b = 0.0344, t(259)=0.9418, p >. 05, suggesting full mediation.

The indirect effects of the mediators were tested using a percentile bootstrap estimation approach with 5000 samples (Shrout & Bolger, 2002), implemented with the Hayes Process macro, Version 4.2 (Hayes, 2022). The results indicated a significant indirect effect, b = 0.0367, SE=0.0170, with a 95% confidence interval of [0.0049, 0.0723]. These findings provide support for the mediation effect. Hence, there is support for $H_{4g.}$

The percentage of the total effect that is indirect can be calculated using the formula: (Indirect Effect(ab)/Total Effect(c))×100. In this case, the percentage of the indirect effect is approximately 51.61% [(0.0367/0.0711)×100].

4.4.2.8 Global Mindset Leadership Development Competency

Regression analysis was employed to investigate the hypothesis that succession planning (SP) mediates the effect of global mindset competency of leadership development (LGM) on perceived organizational performance (POP).

Following step #1 as suggested by Baron and Kenny (1986), results indicated that LGM did not significantly predict POP, b = -0.0233, t(260)=−0.5701, $p > 0.05$. Hence, H_{4h} does not have support. The model explained 60.14% of the variance in perceived organizational performance (R2=.6014).

Following step #2 as suggested by Baron and Kenny (1986), results indicated that LGM significantly predicted SP, b = 0.1907, t(260)=4.5727, $p <.05$. This provides support for H_{2h}. The model explained 66.22% of the variance in SP (R2=.6622R^2 = .6622).

Following step # 3 as suggested by Barron and Kenny (1986), results indicated that the sophistication of succession planning did significantly predict perceived organizational performance, b =.3870, $t(259) = 6.9008$, $p < .05$. Thus, H_3 is supported.

Following step #4 as prescribed by Baron and Kenny (1986), LGM is a non-significant predictor of POP after controlling for the mediator, b = -0.0971, t(259)=−2.4784, p <.05, suggesting partial mediation. Approximately 66.33% of the variance in POP was accounted for by the predictors (R2=.6633).

These results hint to a mediation structure where SP mediates the relationship between LGM and POP. Nevertheless, it is a situation where the direct effect of X on Y is initially not significant, but becomes significant when the mediator (M) is included in the model. The indirect effects of the mediator was tested using a percentile bootstrap estimation approach with 5000 samples (Shrout & Bolger, 2002), implemented with the PROCESS macro Version 4.2 (Hayes, 2022). The results showed that the indirect coefficient was significant in the case of LGM, b = .0738, SE = .0208, 95% CI [.0359, .1177]. Thus, providing support for H_{4h}.

The mediation analysis supports the hypothesis that Succession Planning mediates the effect of Goal Management Leadership Development Competency on Perceived Organizational Performance, with an inconsistent mediation effect. This underscores the complex role of Succession Planning in translating Goal Mindset Leadership Development Competency into organizational performance, potentially reflecting opposing effects.

4.4.2.9 Tenacity Leadership Development Competency

Regression analysis was used to investigate the hypothesis that Succession Planning (SP) mediates the effect of Tenacity Leadership Development Competency (LTC) on Perceived Organizational Performance (POP).

Following Step #1 as suggested by Baron and Kenny (1986), results indicated that LTC significantly predicted POP, b = .3181, t(260) = 7.5122, p < .001. Thus, providing

support for H_{1i}. Furthermore, the model explained 60.14% of the variance in Perceived Organizational Performance ($R^2 = .6014$).

Following Step #2 as suggested by Baron and Kenny (1986), results indicated that LTC did not significantly predict SP, b = .0341, t(260) = .7905, p = .4299. However, the relationship is not significant, thus not providing support for H_{2i}.

Step 3: Following Step #3 as suggested by Baron and Kenny (1986), results indicated that SP significantly predicted POP, b = .3870, t(259) = 6.9008, $p < .05$. Thus, H_3 is supported.

Following Step #4 as prescribed by Baron and Kenny (1986), LTC is still a significant predictor of POP after controlling for the mediator, b = .3049, t(259) = 7.8103, $p < .001$, indicating partial mediation. In this model, approximately 66.33% of the variance in POP was accounted for by the predictors (Leadership Competencies and and SP) ($R^2 = .6633$).

Overall, these results do not support a mediation structure where SP mediates the relationship between LTC and POP. To confirm, the indirect effects of the mediator was tested using a percentile bootstrap estimation approach with 5000 samples (Shrout & Bolger, 2002), implemented with the PROCESS macroVersion 4.2 (Hayes, 2022). The results showed that the indirect coefficient was not significant in the case of LTC, b = .0132, SE = .0179, 95% CI [-.0219, .0497]. Thus, H_{4i} is not supported. The percentage of the total effect that is indirect was minimal due to the lack of significance in the indirect effect.

These results indicate the importance of Tenacity Leadership Development Competency directly influencing Perceived Organizational Performance, with Succession Planning playing a smaller non-significant mediating role.

4.4.2.10 Emotional Intelligence Leadership Development Competency

Regression analysis was used to investigate the hypothesis that Succession Planning (SP) mediates the effect of Emotional Intelligence Leadership Development Competency (LEMI) on Perceived Organizational Performance (POP).

Following Step #1 as suggested by Baron and Kenny (1986), results indicated that LEMI did not significantly predict POP, $b = .0883$, $t(260) = 1.9633$, $p > .05$. Thus, did not to support H_{1j}. Furthermore, the model explained 60.14% of the variance in Perceived Organizational Performance ($R^2 = .6014$).

Following Step #2 as suggested by Baron and Kenny (1986), results indicated that LEMI significantly predicted SP, $b = .2352$, $t(260) = 5.1376$, $p < .001$. Thus, providing support for H_{2j}.

Following Step #3 as suggested by Baron and Kenny (1986), results indicated that SP significantly predicted POP, $b = .3870$, $t(259) = 6.9008$, $p < .001$. Thus, H3 is supported.

Overall, these results support a mediation structure where SP mediates the relationship between LEMI and POP.

Following Step #4 as prescribed by Baron and Kenny (1986), LEMI is not a significant predictor of POP after controlling for the mediator, $b = -.0028$, $t(259) = -.0635$, $p = .9494$, supporting the notion of full mediation. In this model, approximately 66.33% of

the variance in POP was accounted for by the predictors (LEMI the covariates and SP) (R^2 = .6633).

The indirect effect of through the mediator were tested using a percentile bootstrap estimation approach with 5000 samples (Shrout & Bolger, 2002), implemented with the PROCESS macro Version 4.2 (Hayes, 2022). The results showed that the indirect coefficient was significant in the case of LEMI, b = .0910, SE = .0278, 95% CI [.0468, .1561]. Thus, providing support for H_{4j}. The percentage of the total effect that is indirect was significant, indicating that SP fully mediates the relationship between LEMI and POP.

Mediation analysis confirms that Succession Planning contributes to explaining how Emotional Intelligence Leadership Development Competency is associated with Perceived Organizational Performance. This, therefore, indicates that Succession Planning is important in leveraging Emotional Intelligence Leadership Development Competency into organizational performance.

4.4.2.11 Life Balance Leadership Development Competency

Regression analysis was used to investigate the hypothesis that Succession Planning (SP) mediates the effect of Life Balance Leadership Development Competency (LWLB) on Perceived Organizational Performance (POP).

Following Step #1 as suggested by Baron and Kenny (1986), results indicated that LWLB did not significantly predict POP, b = -.0632, t(260) = -1.4375, $p > .05$. Thus, H_{1k} is not supported. The model explained 60.14% of the variance in Perceived Organizational Performance (R^2 = .6014).

Following Step #2 as suggested by Baron and Kenny (1986), results indicated that LWLB did not significantly predict SP, b = -.0159, t(260) = -.3544, p = .7233. Thus, H_{2k} is not supported.

Step 3: Following Step #3 as suggested by Baron and Kenny (1986), results indicated that SP significantly predicted POP, b = .3870, t(259) = 6.9008, p < .05. Thus, H_3 is supported.

However, given that LWLB did not significantly predict either SP or POP, the mediation model is not supported.

Following Step #4 as prescribed by Baron and Kenny (1986), LWLB is not a significant predictor of POP after controlling for the mediator, b = -.0571, t(259) = -1.4090, p = > .05, indicating no mediation. In this model, approximately 66.33% of the variance in POP was accounted for by the predictors (SP and other covariates) (R^2 = .6633).

To confirm the lack of mediation, the indirect effects of the mediators were tested using a percentile bootstrap estimation approach with 5000 samples (Shrout & Bolger, 2002), implemented with the PROCESS macro Version 4.2 (Hayes, 2022). The results showed that the indirect coefficient was not significant in the case of LWLB, b = -.0061, SE = .0200, 95% CI [-.0448, .0339]. Thus, H_{4k} is not supported.

The mediation effect is not true for the belief that Succession Planning mediates the effect of Life Balance Leadership Development Competency on Perceived Organizational Performance. In other words, Life Balance Leadership Development Competency does not significantly directly or indirectly affect Perceived Organizational Performance via Succession Planning.

4.4.2.12 Resilience to Stress Leadership Development Competency

Regression analysis was used to investigate the hypothesis that Succession Planning (SP) mediates the effect of Resilience to Stress Leadership Development Competency (LRES) on Perceived Organizational Performance (POP).

Following Step #1 as suggested by Baron and Kenny (1986), results indicated that LRES did not significantly predict POP, b = .0272, t(260) = .6494, p = .5167. Thus, H_{11} is not supported. The model explained 60.14% of the variance in Perceived Organizational Performance (R^2 = .6014).

Following Step #2 as suggested by Baron and Kenny (1986), results indicated that LRES significantly predicted SP, b = .1143, t(260) = 2.6826, p < .05. Thus, providing support for H_{21}.

Following Step #3 as suggested by Baron and Kenny (1986), results indicated that SP significantly predicted POP, b = .3870, t(259) = 6.9008, p < .05. Thus, H_3 is supported.

Overall, these results support a mediation structure where SP mediates the relationship between LRES and POP.

Following Step #4 as prescribed by Baron and Kenny (1986), LRES is not a significant predictor of POP after controlling for the mediator, b = -.0171, t(259) = -.4369, p > .05, indicating full mediation. In this model, approximately 66.33% of the variance in POP was accounted for by the predictors (LRES, the covariates and SP) (R^2 = .6633).

The indirect effects of the mediator were tested using a percentile bootstrap estimation approach with 5000 samples (Shrout & Bolger, 2002), implemented with the PROCESS macro Version 4.2 (Hayes, 2022). The results showed that the indirect coefficient was significant in the case of LRES, b = .0443, SE = .0194, 95% CI

[.0082, .0827]. Thus, providing support for H_{4l}. The percentage of the total effect that is indirect was significant, indicating that SP mediates the relationship between LRES and POP.

In this analysis, the researcher found that Succession Planning (SP) accounts to some degree for how Resilience to Stress Leadership Development Competency (LRES) affects Perceived Organizational Performance (POP). The total effect of LRES on POP through SP was significant and greater than the indirect effect, showing inconsistent mediation. This means that the mediation process changes the direction or magnitude of the relationship between LRES and POP, highlighting the critical role that SP plays in the translation of resilience into improved organizational performance. This analysis highlights the importance of Succession Planning in translating Resilience to Stress Leadership Development Competency into improved organizational performance.

4.5 Hypotheses Testing Results & Final Model

This section presents the results given by the comprehensive analysis of the hypotheses formulated in the study, along with the assessment of the final model. The relationships between independent variables and the dependent variable were analyzed using regression analyses, following the mediation analysis approach formulated by Baron and Kenny. Hayes' PROCESS Macro was subsequently used to test the mediation effects and describe the mediating variable's role.

Table 22

Summary of the Results of Hypotheses

Hypothesis	Statement	Statistical Technique	Result
Main Hypothesis (1)	Effect of Leadership Development Competencies on Perceived Organizational Performance		
H_{1a}	Visioning Leadership Development Competency positively affects Perceived Organizational Performance (POP)	Multiple Regression	Supported
H_{1b}	Empowering Leadership Development Competency positively affects Perceived Organizational Performance (POP)	Multiple Regression	Not Supported
H_{1c}	Energizing Leadership Development Competency positively affects Perceived Organizational Performance (POP)	Multiple Regression	Not Supported
H_{1d}	Designing and Aligning Leadership Development Competency positively affects Perceived Organizational Performance (POP)	Multiple Regression	Supported
H_{1e}	Rewarding and giving Feedback Leadership Development Competency positively affects Perceived Organizational Performance (POP)	Multiple Regression	Supported
H_{1f}	Team-building Leadership Development Competency positively affects Perceived Organizational Performance (POP)	Multiple Regression	Not Supported
H_{1g}	Outside Stakeholder Orientation Leadership Development Competency positively affects Perceived Organizational Performance (POP)	Multiple Regression	Not Supported
H_{1h}	Global Mindset Leadership Development Competency positively affects Perceived Organizational Performance (POP)	Multiple Regression	Not Supported
H_{1i}	Tenacity Leadership Development Competency positively affects Perceived Organizational Performance (POP)	Multiple Regression	Supported
H_{1j}	Emotional Intelligence Leadership Development Competency positively affects Perceived Organizational Performance (POP)	Multiple Regression	Not Supported
H_{1k}	Life Balance Leadership Development Competency positively affects Perceived Organizational Performance (POP)	Multiple Regression	Not Supported
H_{1l}	Resilience to Stress Leadership Development Competency positively affects Perceived Organizational Performance (POP)		Not Supported
Main Hypothesis (2)	Effect of Leadership Development Competencies on Succession Planning Sophistication		
H_{2a}	Visioning Leadership Development Competency positively affects Succession Planning Sophistication	Multiple Regression	Supported
H_{2b}	Empowering Leadership Development Competency positively affects Succession Planning Sophistication	Multiple Regression	Not Supported
H_{2c}	Energizing Leadership Development Competency positively affects Succession Planning Sophistication	Multiple Regression	Not Supported
H_{2d}	Designing and Aligning Leadership Development Competency positively affects Succession Planning Sophistication	Multiple Regression	Supported
H_{2e}	Rewarding and giving Feedback Leadership Development Competency positively affects Succession Planning Sophistication	Multiple Regression	Not Supported
H_{2f}	Team-building Leadership Development Competency positively affects Succession Planning Sophistication	Multiple Regression	Supported
H_{2g}	Outside Stakeholder Orientation Leadership Development Competency positively affects Succession Planning Sophistication	Multiple Regression	Supported
H_{2h}	Global Mindset Leadership Development Competency positively affects Succession Planning Sophistication	Multiple Regression	Supported

Hypothesis	Statement	Statistical Technique	Result
H_{2i}	Tenacity Leadership Development Competency positively affects Succession Planning Sophistication	Multiple Regression	Not Supported
H_{2j}	Emotional Intelligence Leadership Development Competency positively affects Succession Planning Sophistication	Multiple Regression	Supported
H_{2k}	Life Balance Leadership Development Competency positively affects Succession Planning Sophistication	Multiple Regression	Not Supported
H_{2l}	Resilience to Stress Leadership Development Competency positively affects Succession Planning Sophistication	Multiple Regression	Supported
Main Hypothesis (3)	Effect of succession planning on perceived organizational performance		
H3	Succession Planning Sophistication positively affects Perceived Organizational Performance (POP)	Multiple Regression	Supported
Main Hypothesis (4)	The mediating effect of Succession Planning on the relationship between Leadership Development Competencies and Perceived Organizational Performance.		
H_{4a}	Succession Planning Sophistication mediates the relationship between Visioning Leadership Development Competency positively and Perceived Organizational Performance (POP)	Bootstrapping	Supported Inconsistent Full Mediation
H_{4b}	Succession Planning Sophistication mediates the relationship between Empowering Leadership Development Competency positively and Perceived Organizational Performance (POP)	Bootstrapping	Not Supported
H_{4c}	Succession Planning Sophistication mediates the relationship between Energizing Leadership Development Competency positively and Perceived Organizational Performance (POP)	Bootstrapping	Not Supported
H_{4d}	Succession Planning Sophistication mediates the relationship between Designing and Aligning Leadership Development Competency positively and Perceived Organizational Performance (POP)	Bootstrapping	Supported Partial Mediation
H_{4e}	Succession Planning Sophistication mediates the relationship between Rewarding and giving Feedback Leadership Development Competency positively and Perceived Organizational Performance (POP)	Bootstrapping	Not Supported
H_{4f}	Succession Planning Sophistication mediates the relationship between Team-building Leadership Development Competency positively and Perceived Organizational Performance (POP)	Bootstrapping	Supported Full Mediation
H_{4g}	Succession Planning Sophistication mediates the relationship between Outside Stakeholder Orientation Leadership Development Competency positively and Perceived Organizational Performance (POP)	Bootstrapping	Supported Full Mediation
H_{4h}	Succession Planning Sophistication mediates the relationship between Global Mindset Leadership Development Competency positively and Perceived Organizational Performance (POP)	Bootstrapping	Supported Inconsistent Partial Mediation
H_{4i}	Succession Planning Sophistication mediates the relationship between Tenacity Leadership Development Competency positively and Perceived Organizational Performance (POP)	Bootstrapping	Not Supported
H_{4j}	Succession Planning Sophistication mediates the relationship between Emotional Intelligence Leadership Development Competency positively and Perceived Organizational Performance (POP)	Bootstrapping	Supported Full Mediation

Hypothesis	Statement	Statistical Technique	Result
H_{4k}	Succession Planning Sophistication mediates the relationship between Life Balance Leadership Development Competency positively and Perceived Organizational Performance (POP)	Bootstrapping	Not Supported
H_{4l}	Succession Planning Sophistication mediates the relationship between Resilience to Stress Leadership Development Competency positively and Perceived Organizational Performance (POP)	Bootstrapping	Supported Inconsistent Full Mediation

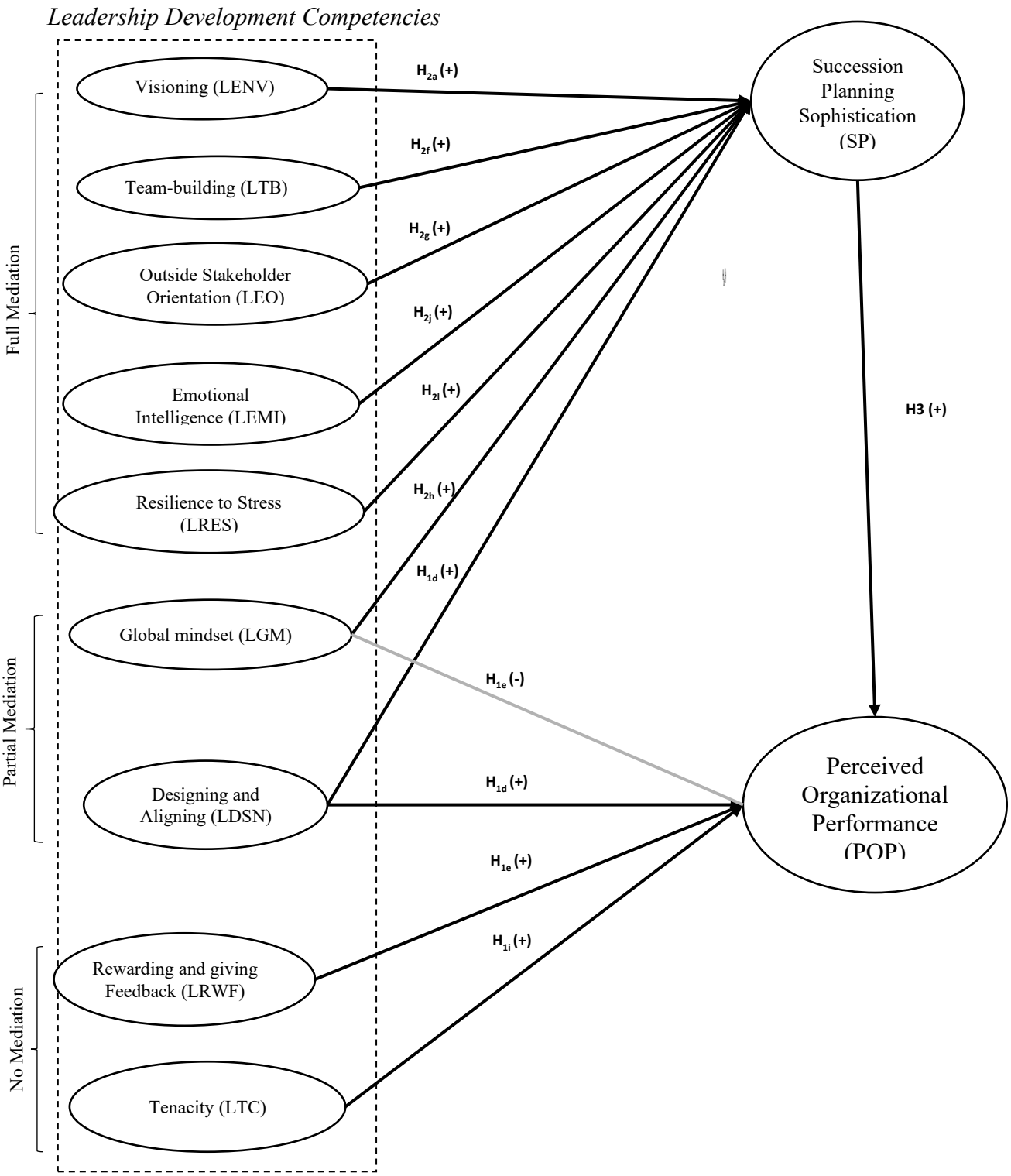

Figure 4 Final Mediation Model

Chapter Five

Summary, Conclusions, and Recommendations

5.1 Introduction

This chapter provides an in-depth discussion and explanation of the relationships between the study variables. It begins with a discussion of the effect of leadership development on perceived organizational performance, followed by a discussion of the effect of leadership development on succession planning, and then a discussion of the effect of succession planning on perceived organizational performance. Finally, a discussion of the mediating role of succession planning between leadership development and perceived organizational performance. Therefore, this section discusses the findings of the study, presented in Chapter Four, by answering the research questions posed at the beginning of the thesis. Furthermore, it discusses the limitations of the research, its theoretical and managerial implications, and provides recommendations for future research.

Conceptual questions (1-3) were addressed in detail in Chapter 2 of the literature review. Therefore, this chapter focuses on empirical questions (4-7). The discussion of the empirical questions is divided into four parts, each addressing one of these questions: How does leadership development affect perceived organizational performance? How does leadership development affect succession planning? How does succession planning affect perceived organizational performance? What is the mediating role of succession planning in the relationship between leadership development and perceived organizational performance?

5.2 Summary of Findings

5.2.1 The Effect of Leadership Development on Perceived Organizational Performance

This section will answer: How does leadership development affect perceived organizational performance? After a thorough review of existing literature and empirical studies concerning leadership development and perceived organizational performance (POP), the primary hypothesis (H1) was proposed. This hypothesis posits that increased investment in leadership development correlates with enhanced perceived organizational performance. In other words, a lack of leadership development may lead to a decline in perceived organizational performance. The study results supported four (4) hypotheses, demonstrating that the following leadership development competencies - Visioning Leadership development competency (LENV), Designing and Aligning Leadership development competency (LDSN), Rewarding and Feedback Leadership Development Competency (LRWF), and Tenacity and Courage Leadership Development Competency (LTC) - had a direct effect on perceived organizational performance (POP). On the other hand, the results did not support eight (8) hypotheses related to competencies: Empowering Leadership Development Competency (LEMP), Energizing Leadership Development Competency (LENR), Team Building Leadership Development Competency (LTB), External stakeholder Orientation Leadership Development Competency (LEO), Global Mindset Leadership Development Competency (LGM), Emotional Intelligence Leadership Development Competency (LEMI), Work-life Balance Leadership Development Competency (LWLB), and Resilience to stress Leadership Development Competency (LRES), which had no direct effect on perceived organizational performance.

The study findings supported the hypothesis that Leadership Visioning competency (LENV) affects Perceived Organizational Performance, with $b = 0.0486$, $t(260) = 1.2030$, $p < 0.05$. Thus providing support for H1a. Visioning competency (LENV) refers to the ability to develop and implement a unified vision, mission, and strategic direction that encompasses diverse perspectives across different cultures, diversity, and inclusion to define an organization's vision. This competency ensures that there is coherence among employees, shareholders, suppliers, and customers on the direction of the organization in the future. A well-articulated corporate vision helps in the development of innovation and creativity that, in turn, helps in the prediction of future trends. Also, leaders with a clear vision are better placed to identify and manage unexpected crises and events in the organization’s external and internal environment, thus enabling the development of right strategies for addressing such challenges. The result supports the Contingency Leadership model by Fiedler (1964) because it shows that leadership success depends on how well leaders match their approach to the organizational context. Leaders who demonstrate strong visioning competency show adaptability by aligning their strategic direction with changing internal and external conditions. Furthermore, leadership visioning competence (LENV) fosters alignment, engagement, and interaction, increases the involvement of employees and other stakeholders in decision-making processes, and enhances the image and reputation of the organization. A well-defined organization's vision provides direction and purpose to human resources, enhancing employees' understanding of the overall mission. Employees are more likely to align their efforts with the overall goals and objectives. Moreover, having a solid vision helps elevate employee morale, as individuals strive towards clear and defined objectives, so increasing their motivation and improving their

performance. A unified organization's vision ultimately fosters enhanced collaboration and teamwork.

The study results did not support the hypothesis that Leadership Empowerment Competency (LEMP) affects Perceived Organizational Performance (POP), with b = -0.0022, t(260) = -0.0428, p > .05. Hence, not supporting $H_{1b.}$ The main explanation for this finding is that while leadership empowerment competence (LEMP) can improve employee experience, its effect on performance in large organizations may be diminished by factors such as organizational culture, structure, and market dynamics. Furthermore, in highly bureaucratic organizations, the autonomy provided by empowering leadership may be limited by the constraints imposed by these organizations' inflexible policies and procedures. Furthermore, Empowerment competence (LEMP) can have an indirect effect that does not immediately lead to improved organizational performance. For example, while leadership empowerment competence may improve employee satisfaction and engagement, these elements may not necessarily lead to increased performance. Empowerment competence (LEMP) effects may require time to become apparent. If an organization or team seeks immediate performance improvements, the effect of Empowerment competency (LEMP) may not be evident in the short term.

Regarding the effect of Leadership Energizing competency (LENR) on Perceived Organizational Performance, the study results did not support the hypothesis that Energizing competency affects Perceived Organizational Performance. Where, the results showed that b = 0.0070, t(260) = 0.1568, p > 0.05). Hence, not supporting H_{1c}. Energizing competency (LENR) refers to motivating employees' performance to help them achieve the

organization's future vision. The main explanation for this finding is that the effect of Energizing may not always be evident in terms of perceived organizational performance, and the perception of performance may depend on other important variables, such as financial performance, market share, or strategic objectives rather than the daily motivation or the motivational energy brought by the leader. It is expected that while leaders motivate their subordinates and followers, outcomes perceived as measures of perceived organizational performance, such as profit margin, customer satisfaction, and innovative behavior, may not be directly influenced by the motivational energy brought by the leader as expected. Furthermore, external factors such as economic conditions (e.g., economic crises), market conditions, and technological innovations can also affect profit and customer satisfaction and thus perceived organizational performance. Ultimately, Energizing competency may affect perceived organizational performance in the long run rather than the short run.

Another element studied in leadership competency development is Leadership Designing and Aligning Competency (LDSN). This refers to establishing appropriate organizational design and control systems to define a guiding vision and leveraging these systems to align employee behavior with the organization's values and goals. The study results confirmed $b = 0.2324$, $t(260) = 5.6332$, $p < .05$. The results of the study support the hypothesis that Designing and aligning competency affects Perceived Organizational Performance. Thus, providing support for H1d. The main explanation of this finding is that it ensures that the necessary resources are available to achieve organizational goals and holds others accountable for their commitment to the organization and meeting deadlines. It

also ensures that all human resources perform their roles in achieving the desired organizational goals and objectives. Ultimately, achieving alignment between an organization's strategy and its design—such as its structure, culture, and processes—enables the implementation of coherent operations. If employees understand the organization's strategy and its role in implementing it, it can be expected to be more efficient and focused. Designing and aligning competency also helps to clearly determine the roles of employees within the organization and to rationalize and use the available resources in the most effective manner. Misalignment can result in confusion, ineffectiveness, and low employee contribution.

The study results also supported the hypothesis that Leadership Rewarding and Feedback competency (LRWF) affects Perceived Organizational Performance (POP), $b = 0.1816$, $t(260) = 4.1814$, $p < 0.05$. Hence, providing support for $H_{1e.}$ Thus, increasing employee rewards and feedback will increase Perceived Organizational Performance. The main explanation for this finding is that employees receiving rewards and compensation, whether financial or non-financial, such as bonuses, promotions, and recognition, will increase employee performance and increase their satisfaction and loyalty. Furthermore, rewards help create a sense of accomplishment and motivate employees to continue performing at high levels. A strong and effective reward and feedback system also helps establish a positive corporate culture that recognizes and values contributions, which inspires business growth and development. Additionally, it helps employees recognize their strengths and areas for development. This gives employees the potential and opportunity to make necessary changes and developments, hone their skills, and continually improve their

performance, leading to an overall increase in perceived organizational performance, professional development, and critical thinking.

The results of the study did not support the hypothesis that the Leadership Team building competency (LTB) has a positive effect on perceived organizational performance (POP), as the results indicated a weak correlation $b = 0.0778$, $t(260) = 1.9285$, $p > .05$. Thus, did not support H1f. The lack of alignment between team-building practices in large corporations like banks with real team needs and strategic goals of the organization may be the reason for this. These practices are only effective to a superficial level unless they are connected to real operational requirements and strategic objectives such as including team building in structured leadership development programs or incorporating it in the performance appraisal as a strategic objective for leaders. Most team-building activities are designed to improve communication between teams and solve daily problems in the short term, but they do not lead to sustainable, long-term improvements that enhance organizational performance.

The study results did not support the hypothesis that Leadership External Orientation competency (LEO) affects perceived organizational performance (POP) as the results indicated a weak relationship, $b = 0.0711$, $t(260) = 1.8122$, $p > .05$. Hence, there is no support for $H_{1g.}$ External orientation is the process of an organization paying attention to market trends, customer expectations and needs, and competitors. The results indicate that other internal factors, such as leadership style, employee participation in decision-making, and operational efficiency, may affect organizational performance in the Palestinian context more than external factors. Although external orientation is considered an important

element for survival in a rapidly changing competitive environment, the effectiveness of this orientation may be limited in an environment facing recurring economic and political challenges. The internal environment of some Palestinian organizations is characterized by a clear organizational structure and a strong corporate culture which enables them to perform well without depending on external factors making internal factors more critical in determining the success of an organization.

The study results did not support the hypothesis that Leadership Global Mindset competency (LGM) affects perceived organizational performance (POP). The results were $b = -0.0233$, $t(260) = -0.5701$, $p > 0.05$. Hence, H_{4h} was not supported. Global mindset competency involves embedding a global outlook within an organization by embracing values that promote local and regional cultural harmony while understanding global markets and valuing cultural diversity. However, this concept, although theoretically important, is not always effectively implemented in practice, which limits its effect on organizational performance. Applying diverse perspectives and work experiences produces tangible results, but these can be difficult to achieve when an organization lacks the cultural or structural readiness for this approach. The unstable political and economic conditions in Palestine create an environment in which organizations focus on daily local challenges, making it difficult to prioritize global exposure or an international leadership perspective. This unexpected negative relationship between global mindset competency and perceived performance in the Palestinian organizations examined arises from several causes, including an over-focus on local concerns. Palestinian organizations direct their efforts toward building leadership capabilities that address everyday problems and challenges

rather than developing a global business awareness. The current operating environment leads organizations to believe that leadership competencies required for the local context yield better results than global leadership approaches. As a result, most organizational resources are allocated to building technical and core competencies, while global leadership development receives little attention. Another explanation for this unexpected finding is that some leaders and supervisors resist change due to their adherence to local cultural values, which leads them to be reluctant to adopt global leadership practices, hindering their development of the competencies necessary for this type of leadership. Leaders who focus too much on short-term results, especially in the unstable work environment of Palestine, tend to avoid developing a global mindset, which limits their ability to succeed in complex global environments with diverse contexts. Additionally, some leadership development programs neglect the importance of a global mindset and competencies, producing leaders who possess local and practical competence but lack the ability to operate in global contexts. Furthermore, the corporate culture in some Palestinian organizations may not foster a strong global mindset or effective international awareness.

The study results provided support for the hypothesis that Leadership Tenacity competency (LTC) affects Perceived Organizational Performance (POP), with $b = .3181$, $t(260) = 7.5122$, $p < .001$. Thus, providing support for $H_{1i.}$ Leadership Tenacity competency refers to encouraging perseverance and courage in employees by setting a personal example of taking reasonable risks. This means that such leaders consistently stand up for the ideas they believe in, maintain perseverance, and do not give up easily, even when faced with challenges. Furthermore, these leaders possess the courage to make difficult decisions and

demonstrate the courage to stick to their convictions despite opposition, displaying strong determination when convinced of something and not giving up easily. This leadership approach enables the development of resilient teams while sustaining momentum through challenges which leads to improved organizational performance according to stakeholder perception.

The study results unexpectedly did not support the hypothesis that Leadership Emotional Intelligence competency (LEMI) affects Perceived Organizational Performance (POP), as indicated by the findings, $b = 0.0883$, $t(260) = 1.9633$, $p > .05$. Thus, did not support H1j. The Emotional Intelligence competency refers to the leaders' capacity to identify and control their emotions and the emotions of their subordinates. This competency includes key elements such as self-awareness, self-control, motivation, empathy, and social skills, which are important pillars for building effective relationships and successful leadership (Harms & Credé, 2010). This likely stems from the nature of organizational culture in Palestinian organizations, as well as external factors such as market conditions. For example, in rapidly growing sectors, the effect of emotional intelligence may be less noticeable compared to work environments that rely heavily on interaction and collaboration between individuals. Furthermore, the true effect of developing Emotional Intelligence competency may take longer to emerge, meaning that short-term studies may not be sufficient to observe the strategic changes in organizational performance resulting from this competency.

The study results did not support the hypothesis that Work-life balance competency (LWLB) affects perceived organizational performance (POP), as the analysis results

showed b = -0.0632, t(260) = -1.4375, p > .05. Therefore, H1k was not supported. This is likely because many organizations prioritize factors such as innovation, productivity, and revenue generation over human resource well-being. Either organizations don't prioritize work-life balance, or they don't realize its influence on performance. Besides maybe the lack of flexible working hours and remote working practices weakens the effect on perceived organizational performance. For instance, some banking institutions neglect work-life balance, because their primary priority is financial performance, not employee satisfaction and well-being.

The research results did not support the hypothesis that Leadership Resilience Competency (LRES) affects perceived organizational performance (POP) as the statistical results were b =.0272 with t(260) =.6494, p =.5167. Thus, H1l is not supported. Leaders exhibiting resilience sustain their capacity to cope with pressure while rapidly recovering from crises. Through this competency organizations can maintain stability while performing and staying optimistic during difficult times which inspires teams. The research shows that resilience does not affect perceived organizational performance in the studied organizations. This may be due to other organizational characteristics such as culture and external environment that may have a greater effect on perceived organizational performance. Furthermore, the focus on individual coping strategies may not necessarily translate into broader performance indicators, such as financial results or productivity. The effect of resilience is likely to be influenced by other factors, such as team dynamics or employee engagement.

The research findings support earlier studies by Douglas et al. (2022) that indicated leadership development positively influences perceived organizational performance (POP). As observed also by Simiyu (2015). Day et al. (2014) also noted that firms must provide exceptional leadership skills to their staff to achieve optimal performance. According to DeRue and Myers (2014), leadership development yields benefit that extend from individual leaders to entire organizations. Leadership development is a substantial organizational investment, as noted by McCauley and Van Velsor (2004), Miron-Spektor and Paletz (2022), and Noe et al. (2020), because it enhances individual competencies and fosters a sustainable performance culture. The study by Azam (2020) established that leadership training and development are beneficial for the organization's development and long-term business sustainability, especially in banking institutions. This is because it improves the individual's abilities and promotes a culture of sustainable performance that is based on feedback, collaboration, and innovation.

5.2.2 The Effect of Leadership Development on Succession Planning

This section will answer: How does leadership development affect succession planning? By examining literature and conceptual frameworks related to the effect of leadership development on succession planning, Hypothesis (2) was developed. The results of the study supported (7) hypotheses for leadership development competencies: Visioning Leadership Development Competency (LENV), Designing and Aligning Leadership Development Competency (LDSN), Team-building Leadership Development Competency (LTB), External Stakeholder Orientation Leadership Development Competency (LEO), Global Mindset Leadership Development Competency (LGM), Emotional Intelligence

Leadership Development Competency (LEMI), and Resilience to Stress Leadership Development Competency (LRES), as the development of these competencies positively affects succession planning. However, the results did not support (5) hypotheses for leadership competencies that do not affect Succession Planning: Empowering Leadership Development Competency (LEMP), Energizing Leadership Development Competency (LENR), Rewarding and giving Feedback Leadership Development Competency (LRWF), Tenacity Leadership Development Competency (LTC), Work-Life Balance Leadership Development Competency (LWLB).

The research results demonstrated positive effects of leadership development on Succession planning from the employee perspective. The results match with previous studies, as Groves (2007) stressed that leadership development is essential for creating successful leadership succession planning systems in organizations. Organizations need a powerful and reliable leadership foundation more than ever because of their fast digital transformation and escalating market competition. Leadership development investments prepare future leaders for their roles while creating an organization that learns continuously and adapts to sustainable change. Day et al. (2014) also support this finding by explaining that organizations function in an unstable complex environment which requires developing strong future leadership to achieve organizational success and continuity. McCauley and Van Velsor (2010) showed that leadership development enables organizations to develop talent that matches their strategic direction. DeRue and Myers (2014) pointed out that leadership development guarantees the availability of qualified candidates for key leadership positions without disrupting leadership continuity. Miron-Spektor and Paletz

(2022) also stated that leadership development assists in creating, motivating and retaining employees.

The study results support that Leadership Visioning Competency (LENV) affects succession planning, with results showing $b = 0.1538$, $t(260) = 3.7410$, $p < 0.01$. Thus, providing support for H2a. An organization can ensure that the leadership transition process is continuous and smooth by matching employees with a corporate vision that connects the organization's goals to the leadership transition process. A well-defined vision also helps to create a shared identity among key stakeholders. It also has a positive effect on the motivation of leaders and directs employees to work towards meaningful and strategic objectives. Also, it encourages organizations to invest in leadership development to prepare talented and capable leaders to drive the corporate strategy. A clear and strong vision helps to maintain the culture, values, and mission of the organization during leadership transitions, which supports long-term sustainability and stability. Visioning Competency also fosters a culture of innovation, where leaders are encouraged to come up with new ideas and experiment with new ways of working.

The analysis revealed that Leadership Empowerment Competency (LEMP) does not affect succession planning since results showed that $b = .0798$, $t(260) = 1.5319$, $p > .05$. Thus, hypothesis H2b is not supported. This finding may be attributed to a misalignment between empowerment practices and succession planning within organizations. Employees who receive career empowerment may not actually feel involved in decision-making processes. Succession planning in highly hierarchical organizations, such as the banking sector, requires more than just empowerment to achieve effective and efficient results.

The results indicate that Leadership Energizing Competency (LENR) does not correlate with succession planning as the results indicated b = -0.0611, t(260) = -1.3501, p >.05. Thus, H2c is not supported, which means Energizing Competency does not affect succession planning. The result can be explained by the fact that succession planning is a complex process that depends on several variables, including talent identification, leadership development, and risk management. Energizing is not directly related to the effectiveness of these processes. Other elements, such as organizational culture, leadership capabilities, and strategic alignment, may be more important to the success of succession planning. While Energizing Competency has positive direct effects on employee morale and productivity, its effect on long-term succession planning remains limited. The importance of leadership energizing and motivating to foster a healthy workplace does not necessarily lead to tangible improvements in succession planning outcomes.

The study results found that Leadership Designing and Aligning Competency (LDSN) affects Succession Planning, with results showing b = 0.0943, t(260) = 2.2453, p < .05. Thus, providing support for H2d. The main reason for this result is that Designing and Aligning Competency is important in ensuring that stability and growth are maintained, especially during leadership change. Organizations can only realize their long-term goals through succession planning that identifies and develops leaders who are in tune with the organization's vision and strategy. Organizations that apply strong Designing and Aligning practices invest in leadership development and build a base of future leaders. Furthermore, designing and aligning competency supports diversity and inclusion, which creates a healthier culture, better decision-making, and more innovation, all of which are factors that

contribute to long-term business sustainability. The findings confirm the literature review findings, particularly the Resource-Based View theory by Wernerfelt (1984) and Barney (1991), which considers people as critical resources for enduring organizational success. Organizations that concentrate on leadership design and alignment create powerful leadership teams and positive cultures, which enable them to remain competitive in the long run (Madhani, 2010).

The study analysis revealed that Leadership Rewarding and feedback competency (LRWF) does not affect Succession planning with results showing $b = 0.0736$, $t(260) = 1.6636$, and $p > .05$, which does not support hypothesis H2e. This result is attributed to the ineffectiveness of reward systems in large Palestinian organizations, such as telecommunication companies, banks, and insurance companies, as their reward system focuses primarily on short-term incentives and, therefore, does not provide sufficient support for the leadership development required for succession planning. Besides, the reward and incentive system may not be aligned with the overall leadership development strategy. Cultural factors may also count; in organizational cultures that don't value open communication and appreciation, the reward and feedback system is less likely to affect succession planning. The lack of investment in training and developing potential leaders may also reduce the effectiveness of rewards in succession planning.

The study results found that Leadership Team Building (LTB) competency affects succession planning with $b = 0.1038$, $t(260) = 2.5244$, $p < 0.05$. Thus, the study results support Hypothesis H2f. Leadership team-building competency is an important part of any well-prepared and structured succession plan. Team-building efforts are an important

investment for organizations to identify, develop, and prepare future leaders. This helps to ensure that leadership transitions are smooth, and that the organization does not experience a loss of continuity and stability during times of change.

The results of the study confirm the hypothesis that Leadership External Stakeholder Orientation competency (LEO) affects succession planning, with the results being $b = 0.0948$, $t(260) = 2.3741$, $p < .05$, thus supporting H2g. External orientation is the extent to which a business is involved with its external environment, including customers, stakeholders, and competitors. Through external orientation, organizations maintain awareness of market trends, customer needs, and emerging expectations. Through this awareness, the organization can identify potential successors capable of leading the business in a dynamic and competitive environment and establish external relationships with stakeholders.

The results of the study confirm the hypothesis that Leadership Global Mindset Competency (LGM) affects succession planning, with the results being $b = 0.1907$, $t(260) = 4.5727$, $p < .05$. This provides support for H2h. This finding suggests that building a global mindset within an organization enables succession planning and produces leaders who understand different cultures, adapt to new situations, think creatively, and address complex global business challenges. Global-minded leaders exhibit adaptability, innovation, and receptiveness to diverse perspectives, which are essential for an organization's long-term success. Their ability to lead multicultural teams and adapt to evolving business settings enhances the organization's agility, flexibility, and positioning in a dynamic global market. This competency enables an organization to develop more innovative and inclusive

strategies by understanding different corporate cultures. The results confirm multiple leadership principles, which are discussed in the literature. The ability of globally minded leaders to demonstrate flexibility and cultural adaptability shows the fundamental principles of Hersey and Blanchard's (1969) situational leadership theory, which requires leaders to change their approach according to team member needs and readiness levels. The principles of transformational leadership theory as described by Burns (1978) and Bass & Bass (1985) are consistent with global mindset leadership, which combines innovative approaches with inclusive practices. Leaders who navigate uncertain business environments with shifting contexts demonstrate characteristics that align with Heifetz's (1994) adaptive leadership model, thus supporting the need for succession planning to develop leaders who succeed in diverse dynamic settings.

The results indicated that Leadership Tenacity competency (LTC) does not affect Succession Planning, $b = .0341$, $t(260) = .7905$, $p = .4299$. Thus, not providing support for H2i. Leadership Tenacity represents the determination of leaders to overcome obstacles while pursuing organizational goals. The value of this competency for personal growth and resilience does not necessarily translate to the strategic dimensions of succession planning. Strategic thinking together with emotional intelligence and leadership capability represent competencies that are more important for identifying and preparing future leaders. Tenacity shows stronger potential to support immediate problem-solving and individual perseverance rather than long-term leadership continuity planning.

The results indicated that Leadership Emotional Intelligence Competency (LEMI) affects succession planning, $b = .2352$, $t(260) = 5.1376$, $p < .001$. Thus, providing support

for H2j. Leadership Emotional Intelligence is a core competency for effective leadership. It improves individual performance and advances succession planning by developing emotionally intelligent, competent, and resilient future leaders. This approach contributes substantially to long-term business success and sustainable organizational achievements. Leaders who demonstrate emotional intelligence understand their emotions deeply, which guides their personal decisions and their interactions with others. The improved self-awareness of these leaders enables them to establish positive leadership examples for future leaders by practicing effective leadership methods. Leaders who demonstrate emotional intelligence show strong communication abilities as their core characteristic. They articulate vision and values effectively, enabling rising leaders to understand both the organization's direction and its goals. The development of genuine relationships between leaders and their team members represents an essential asset for their work. The research supports the competency-based leadership development framework presented in the literature chapter, which designates emotional intelligence as crucial for leadership effectiveness (Fitzpatrick, 1994). The principles of authentic leadership and servant leadership support these findings, as they emphasize self-awareness, along with ethical decision-making and strong interpersonal relationships (Luthans & Avolio, 2003; Greenleaf, 1977). Succession planning that builds emotionally intelligent leaders produces leadership approaches that prioritize people and trust and achieve the organization's long-term goals (Siambi, 2022).

The results indicated that Leadership Work-life balance competency (LWLB) does not affect Succession Planning, $b = -.0159$, $t(260) = -.3544$, $p = .7233$. Thus, H2k is not

supported. This result can be attributed to succession planning systems that focus on choosing leaders based on their capabilities and organizational compatibility instead of their work-life balance needs. Leadership positions within organizations typically require real dedication from leaders and employees, so work-life balance is often neglected in the face of organizational demands. Organizations operating in challenging or changing circumstances, such as those in Palestine, may prefer to focus on immediate leadership requirements rather than employee well-being, as they view work-life and personal life as irrelevant to leadership succession needs.

Eventually, the results indicated that Leadership Resilience competency (LRES) affects Succession Planning, $b = .1143$, $t(260) = 2.6826$, $p < .05$. Thus, providing support for H2l. The result can be attributed to the fact that resilience is a key aspect of leadership development that builds succession planning competencies. Resilient leaders tend to provide stronger mentorship and support to developing leaders. This may prompt organizations to integrate resilience training into their leadership development initiatives to produce a robust and well-prepared base of future leaders. The findings support the research literature highlighting succession planning as an essential element for organizational resilience and sustained success, as noted by Bano et al. (2022). Stability in leadership, particularly within the banking, insurance, and telecommunications sectors in Palestine, requires the cultivation of resilient leaders to implement structured succession planning, hence ensuring business continuity and mitigating the risks associated with leadership gaps (Siambi, 2022).

5.2.3 The Effect of Succession Planning on Perceived Organizational Performance

This section will answer: How does succession planning affect perceived organizational performance? The results of the study confirm the hypothesis that Succession Planning (SP) positively affects Perceived Organizational Performance (POP). The analysis showed $b = 0.3870$, $t(259) = 6.9008$, $p < .05$, thus confirming support for H3. The main reason for this result is that Succession Planning is an important factor that contributes to the improvement of organizational performance by providing a continuous supply of qualified and ready leaders. It also helps to reduce the effect of leadership gaps and thus ensures the continuity of the business. Besides, the organization's performance also improves because employees become more skilled and committed. Succession planning within an organization gives employees job security and clear future career advancement opportunities and career paths. This enhances the employees' morale and increases their sense of fulfillment and motivation. The findings are consistent with the previous studies by Cascio and Boudreau (2016) that a well-structured succession planning is important in supporting business sustainability as it increases employee confidence, morale, and engagement. Organizations can identify internal talent potential through succession planning while simultaneously developing their current workforce. Also, organizations achieve their strategic objectives through investments in training and development programs that prepare competent employees.

The well-planned succession process helps organizations preserve their cultural values and fundamental principles during leadership changes while building a stable work environment that enhances performance. The research results support Day (2007) by showing that Succession Planning ensures the continuity of organizational knowledge and

culture through internal succession development, which enables operational efficiency and adaptability in today's fast-changing environment. Zhang and Rajagopalan (2010) indicate that when succession planning is well implemented, it results in a better organizational image, attracts top talent, and increases investor confidence, which in turn leads to better long-term performance. Succession planning enables businesses to manage unexpected leadership departures while keeping operations running smoothly and consistently. The process also creates a positive work environment that attracts and retains talent. The organization's ability to sustain itself and remain resilient over time becomes more credible to key stakeholders, including lenders, investors, suppliers, and employees, when there is a defined Succession Planning process in place. Groves (2007) defines Succession Planning as a strategic process that ensures continuity, aligns leadership development with organizational goals, and fosters stakeholder confidence, thereby establishing its value as an essential driver for long-term success. Succession planning, as described by Ojeyemi (2021) and Kumari and Agnihotri (2024), is the process of ensuring the continuity of organizational culture, retaining talent, addressing skill deficiencies, and equipping people for future business requirements.

5.2.4 The Mediation Role of Succession Planning

This section will answer: What is the mediating role of succession planning in the relationship between leadership development and perceived organizational performance? Research shows that succession planning represents a critical link between leadership development and perceived organizational performance. It is an essential factor in transforming leadership development efforts into tangible results and in assessing organizational performance.

The research findings show that succession planning fully mediates the relationship between certain leadership competencies - Visioning (LENV), Team Building (LTB), External Orientation (LEO), Emotional Intelligence (LEMI), and Resilience (LRES) - and perceived organizational performance. It is a partial mediator for Global Mindset (LGM) and Designing and Aligning (LDSN), and there is no mediating effect for Empowering (LEMO), Energizing (LENR), Rewarding and Feedback (LRWF), and Tenacity (LTC). These findings are in line with Day (2007) and Lacerenza et al. (2017), who stated that leadership development should be in line with the needs of the workplace and should be developed at the organizational level.

The findings align with Charan et al. (2011) that leadership development programs by themselves do not lead to improved performance. Succession Planning increases the effectiveness of leadership competencies on perceived organizational performance by making sure that development efforts are relevant to actual organizational needs. This supports Huang's (2001) view of succession Planning as a systematic approach to developing internal candidates for leadership positions, thus reducing leadership gaps. Groves (2007) also noted succession planning as a mediator that steers leadership development to strategic priorities and enhances the return on investment by preparing employees for key positions. Thus, succession planning also strengthens the organizational culture by providing clear development paths and leadership opportunities, which increase employee motivation, engagement, and retention, which are key drivers of perceived organizational performance (Cascio & Boudreau, 2016).

The study results show that succession planning acts as a mediator between the Leadership Visioning (LENV) dimension and perceived organizational performance (POP). This shows that succession planning is an important approach in which a clear vision can lead to better performance. Even with a good corporate vision, a weak succession plan may prevent the vision from being translated into real results. Succession planning on its own, without a good vision, may not be enough to drive performance improvements. The research results demonstrate the need to align succession plans with the organization's vision. The vision serves as a directional guide, while succession planning identifies the right leaders to implement that guidance. Succession efforts aligned with the organization's vision lead to better performance in organizations that effectively implement this integration, demonstrating its importance in enhancing efficiency and long-term success.

The results indicate that succession planning does not act as a mediator between Leadership Empowering (LEMP) and perceived organizational performance (POP). The study analysis revealed that there is no direct or indirect effect of empowering on perceived organizational performance. The achievement of organizational performance goes beyond empowerment initiatives since these efforts are more focused on motivating employees than on developing strategic leadership. The firms examined may not have fully integrated empowerment approaches into their overall performance or leadership frameworks, so limiting their effectiveness. The real effect of empowering requires implementation as part of an extensive strategy that combines leadership development with performance-focused planning and a strong organizational culture.

The study results did not demonstrate that succession planning mediates the relationship between leadership energizing (LENR) and perceived organizational performance. In fact, no effect was found, either directly or indirectly. The results suggest that leadership energizing and motivation practices enhance team energy, but their effect does not translate into substantive improvements in organizational performance. The research findings demonstrate that leadership energizing and succession planning should be treated as two separate strategic initiatives. Leadership energizing produces short-term benefits, including employee engagement, but these benefits do not generate substantial performance improvements unless used in conjunction with leadership or performance management systems. The research shows that succession planning continues to be vital for organizational stability and leadership transition even though it does not affect the relationship between leadership energizing and organizational performance perceptions. Organizations need to use both approaches, but they need separate distinct strategies that keep meaningful alignment.

The results confirm that succession planning (SP) is a partial mediator between Leadership Designing and Aligning (LDSN) and perceived organizational performance (POP). Designing and aligning has a direct effect on perceived organizational performance, and this effect is even more pronounced when it is supported by effective succession planning. The study reveals that organizations with strong design and alignment processes, where leadership roles, responsibilities, and structures are well connected to corporate strategies and goals, already have positive performance outcomes. However, when these organizations also implement succession planning, the effect becomes more powerful.

Succession planning ensures that there are people who are able to replace key personnel and thus enhances the effect of designing and aligning. This supports the effective implementation of strategy, organizational stability, and long-term sustainability. Succession planning, by linking structured leadership processes to future leadership readiness, helps to translate designing and aligning efforts into real performance improvements, as perceived by stakeholders.

The research findings do not demonstrate that succession planning mediates the relationship between leadership reward and feedback (LRWF) and perceived organizational performance (POP). However, the findings demonstrate a direct link between leadership reward and feedback and perceived organizational performance. The results show that reward and compensation systems affect the perception of employees on organizational performance regardless of the existence of a formal succession plan. In other words, well-structured reward and feedback practices can still have an independent effect on how performance is perceived within the organization, even without strong succession planning. The result implies that Palestinian organizations need to align their reward systems with their talent management strategies to boost employee motivation and engagement. This may include performance-related rewards, bonuses, career progression, and non-financial rewards such as flexible working hours or training and development opportunities.

The mediation analysis shows that succession planning fully mediates the relationship between Leadership Team Building (LTB) and perceived organizational performance (POP). The study confirms that the relationship between Team Building, and perceived organizational performance is fully mediated by succession planning. This can be

explained by the fact that team-based work structures and strong trust between managers and employees make it easier for organizations to identify and develop future leaders through a well-executed succession planning process. This, in turn, nurtures a strong base of qualified individuals ready to assume leadership roles, laying a stronger and more efficient foundation for improving organizational performance.

The results show that Leadership External Orientation (LEO) does not have a direct effect on Perceived Organizational Performance (POP). However, the analysis revealed that External Orientation has a positive effect on Succession Planning that in turn fully mediates the relationship between External Orientation and Perceived Organizational Performance. The sophistication of the succession planning system is enhanced by externally oriented leadership practices such as market trends, stakeholder needs and competitor movements. Succession strategies that incorporate external awareness allow organizations to improve leadership readiness for market complexities and stakeholder expectations. Leadership continuity that matches strategic adaptability leads to better organizational performance perceptions. The full mediation shows that external orientation delivers its greatest value when used within established systems for leadership development and succession planning.

The mediation analysis indicates that succession planning acts as a partial mediator between Leadership Global Mindset (LGM) and perceived organizational performance, while the effect is inconsistent. The relationship between Global Mindset and perceived organizational performance displays direct as well as indirect effects through succession planning, which act in opposite directions, characterized by a minimal negative direct effect and a positive indirect effect. Organizations can turn their strengths in a global mindset into

superior performance through succession planning. However, the characteristics of a global mindset that are not aligned with local business needs remain inconsistent. Leaders who overemphasize global issues may implement global management practices that conflict with local market needs and cultural norms, such as imposing flat organizational structures and decentralizing decision-making in centralized, hierarchical organizations. Succession planning should connect global leadership development programs to local conditions and environments, enabling organizations to achieve better performance outcomes.

The research findings show that Leadership Tenacity and Courage (LTC) has a direct effect on Perceived Organizational Performance (POP), and succession planning does not act as a mediator in this relationship. In the Palestinian organizations studied, tenacity seems to affect performance regardless of the formal succession structures. This implies that organizations gain directly from leaders who are persistent, who make bold decisions, and who are resilient in the face of challenges. Such leadership creates an environment of determination and stability, which in turn leads to better organizational performance. The absence of mediation means that tenacity drives results through personal leadership behavior and not through strategic succession mechanisms.

The research indicates that succession planning acts as a mediator between Leadership Emotional Intelligence (LEMI) and perceived organizational performance (POP). This indicates that succession planning is a key factor in translating the advantages of emotional intelligence into actual performance results. Leadership Emotional Intelligence does not have a direct effect on perceived organizational performance but it affects the structure and implementation of succession planning. Succession planning is

used by organizations to identify emotionally intelligent leaders who are prepared for future roles which leads to better organizational performance.

The results show that succession planning did not act as a mediator between Leadership Work-Life Balance (LWLB) and Perceived Organizational Performance (POP). The research revealed no direct or indirect effect between work-life balance and perceived organizational performance as well as no effect of work-life balance on succession planning. The research findings demonstrate that work-life balance and succession planning function independently as separate organizational approaches to meet the different needs of the studied organizations. The research findings suggest that employee work-life balance has no direct effect on organizational performance; instead, it positively affects employee well-being and satisfaction. The relationship may be affected by several factors, including corporate culture, industrial context, and external influences, which might explain the absence of a meaningful effect.

The study results show that succession planning inconsistently fully mediates the relationship between leadership resilience (LRES) and perceived organizational performance (POP). Although the effect of resilience on perceived organizational performance is not direct, it is evident through succession planning. This suggests that succession planning is an important factor in translating leadership resilience into improved performance outcomes. The mediation results were inconsistent, which means that the effectiveness of succession planning in this relationship may be dependent on the organizational context. For example, in organizations that have a high level of resilience, the added value of succession planning may not be as apparent. The findings indicate that

succession planning practices need to build upon and improve the current leadership abilities of leaders.

5.3 Study Implications

This section discusses the theoretical and practical implications of the study's findings, as well as ways to apply them in real-world work environments. The contributions of this study go beyond presenting the findings; rather, it contributes to shaping new theoretical frameworks and enriching practical applications in the field of human resource management. This thesis aims to investigate the mediating role of succession planning in the relationship between leadership development and perceived organizational performance in the Palestinian context and to discuss its theoretical and practical implications. It also contributes to the understanding of this topic and the improvement of professional practices.

5.3.1 Theoretical Implications

This study makes important theoretical contributions by extending knowledge of how certain leadership development competencies relate to perceived organizational performance (POP) directly and indirectly through succession planning (SP). The findings contradict the assumption that all leadership competencies contribute equally to performance. For instance, while competencies like visioning, designing and aligning, reward and feedback, and leadership tenacity had a direct positive effect on perceived organizational performance, others like empowering, energizing, team building, external orientation, emotional intelligence, work-life balance, global mindset, and resilience did not have a direct effect. These distinctions indicate that the effect of leadership competencies

on performance may be context-dependent and influenced by other organizational mechanisms.

The research shows that visioning together with designing and aligning, team building, external orientation, global mindset, emotional intelligence, and stress resilience enhance the sophistication of succession planning. The study supports competency-based leadership models (Day, 2007; Groves, 2007) by showing how succession planning functions as a critical driver to convert specific leadership competencies into lasting organizational success. The mediation analysis demonstrates that succession planning fully connects visioning, team building, external orientation, emotional intelligence, and resilience to perceived organizational performance, while it partially links designing and aligning and global mindset to perceived organizational performance.

The analysis showed that some leadership competencies had either inconsistent or no mediation through succession planning. The results indicated that succession planning did not mediate the relationship between rewarding and feedback, leadership tenacity, or work-life balance and perceived organizational performance, which means that these competencies may affect performance through other, more direct or separate mechanisms. Also, the inconsistent mediation results for global mindset and resilience indicate that the role of succession planning as a mediator may be different depending on the organizational context or cultural environment.

5.3.2 Managerial Implications

The research provides different practical insights that organizations, particularly in the Palestinian region, can utilize to enhance leadership development and performance

outcomes. The research suggests that organizations should invest in sophisticated succession planning as it facilitates the effective translation of leadership competencies into perceived organizational performance.

The competencies that had the strongest direct effect on perceived organizational performance from a managerial perspective were visioning, designing and aligning, reward and feedback, and leadership tenacity. Leadership development programs should focus on these competencies to develop high-performing teams and link individual goals to organizational strategy.

The research demonstrates that competencies like visioning, designing and aligning, team building, external orientation, global mindset, emotional intelligence, and stress resilience enhance succession planning. Organizations should implement these competencies into talent development programs because succession planning acts as a mediator between these competencies and perceived organizational performance, thus enhancing the base of organizational leadership and business continuity.

Organizations should focus on developing effective leadership competencies in their training and development initiatives and succession planning strategies. This strategy develops important internal competencies that are difficult for competitors to replicate and improve long-term competitiveness. The Resource-Based View (Wernerfelt, 1984; Barney, 1991) supports this view by treating people as strategic assets and studies show that effective leadership with strong alignment produces high-performing teams and a thriving corporate culture (Madhani, 2010).

However, the study also reveals some important gaps. Leadership competencies such as empowering, energizing, and work-life balance did not have an effect on succession planning or performance. This implies that these competencies may have an effect on the outcomes through other channels not captured in this study.

Leadership development programs should assess organizational culture, structure and employee engagement as possible enablers that could enhance leadership development initiatives. Leadership programs may be more effective when development strategies are tailored to specific contexts, organizational roles and maturity levels.

5.4 Study Limitations

While preparing this dissertation, the researcher encountered several limitations and challenges that may have affected the overall quality of the study's outcomes. These limitations are divided into methodological limitations and contextual or environmental limitations.

The main research limitation stems from depending on an online self-report questionnaire for data collection. The survey format, which was easy to use and allowed for a wide range of participants may have resulted in inaccurate responses. The participants may have exhibited social desirability bias in their responses, may not have been fully aware of their own responses, and may have misinterpreted the items. The online survey format also restricted the possibility of getting detailed and meaningful responses as the participants gave short answers. The participants may have had different understanding of the data which may have resulted in inconsistent data collection (Kormos & Gifford, 2014).

The study relied on a cross-sectional research design, which involved collecting data over a specific period of time. This design prevents the researcher from establishing causal relationships between variables and monitoring their temporal changes. According to Kesmodel (2018), it is difficult to determine whether one variable influences another or whether both are influenced by another factor. The cross-sectional study method provides important real-time data, although it does not provide the comprehensive understanding available through longitudinal or qualitative research methods (Kormos & Gifford, 2014).

The Israeli occupation and military aggression, along with the war on Gaza and unrest in the West Bank governorates, constitute major environmental constraints. The restrictions between cities and villages, along with unstable economic conditions and widespread insecurity, have harmed the private sector and caused psychological stress among employees, which likely influenced employee perceptions on leadership development, succession planning, and organizational performance.

The researcher encountered difficulties due to the scarcity of local literature or secondary data on this topic, making it difficult to find relevant studies in the Palestinian context.

The researcher used a purposive sample as a non-probability method because there was no complete list of private sector employees. Thus, the study's findings cannot be considered applicable to all private sector employees across Palestine. Furthermore, the political status of Palestine as an occupied territory limits the generalizability of the findings to other countries in the region.

5.5 Recommendations for Future Research

The study relied on a quantitative research design to determine the mediating role of succession planning between leadership development competencies and perceived organizational performance. The main drawback of this approach is its inability to explain the reasons for the persistence of these relationships. Future research should incorporate qualitative methods to gain more detailed insights from employees and leaders about their perspectives and experiences. Future research could investigate the following questions:

"How do leadership development competencies contribute to perceived organizational performance in workplace settings?"

The research implemented a cross-sectional research design to gather data during a particular time point. The study successfully demonstrated relationships between variables but was unable to determine cause-effect relationships or monitor variable development and changes. A future study should implement a longitudinal research approach to monitor the same participants at different time points. The longitudinal approach would provide an advanced understanding of how leadership development and succession planning structures affect organizational performance over time. A potential research question for upcoming investigations could be:

"How participation in leadership development programs over five years affects organizational outcomes such as employee engagement, productivity, and financial performance?"

The current study demonstrated that some leadership competencies affect perceived organizational performance through succession planning, but it also demonstrated that succession planning does not mediate all relationships. Future research should expand the current study by examining other potential mediating factors, including organizational culture, leadership style, and organizational structure, to better understand the relationship between leadership development and perceived organizational performance. For example, researchers may examine:

"How does the implementation of leadership development initiatives affect employee retention in dynamic organizational environments?"

The analysis of these directions could provide a more complete picture of the effects of leadership development on organizational sustainability, employee well-being, and performance results. Such knowledge would be especially useful in dynamic or high-pressure environments such as those encountered by many Palestinian organizations.

5.6 Conclusion

The research findings showed that several leadership development competencies have a positive effect on the perceived organizational performance in Palestinian organizations. In particular, the results supported the idea that visioning, designing and aligning, reward and feedback, and leadership tenacity are directly related to the improvement of perceived organizational performance.

The research results showed that visioning, designing and aligning, team building, external orientation, global mindset, emotional intelligence, and resilience to stress are

competencies that are crucial for enhancing succession planning practices. Succession planning was found to be a full mediating factor that links these competencies to performance outcomes.

The research showed that succession planning partially mediated the relationship between designing and aligning and global mindset.

The study showed that succession planning is not a link between leadership reward and feedback, leadership tenacity, and perceived organizational performance. The results show how leadership competencies function differently and support the need to design development approaches based on organizational needs and succession planning processes.

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Appendices

Appendix 1

Study Questionnaire

أخي الفاضل / أختي الفاضلة،

تحية طيبة وبعد،

تأتي هذه الدراسة ضمن إعداد رسالة الماجستير واستكمالي لمتطلبات التخرج من برنامج الماجستير في القيادة في كلية الدراسات العليا في الجامعة العربية الأمريكية. تهدف الرسالة إلى دراسة تأثير برامج تطوير القيادة على الأداء التنظيمي والتحقيق في الدور الوسيط لتخطيط التعاقب الوظيفي.

من أجل تحقيق هذه الغاية، أرجو مساعدتكم في توفير إجابات صادقة، ودقيقة، وموضوعية على الأسئلة الواردة في هذا الاستبيان والتي تعتمد على خبرتكم في المنظمة التي تعملون بها. تحتاجون إلى 30 دقيقة تقريباً من أجل اكمال هذا الاستبيان.

إن المعلومات التي تجمع من خلال هذا الاستبيان سيتم استخدامها لأغراض البحث العلمي مع الحفاظ على السرية التامة لهذه المعلومات ومصدرها. إذا كان لديكم أي استفسار، يمكنكم مراسلتي على البريد الإلكتروني المرفق أدناه.

مع وافر الشكر والاحترام،

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القسم الأول | معلومات ديموغرافية وأسئلة أخرى

الرمز	السؤال (اختر الجواب الملائم لحقيقة وضعك)
GND	**الجنس:** ☐ ذكر ☐ انثى
AGE	**العمر:** ☐ 22- 30 ☐ 31- 40 ☐ 41- 50 ☐ 51 - 60 ☐ 61-فأكثر
EDU	**درجة التعليم:** ☐ توجيهي أو أقل ☐ دبلوم ☐ بكالوريوس ☐ دراسات عليا
RES1	**المحافظة:** ☐ القدس ☐رام الله والبيرة ☐ نابلس ☐ جنين ☐ الخليل ☐ بيت لحم ☐ طولكرم ☐ قلقيلية ☐ أريحا ☐ طوباس ☐ سلفيت
POS	**المستوى الوظيفي:** ☐ **مشرف** ☐ **مدير وحدة/قسم** ☐ **مدير فرع** ☐ **مدير في الإدارة الوسطى** ☐ **مدير في الادارة التنفيذية**
SECTOR	**تعمل في :** ☐ القطاع المصرفي ☐ قطاع الاتصالات ☐ قطاع التأمين
SOC	**الحلة الإجنماعية:** ☐ أعزب ☐ متزوج ☐ أرمل ☐ مطلق
TEN	**عدد سنوات العمل لدى المنظمة الحالية (يرجى كتابة عدد السنوات)** _____، **كم من هذه السنوات قضيتها في العمل الإداري (يرجى كتابة عدد السنوات)** _____.

INC	**مستوى دخلك الشهري:** ☐ أقل من 5000 شيكل ☐ 5001- 10000شيكل ☐ 10001-15000 شيكل ☐ 15001-20000 شيكل ☐ 20001 شيكل فأكثر

القسم الثاني | محاور الدراسة

المحور الأول: الأداء التنظيمي ويُقصد به تقييم الموظفين لمدى فعالية المنظمة في تحقيق أهدافها.

يرجى تقييم أداء منظمتك مقارنة أهم منافسيها في كل من الجوانب التالية خلال العام السابق. يتكون المقياس من سبع نقاط، حيث (3–) تمثل "أسواء بكثير من المنافسين" و(3+) تمثل "أفضل بكثير من المنافسين". يرجى وضع دائرة حول الإجابة التي تعبر عن رأيك منتبهاً لمعنى كل درجة من المقياس.

الرمز	العبارة	أسوأ بكثير من المنافسين	أسوأ	أسوأ بقليل	مثل المنافسين	أفضل بقليل	أفضل	أفضل بكثير من المنافسين
POP1	القدرة على استقطاب الموظفين الأساسيين (الضروريين).	-3	-2	-1	0	+1	+2	+3
POP2	القدرة على الحفاظ على الموظفين الأساسيين (الضروريين).	-3	-2	-1	0	+1	+2	+3
POP3	العلاقة ما بين الإدارة وباقي الموظفين.	-3	-2	-1	0	+1	+2	+3
POP4	العلاقات ما بين الموظفين بشكل عام.	-3	-2	-1	0	+1	+2	+3
POP5	الريادة والابتكار.	-3	-2	-1	0	+1	+2	+3
POP6	عمليات التسويق في المنظمة.	-3	-2	-1	0	+1	+2	+3
POP7	نمو المبيعات في المنظمة.	-3	-2	-1	0	+1	+2	+3
POP8	جودة المنتجات والخدمات والبرامج المقدمة.	-3	-2	-1	0	+1	+2	+3
POP9	تطوير منتجات وخدمات وبرامج جديدة.	-3	-2	-1	0	+1	+2	+3
POP10	رضى العملاء (الزبائن).	-3	-2	-1	0	+1	+2	+3
POP11	سمعة العلامة التجارية.	-3	-2	-1	0	+1	+2	+3
POP12	إدارة العلاقات مع العملاء (الزبائن).	-3	-2	-1	0	+1	+2	+3
POP13	المسؤولية المجتمعية.	-3	-2	-1	0	+1	+2	+3

POP14	الوضع التنافسي للمنظمة.	-3	-2	-1	0	+1	+2	+3
POP15	ربحية المنظمة.	-3	-2	-1	0	+1	+2	+3
POP16	الحصة السوقية للمنظمة.	-3	-2	-1	0	+1	+2	+3
POP17	تحقيق الأهداف المالية للمنظمة.	-3	-2	-1	0	+1	+2	+3
POP18	تقليل التكاليف مقابل تحسين الكفاءة والإيرادات.	-3	-2	-1	0	+1	+2	+3

المحور الثاني: تطور التخطيط للتعاقب الوظيفي ويقصد به العملية الممنهجة التي تستخدمها المنظمات في تحديد وتطوير الموظفين المناسبين لتوالي الأدوار القيادية، من أجل الاستمرارية الفعالة والكفؤة والسلسة لعمليات المنظمة، وضمان تحقيق رسالتها.

يرجى وضع دائرة حول الإجابة التي تعبر عن مستوى تطور التخطيط للتعاقب الوظيفي في منظمتك. يتكون المقياس من سبع نقاط، حيث (1) تمثل "درجة قليلة جداً" و(7) تمثل "درجة عالية جداً" منتبهاً لمعنى كل درجة من المقياس.

الرمز	العبارة	قليل جداً	قليل	الى حد ما قليل	محايد	الى حد ما عالي	عالي	عالي جداً
SP1	مدى رسمية القواعد والإجراءات المقررة للتعاقب الوظيفي والتطوير الإداري في المنظمة.	1	2	3	4	5	6	7
SP2	مدى تكليف الدوائر والموظفين بمسؤوليات لها علاقة بالتخطيط للتعاقب الوظيفي.	1	2	3	4	5	6	7
SP3	مدى توظيف المتابعة والتدقيق في عملية التقييم.	1	2	3	4	5	6	7
SP4	مدى اشتراك (انخراط) مستويات الإدارة العليا في عمليات التعاقب الوظيفي.	1	2	3	4	5	6	7
SP5	مدى تقييم رؤساء الأقسام ومكافأتهم حسب جهودهم في تطوير موظفيهم.	1	2	3	4	5	6	7
SP6	مدى قيام المنظمة بجمع البيانات عن الموظفين والمهام الوظيفية لغايات التعاقب الوظيفي وتنمية الموارد البشرية.	1	2	3	4	5	6	7

الرمز	العبارة	قليل جدا	قليل	الى حد ما قليل	محايد	الى حد ما عالي	عالي	عالي جدا
SP7	مدى اعتماد قرار اختيار الموظف على العلاقات الشخصية والمعارف (علاقات الشبكة البشرية).	1	2	3	4	5	6	7
SP8	مدى اعتماد قرار ترقية الموظف على العلاقات الشخصية والمعارف (علاقات الشبكة البشرية).							
SP9	مدى اعتماد قرار اختيار الموظف على الأداء وتنوع الخبرات والمقدرة.	1	2	3	4	5	6	7
SP10	مدى اعتماد قرار ترقية الموظف على الأداء وتنوع الخبرات والمقدرة.							
SP11	مدى اعتبار أعضاء فريق التخطيط للتعاقب الوظيفي في المنظمة أنهم أهل ثقة وكفاءة عند أداء عملهم، قادرين على استغلال الموارد المتاحة بأفضل طريقة.	1	2	3	4	5	6	7
SP12	مقدار الوقت الذي يخصصه المدير التنفيذي في المنظمة لإدارة أمور التعاقب الوظيفي.	1	2	3	4	5	6	7

المحور الثالث: تطوير القيادات ويقصد به عملية تعزيز مهارات وقدرات القادة على توجيه وتحفيز الأفراد نحو تحقيق أهداف المنظمة. يشمل ذلك مجموعة متنوعة من الأنشطة مثل التدريب، والتوجيه، وتفويض السلطة، وتمكين الموظفين. يركز تطوير القيادة على تحسين كفاءات القادة لتوجيه وإلهام فرقهم بشكل أفضل. تقسم الدراسات هذه الكفاءات الى إثني عشر نوعاً مختلفاً، هذه ممثلة في المستويات المختلفة ضمن هذا المقياس. // يرجى وضع دائرة حول الإجابة التي تعبر عن مدى تطبيق (مشرفك المباشر) لكل من السلوكيات التالية أو مدى تمكنه من القدرات المذكورة منتبهاً لمعنى كل درجة من المقياس. يتكون المقياس من سبع نقاط، حيث (1) تمثل "أبداً" و(7) تمثل "دائماً". .

المستوى الأول: الرؤية ويقصد بها قدرة القائد في المنظمة على صياغة رؤية ورسالة واستراتيجية شاملة، تأخذ بعين الاعتبار العولمة والبيئة التنافسية المتقلبة التي يلزمها شراكات متينة ما بين الموظفين والمساهمين والموردين والعملاء (الزبائن) محلياً ودولياً.

الرمز	العبارة	قليل جداً	قليل	الى حد ما قليل	محايد	الى حد ما عالي	عالي	عالي جداً
LENV1	دائم البحث عن فرص يمكنها أن تأخذ المنظمة إلى مستوى أعلى.	1	2	3	4	5	6	7
LENV2	يبحث باستمرار عن طرق جديدة لفعل الأشياء.	1	2	3	4	5	6	7
LENV3	يجيد النظر إلى ما هو أبعد من محددات الوضع الحالي لعمل المنظمة راسماً وجهة جديدة لها.	1	2	3	4	5	6	7
LENV4	يجيد التوقع بالتوجهات المبتكرة.	1	2	3	4	5	6	7
LENV5	يستطيع توقع التحديات التي من الممكن أن تواجه المنظمة من ثلاث الى خمس سنوات قادمة.	1	2	3	4	5	6	7
LENV6	يمتلك رؤية واضحة لما يمكن أن تصبح عليه المنظمة.	1	2	3	4	5	6	7
LENV7	يأخذ دائما بعين الاعتبار الصورة الكاملة (وليس التفاصيل فقط) عند اتخاذ القرارات الإستراتيجية.	1	2	3	4	5	6	7

المستوى الثاني: التمكين ويقصد بها قدرة القائد على إعطاء الموظفين على جميع المستويات صوتا من خلال تمكينهم بمشاركة المعلومات وتفويض القرارات إلى الأشخاص الأكثر كفاءة لاتخاذها وتنفيذها.

الرمز	العبارة	أبداً	نادراً	من حين الى آخر	في بعض	غالباً	بشكل	دائماً
LEMP1	يشرك أعضاء الفريق في عملية صنع القرار دائماً.	1	2	3	4	5	6	7
LEMP2	يشجع أعضاء الفريق على تبادل المعلومات والأفكار بصراحة فيما بينهم.	1	2	3	4	5	6	7
LEMP3	يفسح المجال للآخرين بممارسة استقلاليتهم في اتخاذ القرار.	1	2	3	4	5	6	7
LEMP4	ينظر إلى فشل الفريق كجزء من عملية التعلم.	1	2	3	4	5	6	7

الرمز	العبارة	أبداً	نادراً	من حين الى حين	في بعض	غالباً	بشكل	دائماً
LEMP5	يظهر لأعضاء الفريق أنه يثق بهم.	1	2	3	4	5	6	7
LEMP6	يعمل جاهداً لتقليل التكتم ما بين أعضاء الفريق.	1	2	3	4	5	6	7
LEMP7	يمنح أعضاء الفريق المسؤولية الكاملة عند تفويضهم بمهمةٍ ما.	1	2	3	4	5	6	7

المستوى الثالث: التنشيط ويقصد بها قدرة القائد على تنشيط وتحفيز الموظفين لتحقيق الرؤية المستقبلية التي حددتها المنظمة.

الرمز	العبارة	أبداً	نادراً	من حين الى حين	في بعض	غالباً	بشكل	دائماً
LENR1	يشكِل مصدرًا مهمًا لتحفيز الموظفين في المنظمة.	1	2	3	4	5	6	7
LENR2	يتقن جمع تأييد الموظفين حول رؤية مشتركة لمستقبل المنظمة.	1	2	3	4	5	6	7
LENR3	يجيد التواصل وتوضيح رؤية المنظمة للآخرين.	1	2	3	4	5	6	7
LENR4	يجيد تحفيز الآخرين على بذل أفضل ما بوسعهم نحو تحقيق أهداف المنظمة.	1	2	3	4	5	6	7
LENR5	يلهم الآخرين بشغفه وحماسه للمنظمة.	1	2	3	4	5	6	7
LENR6	يلهم موظفي المنظمة لتحقيق الأداء الأفضل.	1	2	3	4	5	6	7

المستوى الرابع: تصميم وضبط الأداء ويقصد بها قدرة القائد على إنشاء هيكل تنظيمي وأنظمة متابعة مرافقة تقرّب رؤية المنظمة الى الحقيقة من خلال ضبط وموائمة سلوك الموظفين مع قيم المنظمة وأهدافها.

الرمز	العبارة	أبداً	نادراً	من حين الى حين	في بعض	غالباً	بشكل	دائماً
LDSN1	يجيد ضمان وجود الموارد اللازمة لتحقيق أهداف المنظمة.	1	2	3	4	5	6	7

الرمز	العبارة	أبداً	نادراً	من حين الى	في بعض	غالباً	بشكل	دائماً
LDSN2	يُحمّل نفسه مسؤولية تحقيق أهداف المنظمة.	1	2	3	4	5	6	7
LDSN3	يُحمّل الآخرين مسؤولية الوفاء بالتزاماتهم تجاه المنظمة واحترام الجداول الزمنية.	1	2	3	4	5	6	7
LDSN4	يُحمّل نفسه مسؤولية توجيه موارد المنظمة للمهام الأكثر أهمية.	1	2	3	4	5	6	7
LDSN5	يتأكد من قيام جميع الموظفين بما يلزم لتحقيق أهداف المنظمة.	1	2	3	4	5	6	7
LDSN6	يتأكد من إشراك الموظفين أصحاب المهارات المناسبة لتحقيق أهداف المنظمة.	1	2	3	4	5	6	7
LDSN7	يبقى منخرطًا في أعمال المنظمة ومقدماً الدعم اللازم لإنجاز المهام.	1	2	3	4	5	6	7

المستوى الخامس: المكافأة والتغذية الراجعة ويقصد بها قدرة القائد على إنشاء نظام مكافآت ملائم لعمل المنظمة وتقديم ملاحظات بناءة لتحفيز السلوك المطلوب من الموظفين.

الرمز	العبارة	أبداً	نادراً	من حين الى	في بعض	غالباً	بشكل	دائماً
LRWF1	يقدر إنجازات أعضاء الفريق الآخرين دائماً.	1	2	3	4	5	6	7
LRWF2	يعطي أولوية عالية لتوجيه وتدريب أعضاء فريقه.	1	2	3	4	5	6	7
LRWF3	يطلب من أعضاء الفريق تغذية راجعة بشأن أدائه بشكل متكرر.	1	2	3	4	5	6	7
LRWF4	يقدم تغذية راجعة لأعضاء الفريق بطريقة بناءة.	1	2	3	4	5	6	7
LRWF5	يقدم تغذية راجعة لأعضاء الفريق باستمرار.	1	2	3	4	5	6	7
LRWF6	يبذل جهدًا لتشجيع كل فرد من أعضاء الفريق على الاهتمام بالتعلم والتطوير المهني.	1	2	3	4	5	6	7

الرمز	العبارة	أبداً	نادراً	من حين إلى	في بعض	غالباً	بشكل	دائماً
LRWF7	يخبر الموظفين بأنهم يحرزون تقدماً.	1	2	3	4	5	6	7
LRWF8	يشيد بالإنجازات والأداء الجيد بانتظام.	1	2	3	4	5	6	7
LRWF9	يطابق المكافأة مع الجهد المبذول في العمل.	1	2	3	4	5	6	7
LRWF10	يشجع الموظفين على العمل كفريق من أجل الحصول على مزيد من المكافآت.	1	2	3	4	5	6	7
LRWF11	يطبق نظام مكافآت يحفز الموظفين على أداء جيد لعملهم.	1	2	3	4	5	6	7

المستوى السادس: بناء الفريق ويقصد بها قدرة القائد على إنشاء فريق من أفراد يؤمنون بعمل الفريق، وزيادة فعاليته من خلال ايجاد بيئة يتوازن فيها التفاعلات التعاونية والجدال البناء.

الرمز	العبارة	أبداً	نادراً	من حين إلى	في بعض	غالباً	بشكل	دائماً
LTB1	يشجع أعضاء الفريق باستمرار على تحدي بعضهم البعض بشكل بناء.	1	2	3	4	5	6	7
LTB2	يجيد معالجة الخلافات بين أعضاء الفريق بطريقة بناءة.	1	2	3	4	5	6	7
LTB3	يبرع في مساعدة الفريق لإيجاد حلول للمواقف المتنازع عليها.	1	2	3	4	5	6	7
LTB4	يجمع الفرق التي تكمِّل مهارات أفرادها مهارات الآخرين لتحقيق التكامل.	1	2	3	4	5	6	7
LTB5	يحل النزاعات بين أعضاء الفريق بطريقة تزيد من قوة الفريق.	1	2	3	4	5	6	7
LTB6	يقوم بتهيئة بيئة حاضنة تسهل العمل الجماعي في الفريق.	1	2	3	4	5	6	7
LTB7	يعمل جاهداً لتعزيز الثقة ما بين أعضاء الفريق.	1	2	3	4	5	6	7

المستوى السابع: الاهتمام بالشراكات الخارجية ويقصد بها قدرة القائد على جعل الموظفين مدركين للبيئة الخارجية التي تشمل مجموعة متنوعة من الأطراف المؤثرة على المنظمة، وتركيز الجهود للاستجابة لمتطلبات العملاء والموردين والمساهمين ومجموعات المصالح الأخرى، مثل المجتمعات المحلية المتأثرة بالمنظمة.

الرمز	العبارة	أبداً	نادراً	من حين إلى حين	في بعض الأحيان	غالباً	بشكل دائم	دائماً
LEO1	يتصرف دائمًا بناءً على التغذية الراجعة من العملاء والأطراف المؤثرة لضمان رضاهم.	1	2	3	4	5	6	7
LEO2	يجيد توقع احتياجات العملاء والأطراف المؤثرة.	1	2	3	4	5	6	7
LEO3	سريع الاستجابة للتغيرات في احتياجات العملاء والأطراف المؤثرة.	1	2	3	4	5	6	7
LEO4	يعمل باستمرار من اجل بناء علاقة ثقة مع العملاء والأطراف المؤثرة.	1	2	3	4	5	6	7
LEO5	يتأكد من أن كل فرد في الفريق يدرك أهمية معرفة وتلبية متطلبات العملاء والأطراف المؤثرة.	1	2	3	4	5	6	7
LEO6	يقضي الكثير من الوقت في الاستماع إلى العملاء والأطراف المؤثرة من أجل تلبية احتياجاتهم.	1	2	3	4	5	6	7
LEO7	يعمل بشكل وثيق مع العملاء والأطراف المؤثرة من أجل تلبية احتياجاتهم على أفضل وجه.	1	2	3	4	5	6	7

المستوى الثامن: النظرة العالمية ويقصد بها قدرة القائد على غرس أهمية التفكير العالمي في عمل المنظمة، مشجعاً قيم احترام الاختلافات والثقافات حتى تستطيع المجموعات الثقافية والوطنية والإقليمية أن تلتحم في إطار عمل المنظمة.

الرمز	العبارة	أبداً	نادراً	من حين إلى حين	في بعض الأحيان	غالباً	بشكل دائم	دائماً
LGM1	يسعى جاهداً لفهم وجهات النظر الثقافية المختلفة.	1	2	3	4	5	6	7
LGM2	يحتفظ بمعرفة محدثة عن تطورات الأسواق العالمية.	1	2	3	4	5	6	7
LGM3	يتعلم باستمرار عن ممارسات الأعمال على المستوى الدولي.	1	2	3	4	5	6	7

الرمز	العبارة	أبداً	نادراً	من حين الى	في بعض	غالباً	بشكل	دائماً
LGM4	يبني علاقات قوية مع زملاء من خلفيات ثقافية متنوعة.	1	2	3	4	5	6	7
LGM5	يعمل بشكل فعال مع الفِرَق التي تعمل على المستوى الدولي.	1	2	3	4	5	6	7
LGM6	يشعر بالراحة في العمل ضمن بيئات متعددة الثقافات.	1	2	3	4	5	6	7
LGM7	يتبنى نظرة إيجابية تجاه التحديات على المستوى العالمي.	1	2	3	4	5	6	7
LGM8	يظهر مرونة في التعامل مع سوء الفهم الناتج عن احتكاك ثقافات عدة.	1	2	3	4	5	6	7
LGM9	يثق بقدرته على التكيف مع السياقات الثقافية الجديدة.	1	2	3	4	5	6	7

المستوى التاسع: العزيمة والشجاعة ويقصد بها قدرة القائد على تثبيت العزيمة والشجاعة في الموظفين من خلال تقديم نفسه قدوة لإنجاز المهام وتحمل المخاطر المعقولة.

الرمز	العبارة	أبداً	نادراً	من حين الى	في بعض	غالباً	بشكل	دائماً
LTC1	يدافع عن الفكرة التي يؤمن بها بشكل مستمر.	1	2	3	4	5	6	7
LTC2	يحافظ على إصراره ولا يستسلم بسهولة، حتى عند مواجهة تحديات.	1	2	3	4	5	6	7
LTC3	يمتلك الشجاعة لاتخاذ القرارات الصعبة.	1	2	3	4	5	6	7
LTC4	يُظهِر شجاعة في التمسك بقناعاته رغم المعارضة.	1	2	3	4	5	6	7
LTC5	يُظهِر مثابرة رغم العقبات.	1	2	3	4	5	6	7
LTC6	يحافظ على رؤية بعيدة المدى رغم الانتكاسات.	1	2	3	4	5	6	7
LTC7	يُظهِر تصميمًا كبيرًا عند اقتناعه بشيء معين، ولا يستسلم بسهولة.	1	2	3	4	5	6	7

المستوى العاشر: الذكاء العاطفي ويقصد بها قدرة القائد على بناء جسور الثقة في المنظمة من خلال تفعيل ثقافة الذكاء العاطفي، حيث يفهم الموظفين أنفسهم وسلوكهم ويدركون أهمية فهم واحترام الآخر في تفاعلاتهم.

الرمز	العبارة	أبداً	نادراً	من حين إلى	في بعض	غالباً	بشكل	دائماً
LEMI1	يظهر مهارة في السيطرة على مشاعره.	1	2	3	4	5	6	7
LEMI2	يفهم كيف تؤثر الثقافة على الأفعال والسلوكيات داخل المنظمة.	1	2	3	4	5	6	7
LEMI3	يُظهر فهمًا جيدًا لمشاعر الآخرين.	1	2	3	4	5	6	7
LEMI4	يحلل مشاعره قبل أن يتصرف بناءً عليها.	1	2	3	4	5	6	7
LEMI5	يأخذ في الاعتبار كيف يمكن أن تؤثر مشاعره على الآخرين.	1	2	3	4	5	6	7
LEMI6	يفهم كيف تؤثر مشاعره على سلوكه.	1	2	3	4	5	6	7
LEMI7	يفهم الأسباب وراء مشاعره.	1	2	3	4	5	6	7
LEMI8	يولي اهتمامًا كاملاً للشخص عندما يتحدث.	1	2	3	4	5	6	7

المستوى الحادي العاشر: التوازن بين الحياة والعمل ويقصد بها قدرة القائد على توضيح ونمذجة أهمية الحاجة إلى توازن الحياة والعمل من أجل صحة وسعادة ورفاهية الموظفين على المدى الطويل.

الرمز	العبارة	أبداً	نادراً	من حين إلى	في بعض	غالباً	بشكل	دائماً
LWLB1	يحافظ على مجموعة متنوعة من الاهتمامات في حياته الخاصة.	1	2	3	4	5	6	7
LWLB2	يوازن بنجاح بين الوقت في العمل والنشاطات الأخرى.	1	2	3	4	5	6	7
LWLB3	يواجه صعوبة في موازنة العمل مع النشاطات الأخرى.	1	2	3	4	5	6	7
LWLB4	يشجع أعضاء الفريق على تحقيق التوازن بين حياتهم المهنية والشخصية.	1	2	3	4	5	6	7
LWLB5	يجيد وضع الأولويات في حياته الشخصية والمهنية.	1	2	3	4	5	6	7
LWLB6	يتواصل بشكل مفتوح حول احتياجات التوازن بين العمل والحياة مع الزملاء.	1	2	3	4	5	6	7

الرمز	العبارة	أبداً	نادراً	من حين إلى	في بعض	غالباً	بشكل	دائماً
LWLB7	يأخذ استراحات منتظمة للحفاظ على قدرته القيام بالعمل بكفاءة وفاعلية.	1	2	3	4	5	6	7

المستوى الثاني عشر: المرونة في مواجهة الضغوط ويقصد بها قدرة القائد على مواجهة الضغوط الحياتية المختلفة، فيما يتعلق بالعمل والصحة والعائلة. كذلك الإطار الثقافي والسياسي والاقتصادي الذي يعيش فيه.

الرمز	العبارة	أبداً	نادراً	من حين إلى	في بعض الأوقات	غالباً	بشكل متكرر	دائماً
LRES1	يظهر القدرة على التغلب على الصعوبات الحالية والمستقبلية، بما في ذلك حل المعضلات واتخاذ القرارات الصعبة.	1	2	3	4	5	6	7
LRES2	يظهر قدرة عالية على مواجهة الشدائد.	1	2	3	4	5	6	7
LRES3	يبقى هادئًا تحت الضغوطات الكبيرة.	1	2	3	4	5	6	7
LRES4	يحافظ على قبول الذات حتى بعد ارتكاب خطأ في موقف مجهد.	1	2	3	4	5	6	7
LRES5	يستجيب بشكل إيجابي في المواقف الصعبة جدًا.	1	2	3	4	5	6	7
LRES6	يظهر سلامًا داخلياً (خاليًا من الأفكار والقلق) عند الحاجة للاسترخاء في أوقات التوتر.	1	2	3	4	5	6	7
LRES7	يتعافى بسرعة من الإحباط.	1	2	3	4	5	6	7

انتهى الاستبيان – أشكركم على حسن تعاونكم

Appendix 2

Item Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
POP1	273	1	7	5.44	1.226
POP2	273	2	7	5.29	1.185
POP3	273	1	7	5.38	1.210
POP4	273	1	7	5.36	1.152
POP5	273	1	7	5.52	1.317
POP6	273	1	7	5.41	1.298
POP7	273	1	7	5.55	1.215
POP8	273	1	7	5.85	1.274
POP9	273	1	7	5.76	1.317
POP10	273	1	7	5.45	1.114
POP11	273	1	7	6.01	1.158
POP12	273	1	7	5.64	1.122
POP13	273	1	7	5.51	1.179
POP14	273	1	7	5.59	1.182
POP15	273	2	7	5.78	1.255
POP16	273	1	7	5.42	1.255
POP17	273	1	7	5.67	1.198
POP18	273	1	7	5.47	1.254
SP1	273	1	7	4.87	1.479
SP2	273	1	7	4.74	1.290
SP3	273	1	7	4.84	1.293
SP4	273	1	7	4.86	1.329
SP5	273	1	7	4.55	1.331
SP6	273	1	7	4.57	1.368
SP7R	273	1	7	3.96	1.523
SP8R	273	1	7	4.06	1.631
SP9	273	1	7	4.79	1.267
SP10	273	1	7	4.74	1.288
SP11	273	1	7	4.79	1.277
SP12	273	1	7	4.56	1.350
LENV1	273	1	7	4.27	1.366

LENV2	273	1	7	4.25	1.431
LENV3	273	1	7	4.25	1.401
LENV4	273	1	7	4.21	1.412
LENV5	273	1	7	4.07	1.510
LENV6	273	1	7	4.15	1.462
LENV7	273	1	7	4.40	1.437
LEMP1	273	1	7	4.29	1.574
LEMP2	273	1	7	4.58	1.561
LEMP3	273	1	7	4.18	1.486
LEMP4	273	1	7	4.09	1.481
LEMP5	273	1	7	4.66	1.553
LEMP6	273	1	7	4.25	1.478
LEMP7	273	1	7	4.51	1.534
LENR1	273	1	7	4.42	1.500
LENR2	273	1	7	4.36	1.523
LENR3	273	1	7	4.43	1.516
LENR4	273	1	7	4.48	1.500
LENR5	273	1	7	4.37	1.548
LENR6	273	1	7	4.42	1.554
LDSN1	273	1	7	4.36	1.319
LDSN2	273	1	7	4.40	1.341
LDSN3	273	1	7	4.50	1.326
LDSN4	273	1	7	4.34	1.306
LDSN5	273	1	7	4.52	1.286
LDSN6	273	1	7	4.48	1.323
LDSN7	273	1	7	4.56	1.297
LRWF1	273	1	7	4.66	1.320
LRWF2	273	1	7	4.50	1.329
LRWF3	273	1	7	4.38	1.295
LRWF4	273	1	7	4.49	1.375
LRWF5	273	1	7	4.47	1.272
LRWF6	273	1	7	4.51	1.380
LRWF7	273	1	7	4.49	1.342
LRWF8	273	1	7	4.59	1.347
LRWF9	273	1	7	4.34	1.280
LRWF10	273	1	7	4.36	1.332

LRWF11	273	1	7	4.35	1.320
LTB1	273	1	7	3.82	1.368
LTB2	273	1	7	3.92	1.345
LTB3	273	1	7	3.96	1.344
LTB4	273	1	7	3.94	1.424
LTB5	273	1	7	3.82	1.304
LTB6	273	1	7	3.92	1.337
LTB7	273	1	7	3.86	1.306
LEO1	273	1	7	4.03	1.441
LEO2	273	1	7	4.05	1.476
LEO3	273	1	7	4.03	1.419
LEO4	273	1	7	4.12	1.538
LEO5	273	1	7	4.11	1.466
LEO6	273	1	7	4.02	1.413
LEO7	273	1	7	4.27	1.524
LGM1	273	1	7	3.82	1.318
LGM2	273	1	7	3.78	1.444
LGM3	273	1	7	3.69	1.340
LGM4	273	1	7	3.77	1.330
LGM5	273	1	7	3.67	1.409
LGM6	273	1	6	3.62	1.281
LGM7	273	1	7	3.60	1.363
LGM8	273	1	7	3.56	1.360
LGM9	273	1	7	3.81	1.341
LTC1	273	1	7	4.43	1.232
LTC2	273	1	7	4.44	1.230
LTC3	273	1	7	4.34	1.236
LTC4	273	1	7	4.32	1.209
LTC5	273	1	7	4.40	1.172
LTC6	273	1	7	4.34	1.221
LTC7	273	1	7	4.34	1.193
LEMI1	273	1	7	3.36	1.208
LEMI2	273	1	7	3.42	1.192
LEMI3	273	1	7	3.41	1.212
LEMI4	273	1	7	3.36	1.117
LEMI5	273	1	7	3.34	1.153

LEMI6	273	1	7	3.34	1.191
LEMI7	273	1	7	3.36	1.119
LEMI8	273	1	7	3.42	1.151
LWLB1	273	1	7	4.67	1.446
LWLB2	273	1	7	4.55	1.457
LWLB3R	273	1	7	4.06	1.435
LWLB4	273	1	7	4.20	1.613
LWLB5	273	1	7	4.58	1.407
LWLB6	273	1	7	4.19	1.509
LWLB7	273	1	7	4.41	1.404
LRES1	273	1	7	4.10	1.435
LRES2	273	1	7	4.19	1.438
LRES3	273	1	7	4.02	1.510
LRES4	273	1	7	4.15	1.400
LRES5	273	1	7	4.03	1.440
LRES6	273	1	7	3.92	1.418
LRES7	273	1	7	4.15	1.438
Valid N (listwise)	273				

Appendix 3

Item Descriptive Statistics

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.942
Bartlett's Test of Sphericity	Approx. Chi-Square	38802.421
	df	6786
	Sig.	.000

Communalities

	Initial	Extraction
POP1	1.000	.748
POP2	1.000	.619
POP3	1.000	.678
POP4	1.000	.581
POP5	1.000	.773
POP6	1.000	.699
POP7	1.000	.771
POP8	1.000	.806
POP9	1.000	.791
POP10	1.000	.639
POP11	1.000	.791
POP12	1.000	.722

POP13	1.000	.599
POP14	1.000	.741
POP15	1.000	.745
POP16	1.000	.683
POP17	1.000	.773
POP18	1.000	.717
SP1	1.000	.494
SP2	1.000	.722
SP3	1.000	.727
SP4	1.000	.753
SP5	1.000	.789
SP6	1.000	.808
SP9	1.000	.789
SP10	1.000	.766
SP11	1.000	.754
SP12	1.000	.673
LENV1	1.000	.771
LENV2	1.000	.812
LENV3	1.000	.840
LENV4	1.000	.856
LENV5	1.000	.825
LENV6	1.000	.840
LENV7	1.000	.839
LEMP1	1.000	.740
LEMP2	1.000	.815

LEMP3	1.000	.830
LEMP4	1.000	.749
LEMP5	1.000	.852
LEMP6	1.000	.779
LEMP7	1.000	.794
LENR1	1.000	.912
LENR2	1.000	.894
LENR3	1.000	.914
LENR4	1.000	.895
LENR5	1.000	.921
LENR6	1.000	.920
LDSN1	1.000	.817
LDSN2	1.000	.813
LDSN3	1.000	.801
LDSN4	1.000	.843
LDSN5	1.000	.845
LDSN6	1.000	.821
LDSN7	1.000	.805
LRWF1	1.000	.825
LRWF2	1.000	.847
LRWF3	1.000	.761
LRWF4	1.000	.839
LRWF5	1.000	.792
LRWF6	1.000	.809
LRWF7	1.000	.830

LRWF8	1.000	.810
LRWF9	1.000	.765
LRWF10	1.000	.770
LRWF11	1.000	.723
LTB1	1.000	.810
LTB2	1.000	.845
LTB3	1.000	.821
LTB4	1.000	.813
LTB5	1.000	.821
LTB6	1.000	.845
LTB7	1.000	.825
LEO1	1.000	.838
LEO2	1.000	.876
LEO3	1.000	.879
LEO4	1.000	.867
LEO5	1.000	.873
LEO6	1.000	.853
LEO7	1.000	.784
LGM1	1.000	.807
LGM2	1.000	.844
LGM3	1.000	.832
LGM4	1.000	.835
LGM5	1.000	.815
LGM6	1.000	.853
LGM7	1.000	.836

LGM8	1.000	.814
LGM9	1.000	.831
LTC1	1.000	.777
LTC2	1.000	.782
LTC3	1.000	.782
LTC4	1.000	.757
LTC5	1.000	.817
LTC6	1.000	.784
LTC7	1.000	.772
LEMI1	1.000	.780
LEMI2	1.000	.815
LEMI3	1.000	.813
LEMI4	1.000	.812
LEMI5	1.000	.813
LEMI6	1.000	.812
LEMI7	1.000	.815
LEMI8	1.000	.775
LWLB1	1.000	.708
LWLB2	1.000	.731
LWLB4	1.000	.741
LWLB5	1.000	.806
LWLB6	1.000	.769
LWLB7	1.000	.740
LRES1	1.000	.799
LRES2	1.000	.822

LRES3	1.000	.828
LRES4	1.000	.823
LRES5	1.000	.867
LRES6	1.000	.795
LRES7	1.000	.761

Extraction Method: Principal Component Analysis.

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	43.799	37.435	37.435	43.799	37.435	37.435	18.732
2	9.345	7.987	45.422	9.345	7.987	45.422	17.906
3	6.409	5.478	50.899	6.409	5.478	50.899	16.259
4	5.073	4.336	55.236	5.073	4.336	55.236	21.933
5	4.015	3.432	58.667	4.015	3.432	58.667	18.381
6	3.796	3.245	61.912	3.796	3.245	61.912	15.358
7	3.695	3.158	65.070	3.695	3.158	65.070	17.326
8	3.198	2.733	67.804	3.198	2.733	67.804	14.228
9	2.988	2.554	70.358	2.988	2.554	70.358	20.981

10	2.818	2.408	72.766	2.818	2.408	72.766	20.670
11	2.548	2.178	74.944	2.548	2.178	74.944	19.541
12	2.103	1.797	76.741	2.103	1.797	76.741	13.330
13	1.713	1.464	78.205	1.713	1.464	78.205	21.427
14	1.272	1.087	79.293	1.272	1.087	79.293	13.983
15	1.055	.901	80.194				
16	.858	.733	80.927				
17	.709	.606	81.533				
18	.667	.570	82.103				
19	.632	.540	82.643				
20	.598	.511	83.153				
21	.587	.502	83.655				
22	.579	.495	84.150				
23	.548	.469	84.618				
24	.529	.452	85.071				
25	.514	.440	85.510				
26	.503	.430	85.940				
27	.477	.408	86.348				
28	.472	.403	86.751				
29	.466	.398	87.150				
30	.443	.379	87.529				
31	.423	.362	87.890				
32	.415	.354	88.245				
33	.393	.336	88.581				
34	.391	.334	88.915				

35	.374	.319	89.234				
36	.364	.311	89.546				
37	.356	.304	89.850				
38	.350	.299	90.149				
39	.341	.292	90.441				
40	.336	.287	90.728				
41	.329	.282	91.010				
42	.326	.279	91.288				
43	.316	.270	91.558				
44	.300	.257	91.815				
45	.293	.250	92.065				
46	.283	.242	92.307				
47	.277	.237	92.544				
48	.272	.232	92.776				
49	.268	.229	93.005				
50	.265	.226	93.231				
51	.263	.225	93.456				
52	.251	.214	93.670				
53	.247	.211	93.881				
54	.240	.206	94.087				
55	.236	.202	94.289				
56	.232	.198	94.487				
57	.220	.188	94.675				
58	.216	.185	94.860				
59	.212	.181	95.041				

60	.209	.179	95.220				
61	.200	.171	95.391				
62	.190	.162	95.553				
63	.189	.161	95.714				
64	.183	.156	95.871				
65	.181	.155	96.025				
66	.173	.148	96.174				
67	.170	.146	96.319				
68	.168	.144	96.463				
69	.166	.142	96.605				
70	.156	.133	96.738				
71	.154	.131	96.870				
72	.149	.128	96.997				
73	.144	.123	97.120				
74	.142	.122	97.242				
75	.138	.118	97.360				
76	.133	.114	97.474				
77	.128	.109	97.584				
78	.125	.107	97.690				
79	.124	.106	97.796				
80	.119	.102	97.898				
81	.117	.100	97.998				
82	.115	.099	98.096				
83	.107	.091	98.188				
84	.107	.091	98.279				

85	.103	.088	98.366				
86	.097	.083	98.449				
87	.096	.082	98.531				
88	.095	.081	98.612				
89	.089	.076	98.688				
90	.088	.075	98.763				
91	.085	.072	98.835				
92	.084	.072	98.908				
93	.080	.069	98.976				
94	.077	.066	99.042				
95	.076	.065	99.107				
96	.072	.061	99.169				
97	.069	.059	99.228				
98	.066	.056	99.284				
99	.064	.055	99.339				
100	.064	.054	99.393				
101	.061	.052	99.445				
102	.056	.048	99.494				
103	.056	.048	99.541				
104	.052	.044	99.586				
105	.051	.044	99.630				
106	.048	.041	99.671				
107	.047	.040	99.710				
108	.044	.037	99.748				
109	.042	.036	99.784				

110	.040	.034	99.818				
111	.038	.033	99.851				
112	.037	.032	99.882				
113	.032	.028	99.910				
114	.031	.026	99.936				
115	.028	.024	99.960				
116	.026	.022	99.983				
117	.020	.017	100.000				

Extraction Method: Principal Component Analysis.

a. When components are correlated, sums of squared loadings cannot be added to obtain a total variance.

Component Matrix[a]

	Component													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
POP1	.703	-.397												
POP2	.603	-.388												
POP3	.692	-.374												
POP4	.616	-.331												
POP5	.756	-.376												
POP6	.684	-.379												
POP7	.667	-.477												
POP8	.709	-.445												
POP9	.686	-.457												
POP10	.661	-.351												

POP11	.651	-.509												
POP12	.688	-.445												
POP13	.623	-.391												
POP14	.660	-.445												
POP15	.589	-.462												
POP16	.543	-.457												
POP17	.646	-.462												
POP18	.612	-.416												
SP1	.610													
SP2	.723													
SP3	.728													
SP4	.727													
SP5	.724												-.361	
SP6	.769													
SP9	.722												-.341	
SP10	.696												-.382	
SP11	.721													
SP12	.675													
LENV1	.606										.312			
LENV2	.663													
LENV3	.643										.348			
LENV4	.628				-.313						.316			
LENV5	.603				-.333						.307			
LENV6	.650										.305			
LENV7	.636										.346			

LEMP1	.606	.318	-.318										
LEMP2	.657	.304	-.366										
LEMP3	.669	.310	-.342										
LEMP4	.586	.316	-.335										
LEMP5	.654		-.405										.316
LEMP6	.648		-.349										.302
LEMP7	.596	.343	-.317										.360
LENR1	.643		-.448										
LENR2	.605		-.506										
LENR3	.628		-.423		.306								
LENR4	.626		-.451		.305								
LENR5	.641		-.480										-.302
LENR6	.627		-.499		.302								
LDSN1	.573				.446								
LDSN2	.614				.426					.321			
LDSN3	.525				.419					.390			
LDSN4	.592				.418					.396			
LDSN5	.625				.385			-.323		.353			
LDSN6	.632				.390					.346			
LDSN7	.581				.414					.354			
LRWF1	.623			.562									
LRWF2	.638			.544									
LRWF3	.537			.572									
LRWF4	.618			.555									
LRWF5	.602			.555									

LRWF6	.651			.501									
LRWF7	.614			.566									
LRWF8	.630			.538									
LRWF9	.612			.524									
LRWF10	.648			.496									
LRWF11	.602			.505									
LTB1	.548						.530						
LTB2	.526						.589						
LTB3	.568						.569						
LTB4	.585						.527						
LTB5	.535						.603						
LTB6	.608						.551						
LTB7	.607						.488						
LEO1	.613										-.315		
LEO2	.654												
LEO3	.676												
LEO4	.611									.308	-.315		
LEO5	.626										-.316		
LEO6	.637										-.322		
LEO7	.608												
LGM1	.566	.383	.339			-.316							
LGM2	.557	.392	.357			-.387							
LGM3	.582	.377	.381			-.348							
LGM4	.559	.397	.362			-.368							
LGM5	.543	.377	.357			-.375							

LGM6	.586	.399	.301			-.325							
LGM7	.572	.368	.336			-.376							
LGM8	.527	.420	.307			-.346							
LGM9	.552	.414	.317			-.337							
LTC1	.431	-.474						.379					
LTC2	.490	-.417						.434					
LTC3	.519	-.410						.413					
LTC4	.443	-.410						.439					
LTC5	.475	-.427						.439					
LTC6	.486	-.419						.404					
LTC7	.421	-.438						.464					
LEMI1	.495		.485			.426							
LEMI2	.484		.518			.428							
LEMI3	.494		.480			.438							
LEMI4	.464		.475			.418							
LEMI5	.541		.415			.442							
LEMI6	.463		.450			.475							
LEMI7	.527		.460			.412							
LEMI8	.546		.415			.447							
LWLB1	.610										-.524		
LWLB2	.558										-.554		
LWLB4	.604		-.328								-.382		
LWLB5	.598										-.529		
LWLB6	.591		-.303								-.433		
LWLB7	.512										-.562		

LRES1	.659								.470					
LRES2	.657								.476		-.319			
LRES3	.641								.512					
LRES4	.630								.493		-.309			
LRES5	.642								.512		-.340			
LRES6	.643								.476		-.316			
LRES7	.638								.415		-.350			

Extraction Method: Principal Component Analysis.

a. 14 components extracted.

Pattern Matrix[a]

	Component													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
POP1													.628	
POP2													.515	
POP3													.495	
POP4													.524	
POP5													.535	
POP6													.551	
POP7													.707	
POP8													.702	
POP9													.724	
POP10													.555	
POP11													.734	

POP12												.560	
POP13												.494	
POP14												.718	
POP15												.831	
POP16												.808	
POP17												.787	
POP18												.781	
SP1	.551												
SP2	.557												
SP3	.589												
SP4	.588												
SP5	.650												
SP6	.575												
SP9	.671												
SP10	.700												
SP11	.613												
SP12	.558												
LENV1										.814			
LENV2										.785			
LENV3										.862			
LENV4										.876			
LENV5										.867			
LENV6										.840			
LENV7										.849			
LEMP1													.626

LEMP2													.593
LEMP3													.654
LEMP4													.697
LEMP5													.717
LEMP6													.666
LEMP7													.748
LENR1			-.813										
LENR2			-.800										
LENR3			-.843										
LENR4			-.821										
LENR5			-.846										
LENR6			-.778										
LDSN1					.847								
LDSN2					.815								
LDSN3					.897								
LDSN4					.887								
LDSN5					.857								
LDSN6					.826								
LDSN7					.853								
LRWF1				.877									
LRWF2				.888									
LRWF3				.876									
LRWF4				.889									
LRWF5				.856									
LRWF6				.801									

LRWF7				.898									
LRWF8				.843									
LRWF9				.842									
LRWF10				.784									
LRWF11				.791									
LTB1						.881							
LTB2						.921							
LTB3						.862							
LTB4						.819							
LTB5						.888							
LTB6						.837							
LTB7						.826							
LEO1									.877				
LEO2									.879				
LEO3									.865				
LEO4									.927				
LEO5									.910				
LEO6									.869				
LEO7									.802				
LGM1		.845											
LGM2		.875											
LGM3		.827											
LGM4		.855											
LGM5		.882											
LGM6		.853											

LGM7		.873											
LGM8		.874											
LGM9		.877											
LTC1							.849						
LTC2							.846						
LTC3							.817						
LTC4							.849						
LTC5							.850						
LTC6							.846						
LTC7							.869						
LEMI1					.831								
LEMI2					.865								
LEMI3					.872								
LEMI4					.879								
LEMI5					.839								
LEMI6					.896								
LEMI7					.847								
LEMI8					.818								
LWLB1											-.700		
LWLB2											-.748		
LWLB4											-.607		
LWLB5											-.758		
LWLB6											-.669		
LWLB7											-.786		
LRES1								.781					

LRES2								.842					
LRES3								.842					
LRES4								.864					
LRES5								.885					
LRES6								.822					
LRES7								.796					

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.[a]

a. Rotation converged in 10 iterations.

Structure Matrix

	Component													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
POP1	.527			.449	.446		.371	.474	.374	.391	.377		.813	
POP2	.492			.424	.374		.304	.445	.358				.714	
POP3	.506		-.308	.480	.466		.410	.466	.383	.374	.376		.737	
POP4	.449			.419	.380			.415	.315	.398	.305		.692	
POP5	.566		-.341	.521	.506	.324	.398	.485	.390	.412	.409		.797	
POP6	.501		-.309	.435	.422		.325	.529	.353	.403	.343		.770	
POP7	.424			.459	.476		.320	.503	.316	.368	.311		.851	
POP8	.468			.493	.458	.331	.311	.495	.367	.404	.333		.861	
POP9	.444			.461	.439	.301		.493	.382	.373	.405		.858	
POP10	.463			.407	.419	.311	.333	.476	.380	.317	.385	-.316	.733	

POP11	.352			.474	.495			.489		.343	.382		.859	
POP12	.469			.462	.508		.327	.524	.350	.343	.406		.787	
POP13	.397			.421	.509	.306	.317	.439	.404	.318	.348		.694	
POP14	.421			.429	.457			.480	.344	.331	.352		.839	
POP15	.332			.399	.397			.401	.317		.319		.845	
POP16	.325			.366	.444			.334					.814	
POP17	.391			.466	.445		.303	.423	.327	.353			.861	
POP18	.357			.361	.445			.435	.312				.827	
SP1	.553	.470		.372	.335	.468	.360		.451	.388	.354		.336	
SP2	.779	.484		.398	.387	.474	.446		.440	.434	.387	-.332	.464	
SP3	.795	.433	-.307	.395	.403	.422	.418		.466	.440	.447		.478	
SP4	.792	.463	-.302	.463	.384	.468	.324		.508	.443	.476		.419	
SP5	.829	.451		.409	.392	.468	.396		.444	.425	.476	-.310	.412	.362
SP6	.819	.493		.411	.390	.474	.453		.533	.503	.488	-.317	.454	.349
SP9	.846	.483		.368	.374	.437	.428		.428	.458	.448	-.307	.433	
SP10	.839	.457		.353	.338	.417	.372		.401	.452	.405	-.319	.420	
SP11	.809	.473		.340	.381	.417	.410		.425	.453	.481	-.350	.451	.304
SP12	.735	.440	-.365	.336	.301	.353	.405		.451	.490	.494		.335	.365
LENV1	.344		-.332	.378		.305		.306	.380	.395	.867			.319
LENV2	.380		-.363	.449		.311		.334	.422	.440	.884	-.307	.334	.323
LENV3	.364	.311	-.310	.400	.317		.316		.409	.414	.910	-.321	.303	.317
LENV4	.387		-.300	.396	.302		.306		.415	.436	.920	-.313		
LENV5	.371	.307	-.303	.345			.327		.422	.435	.900			
LENV6	.373		-.325	.373	.361		.351		.434	.453	.906		.312	.319
LENV7	.358		-.342	.385	.329		.337		.368	.456	.907	-.324		.330

LEMP1		.394	-.611				.313		.438	.411	.395	-.306		.810
LEMP2	.313	.373	-.690	.307	.308		.340		.429	.466	.413	-.408		.832
LEMP3	.325	.362	-.643	.303	.308		.389		.475	.470	.396	-.423		.850
LEMP4	.301	.359	-.563	.307			.305		.408	.409	.368	-.332		.830
LEMP5	.330	.321	-.616	.325			.343		.471	.461	.422	-.411		.875
LEMP6	.310	.358	-.579	.332	.324		.367		.422	.487	.440	-.392		.831
LEMP7		.392	-.541				.364		.385	.448	.357	-.375		.863
LENR1			-.937	.310	.346		.383		.432	.418	.362	-.387		.606
LENR2			-.928		.330		.340		.433	.426	.386	-.363		.612
LENR3		.317	-.940		.357		.369		.412	.389	.390	-.359		.585
LENR4			-.931	.331	.363		.323		.420	.419	.381	-.381		.586
LENR5			-.945	.355	.340		.343		.424	.409	.385	-.407		.574
LENR6			-.935		.350		.349		.468	.407	.398	-.399		.639
LDSN1	.313		-.302	.405	.893				.345				.443	
LDSN2			-.368	.424	.888		.318		.363	.315			.444	
LDSN3				.368	.891				.307				.388	
LDSN4				.389	.914				.376				.401	
LDSN5	.323		-.301	.381	.908			.309	.393	.342	.345		.455	
LDSN6	.324	.314	-.331	.435	.892			.328	.396	.316	.349		.420	
LDSN7				.382	.892				.335				.444	
LRWF1				.900	.378			.312	.364		.357	-.347	.373	
LRWF2				.913	.375			.302	.409	.318	.363	-.303	.410	
LRWF3				.865	.319				.326		.372		.352	
LRWF4				.912	.369			.321	.350		.344	-.312	.430	
LRWF5				.887	.385			.302	.379		.353		.406	

LRWF6				.884	.427			.373	.420	.338	.435		.408	
LRWF7				.908	.399			.309	.346		.327	-.301	.376	
LRWF8			-.307	.890	.404			.335	.392		.399	-.304	.375	
LRWF9	.335			.868	.366		.304		.345		.335		.394	
LRWF10	.332			.864	.392		.309	.328	.444	.309	.398	-.357	.382	
LRWF11	.376			.835	.392		.303		.369		.336	-.305	.354	
LTB1	.307	.321					.893		.333	.353				
LTB2	.311		-.312				.914		.308	.341				
LTB3		.321	-.313			.312	.899		.360	.361	.321	-.357		
LTB4	.349	.341			.311		.877		.348	.421		-.355	.352	
LTB5	.308						.902		.323	.370		-.336		
LTB6	.336	.336	-.313	.342			.907		.360	.428	.328	-.411		.302
LTB7	.325	.350	-.312	.304			.895		.388	.454	.362	-.349		.321
LEO1	.374	.383					.335		.370	.906	.440	-.316		.357
LEO2	.372	.390	-.345				.417		.372	.931	.447	-.314	.316	.321
LEO3	.375	.385	-.324	.322	.319	.350	.416		.397	.928	.455		.335	.350
LEO4	.337	.321	-.368				.350		.323	.925	.409			.300
LEO5	.363	.356	-.337				.380		.357	.933	.414			.365
LEO6	.353	.388	-.363				.400		.379	.917	.394	-.374		.371
LEO7		.376	-.376				.423		.394	.869	.402	-.364		.402
LGM1	.351	.890				.410			.366	.385				.304
LGM2	.403	.908				.373	.326		.334	.394				
LGM3	.459	.897				.401	.333		.379	.410				
LGM4	.389	.909		.302		.393	.329		.363	.380				
LGM5	.387	.899				.366	.311		.340	.368				

LGM6	.387	.906		.306		.372	.312		.404	.367	.325	-.364		.322
LGM7	.383	.907				.353	.332		.366	.401	.320			
LGM8	.344	.896				.357	.302		.336	.308				.330
LGM9	.353	.907				.384			.355	.357				.314
LTC1				.313	.349			.861					.409	
LTC2				.342				.877					.442	
LTC3				.329	.317			.873	.309				.489	
LTC4								.865					.422	
LTC5				.301				.889					.479	
LTC6				.340				.879			.303		.435	
LTC7				.312				.871					.412	
LEMI1	.421	.381				.872			.327					
LEMI2	.387	.393				.888								
LEMI3	.376	.374				.896			.316					
LEMI4		.392				.894								
LEMI5	.367	.381				.889	.312		.313	.353	.330	-.300		
LEMI6	.310	.335				.894				.311				
LEMI7	.385	.376				.886	.326			.301				
LEMI8	.374	.363				.869	.315		.324	.323	.353			
LWLB1	.327	.358	-.316	.396	.353	.327	.323		.410	.362	.375	-.795		
LWLB2	.333	.352	-.309	.324			.399		.354	.322	.343	-.826		.344
LWLB4			-.519	.386			.427		.435	.450	.397	-.786		.418
LWLB5		.304	-.429	.384			.382		.367	.429	.349	-.867		.406
LWLB6			-.458	.411			.380		.462	.408	.368	-.824		.427
LWLB7				.324			.376		.364	.330	.326	-.847		

LRES1	.368	.329	-.409	.396	.374		.377		.875	.396	.479			.365
LRES2	.383	.346	-.385	.376	.360		.326		.897	.405	.426		.322	
LRES3	.360	.378	-.343	.352	.329	.324	.386		.899	.374	.439	-.307		.361
LRES4	.333	.358	-.340	.390	.337	.346	.304		.901	.340	.399	-.303		.329
LRES5	.352	.333	-.409	.392	.372		.367		.923	.352	.342	-.341		.332
LRES6	.330	.354	-.315	.406	.373		.358		.882	.378	.383	-.382		.315
LRES7	.318	.360	-.334	.399	.341	.302	.308		.851	.362	.328	-.391	.351	

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.

Component Correlation Matrix

Component	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	1.000	.385	-.186	.302	.285	.375	.323	.205	.357	.360	.362	-.203	.408	.191
2	.385	1.000	-.208	.277	.256	.389	.311	.074	.358	.373	.267	-.256	.158	.300
3	-.186	-.208	1.000	-.258	-.293	-.178	-.290	-.188	-.365	-.349	-.315	.321	-.192	-.546
4	.302	.277	-.258	1.000	.404	.212	.281	.328	.393	.292	.382	-.318	.415	.194
5	.285	.256	-.293	.404	1.000	.254	.269	.289	.359	.275	.287	-.228	.439	.180
6	.375	.389	-.178	.212	.254	1.000	.278	.121	.301	.284	.276	-.222	.220	.157
7	.323	.311	-.290	.281	.269	.278	1.000	.201	.346	.393	.305	-.339	.259	.246
8	.205	.074	-.188	.328	.289	.121	.201	1.000	.249	.249	.270	-.150	.472	.118
9	.357	.358	-.365	.393	.359	.301	.346	.249	1.000	.370	.403	-.330	.277	.327
10	.360	.373	-.349	.292	.275	.284	.393	.249	.370	1.000	.433	-.318	.287	.357
11	.362	.267	-.315	.382	.287	.276	.305	.270	.403	.433	1.000	-.288	.275	.307
12	-.203	-.256	.321	-.318	-.228	-.222	-.339	-.150	-.330	-.318	-.288	1.000	-.139	-.307

13	.408	.158	-.192	.415	.439	.220	.259	.472	.277	.287	.275	-.139	1.000	.104
14	.191	.300	-.546	.194	.180	.157	.246	.118	.327	.357	.307	-.307	.104	1.000

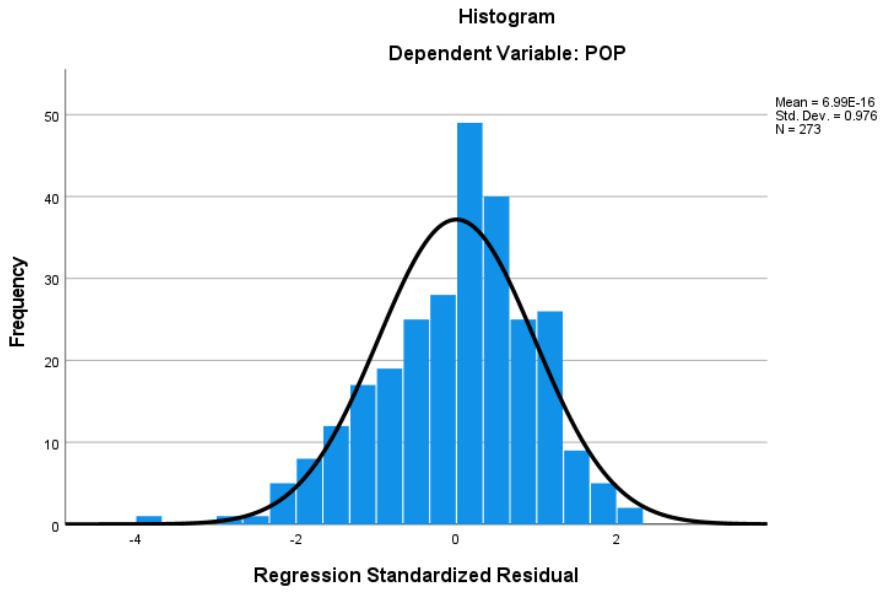
Extraction Method: Principal Component Analysis.

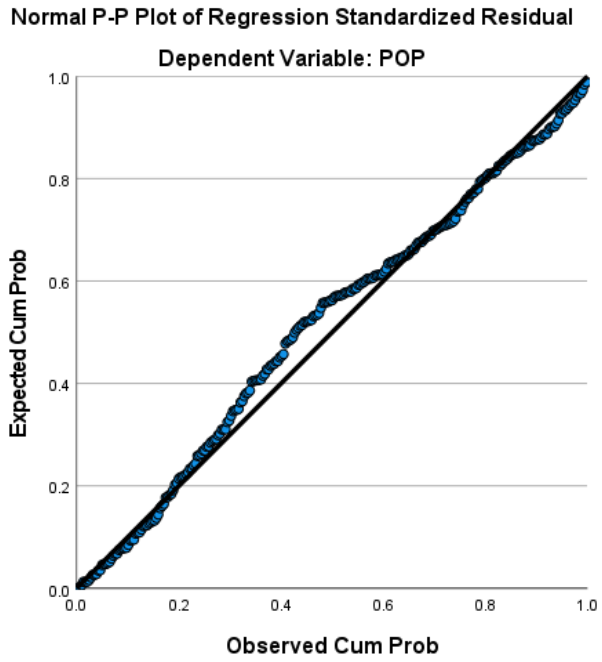
Rotation Method: Oblimin with Kaiser Normalization.

Appendix 4

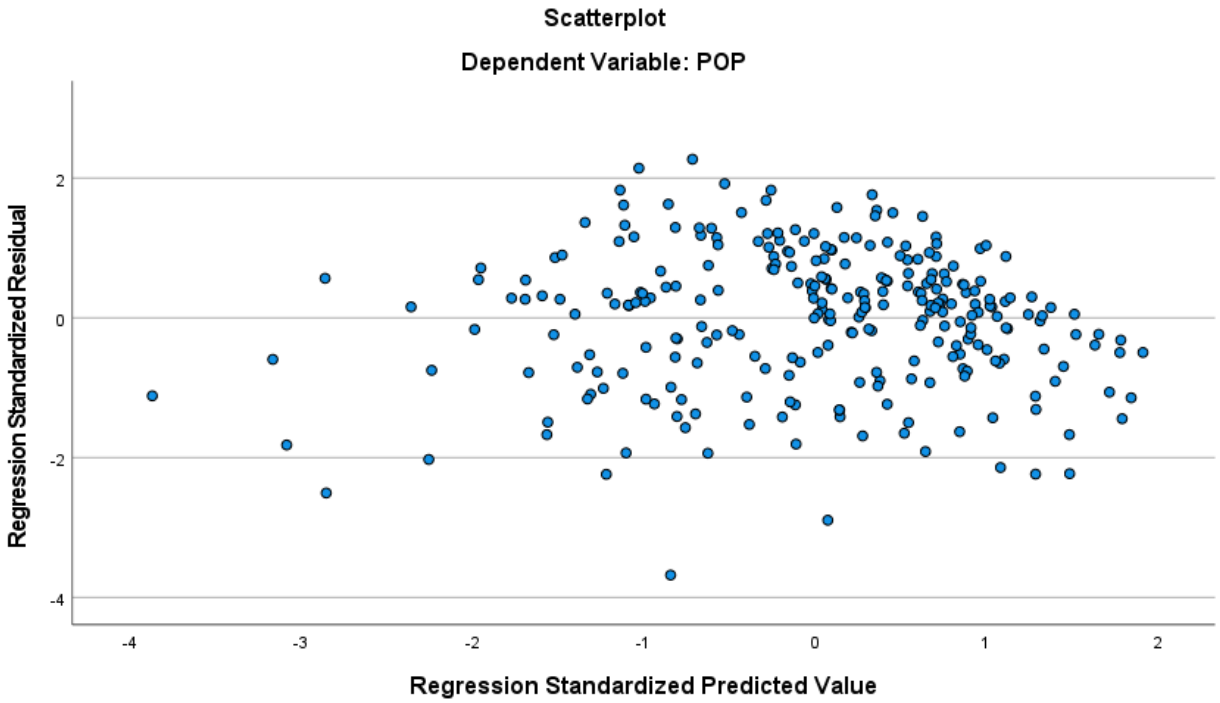
Testing Multiple Regression Assumptions

Normality





Homoscedasticity & Linearity



Independence of error terms

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.814[a]	.663	.646	.598692918636115	1.724

a. Predictors: (Constant), LRES, LTC, LEMI, LTB, LSDN, LGM, LENR, LRWF, LENV, LEO, LWLB, SP, LEMP

b. Dependent Variable: POP

Multicollinearity

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	1.300	.205		6.328	.000		
	SP	.387	.056	.428	6.901	.000	.338	2.960
	LENV	-.011	.038	-.014	-.287	.774	.539	1.854
	LEMP	-.033	.047	-.044	-.699	.485	.322	3.104
	LENR	.031	.041	.044	.745	.457	.370	2.702
	LSDN	.196	.038	.230	5.107	.000	.640	1.562
	LRWF	.153	.040	.179	3.809	.000	.590	1.695
	LTB	.038	.038	.045	1.002	.317	.632	1.582
	LEO	.034	.037	.046	.942	.347	.545	1.836
	LGM	-.097	.039	-.118	-2.478	.014	.571	1.752
	LTC	.305	.039	.322	7.810	.000	.764	1.309

	LEMI	-.003	.043	-.003	-.063	.949	.648	1.543
	LWLB	-.057	.041	-.071	-1.409	.160	.509	1.966
	LRES	-.017	.039	-.022	-.437	.663	.521	1.920

a. Dependent Variable: POP

Collinearity Diagnostics[a]

				Variance Proportions													
Model	Dimension	Eigenvalue	Condition Index	(Constant)	SP	LENV	LEMP	LENR	LSDN	LRWF	LTB	LEO	LGM	LTC	LEMI	LWLB	LRES
1	1	13.401	1.000	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
	2	.094	11.934	.02	.00	.00	.07	.12	.02	.01	.00	.02	.01	.03	.07	.01	.00
	3	.085	12.560	.01	.00	.01	.00	.01	.03	.03	.01	.02	.24	.10	.11	.00	.00
	4	.060	14.906	.00	.00	.04	.02	.05	.04	.01	.27	.28	.06	.01	.03	.00	.02
	5	.055	15.601	.01	.00	.26	.00	.02	.00	.01	.44	.10	.00	.00	.00	.02	.03
	6	.052	16.048	.01	.00	.01	.01	.04	.01	.07	.04	.01	.17	.02	.41	.00	.15
	7	.050	16.424	.03	.00	.10	.01	.00	.02	.00	.05	.15	.19	.06	.12	.02	.22
	8	.041	18.058	.01	.00	.19	.00	.00	.11	.09	.00	.15	.06	.01	.01	.11	.35
	9	.038	18.810	.03	.00	.01	.01	.00	.52	.04	.00	.04	.03	.29	.00	.00	.14
	10	.037	19.112	.00	.01	.23	.01	.02	.04	.07	.14	.14	.04	.00	.03	.44	.01
	11	.028	21.702	.05	.00	.07	.01	.03	.14	.65	.02	.02	.02	.00	.06	.31	.00
	12	.024	23.517	.78	.01	.00	.00	.00	.03	.00	.00	.01	.05	.47	.04	.06	.03
	13	.020	26.074	.01	.07	.02	.75	.60	.02	.00	.00	.02	.08	.00	.00	.00	.01
	14	.015	29.690	.02	.91	.07	.11	.11	.03	.01	.03	.01	.05	.00	.11	.01	.03

a. Dependent Variable: POP

Correlations

		POP	SP	LENV	LEMP	LENR	LSDN	LRWF	LTB	LEO	LGM	LTC	LEMI	LWLB	LRES
POP	Pearson Correlation	--													
	N	273													
SP	Pearson Correlation	.552**	--												
	Sig. (2-tailed)	.000													
	N	273	273												

LENV	Pearson Correlation	.467**	.586**	--											
	Sig. (2-tailed)	.000	.000												
	N	273	273	273											
LEMP	Pearson Correlation	.393**	.539**	.501**	--										
	Sig. (2-tailed)	.000	.000	.000											
	N	273	273	273	273										
LENR	Pearson Correlation	.385**	.441**	.452**	.670**	--									
	Sig. (2-tailed)	.000	.000	.000	.000										
	N	273	273	273	273	273									
LSDN	Pearson Correlation	.586**	.486**	.370**	.376**	.407**	--								
	Sig. (2-tailed)	.000	.000	.000	.000	.000									
	N	273	273	273	273	273	273								
LRWF	Pearson Correlation	.562**	.492**	.463**	.378**	.361**	.472**	--							
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000								
	N	273	273	273	273	273	273	273							
LTB	Pearson Correlation	.416**	.519**	.389**	.431**	.402**	.334**	.349**	--						
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000							
	N	273	273	273	273	273	273	273	273						
LEO	Pearson Correlation	.442**	.568**	.509**	.540**	.461**	.345**	.349**	.464**	--					
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000						
	N	273	273	273	273	273	273	273	273	273					
LGM	Pearson Correlation	.310**	.599**	.351**	.454**	.341**	.333**	.346**	.383**	.446**	--				
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000					
	N	273	273	273	273	273	273	273	273	273	273				
LTC	Pearson Correlation	.593**	.335**	.344**	.275**	.267**	.351**	.386**	.265**	.305**	.139*	--			
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.021				
	N	273	273	273	273	273	273	273	273	273	273	273			
LEMI	Pearson Correlation	.354**	.567**	.353**	.324**	.281**	.314**	.268**	.345**	.357**	.454**	.175**	--		
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.004			
	N	273	273	273	273	273	273	273	273	273	273	273	273		
LWLB	Pearson Correlation	.376**	.504**	.477**	.577**	.551**	.373**	.468**	.489**	.484**	.405**	.266**	.355**	--	
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		
	N	273	273	273	273	273	273	273	273	273	273	273	273	273	
LRES	Pearson Correlation	.460**	.588**	.498**	.538**	.499**	.441**	.468**	.429**	.452**	.436**	.321**	.369**	.517**	--
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	273	273	273	273	273	273	273	273	273	273	273	273	273	273

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
POP	273	5.278	1.722	7.000	5.561	1.007
SP	273	5.500	1.200	6.700	4.730	1.114
LENV	273	5.714	1.000	6.714	4.229	1.295
LEMP	273	5.857	1.143	7.000	4.364	1.352
LENR	273	5.833	1.167	7.000	4.414	1.454
LSDN	273	5.714	1.286	7.000	4.452	1.183
LRWF	273	5.455	1.273	6.727	4.468	1.176
LTB	273	6.000	1.000	7.000	3.890	1.214
LEO	273	5.857	1.143	7.000	4.091	1.348
LGM	273	5.444	1.000	6.444	3.702	1.226
LTC	273	5.429	1.143	6.571	4.374	1.064
LEMI	273	5.875	1.125	7.000	3.377	1.038
LWLB	273	5.667	1.333	7.000	4.432	1.256
LRES	273	6.000	1.000	7.000	4.080	1.287
Valid N (listwise)	273					

Appendix 5

Mediation Analysis

The case of Visioning Leadership Development Competency

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : POP
    X  : LENV
    M  : SP

Covariates:
 LEMP     LENR     LSDN     LRWF     LTB      LEO      LGM      LTC      LEMI
LWLB     LRES

Sample
Size:  273

**************************************************************************
OUTCOME VARIABLE:
 SP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8137      .6622      .4383    42.4691    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant      .4158      .2256     1.8430      .0665     -.0285      .8601
LENV          .1538      .0411     3.7410      .0002      .0729      .2348
LEMP          .0798      .0521     1.5319      .1268     -.0228      .1823
LENR         -.0611      .0452    -1.3501      .1782     -.1501      .0280
LSDN          .0943      .0420     2.2453      .0256      .0116      .1770
LRWF          .0736      .0442     1.6636      .0974     -.0135      .1607
LTB           .1038      .0411     2.5244      .0122      .0228      .1847
LEO           .0948      .0399     2.3741      .0183      .0162      .1734
LGM           .1907      .0417     4.5727      .0000      .1086      .2728
LTC           .0341      .0431      .7905      .4299     -.0508      .1190
LEMI          .2352      .0458     5.1376      .0000      .1450      .3253
LWLB         -.0159      .0448     -.3544      .7233     -.1041      .0723
LRES          .1143      .0426     2.6826      .0078      .0304      .1983

Standardized coefficients
          coeff
LENV      .1789
LEMP      .0968
LENR     -.0797
LSDN      .1002
LRWF      .0777
```

```
LTB       .1131
LEO       .1147
LGM       .2099
LTC       .0326
LEMI      .2192
LWLB     -.0179
LRES      .1322

**************************************************************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8144      .6633      .3584    39.2499    13.0000   259.0000      .0000

Model
             coeff         se          t          p       LLCI       ULCI
constant     1.2996      .2054     6.3281      .0000      .8952     1.7040
LENV         -.0110      .0382     -.2871      .7743     -.0861      .0642
SP            .3870      .0561     6.9008      .0000      .2766      .4975
LEMP         -.0331      .0473     -.6989      .4852     -.1262      .0601
LENR          .0306      .0410      .7455      .4567     -.0502      .1114
LSDN          .1959      .0384     5.1073      .0000      .1204      .2714
LRWF          .1531      .0402     3.8087      .0002      .0740      .2323
LTB           .0377      .0376     1.0017      .3174     -.0364      .1118
LEO           .0344      .0365      .9418      .3472     -.0375      .1063
LGM          -.0971      .0392    -2.4784      .0138     -.1743     -.0200
LTC           .3049      .0390     7.8103      .0000      .2281      .3818
LEMI         -.0028      .0434     -.0635      .9494     -.0883      .0828
LWLB         -.0571      .0405    -1.4090      .1600     -.1369      .0227
LRES         -.0171      .0391     -.4369      .6626     -.0940      .0599

Standardized coefficients
          coeff
LENV     -.0141
SP        .4281
LEMP     -.0444
LENR      .0442
LSDN      .2301
LRWF      .1788
LTB       .0454
LEO       .0460
LGM      -.1183
LTC       .3222
LEMI     -.0028
LWLB     -.0712
LRES     -.0218

************************ TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .7755      .6014      .4227    32.6905    12.0000   260.0000      .0000

Model
             coeff         se          t          p       LLCI       ULCI
constant     1.4605      .2216     6.5914      .0000     1.0242     1.8969
```

```
LENV          .0486      .0404     1.2030      .2301     -.0309      .1281
LEMP         -.0022      .0511     -.0428      .9659     -.1029      .0985
LENR          .0070      .0444      .1568      .8755     -.0805      .0944
LSDN          .2324      .0413     5.6332      .0000      .1512      .3136
LRWF          .1816      .0434     4.1814      .0000      .0961      .2671
LTB           .0778      .0404     1.9285      .0549     -.0016      .1573
LEO           .0711      .0392     1.8122      .0711     -.0062      .1483
LGM          -.0233      .0409     -.5701      .5691     -.1040      .0573
LTC           .3181      .0423     7.5122      .0000      .2347      .4015
LEMI          .0883      .0450     1.9633      .0507     -.0003      .1768
LWLB         -.0632      .0440    -1.4375      .1518     -.1499      .0234
LRES          .0272      .0419      .6494      .5167     -.0552      .1096

Standardized coefficients
         coeff
LENV      .0625
LEMP     -.0029
LENR      .0101
LSDN      .2730
LRWF      .2120
LTB       .0938
LEO       .0951
LGM      -.0284
LTC       .3361
LEMI      .0910
LWLB     -.0789
LRES      .0348


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
      .0486      .0404     1.2030      .2301     -.0309      .1281      .0625

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
     -.0110      .0382     -.2871      .7743     -.0861      .0642     -.0141

Indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0595      .0198      .0233      .1007

Completely standardized indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0766      .0252      .0296      .1277

********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000

------ END MATRIX -----
```

The case of Empowering Leadership Development Competency

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : POP
    X  : LEMP
    M  : SP

Covariates:
 LENR     LSDN     LRWF     LTB      LEO      LGM      LTC      LEMI     LWLB
LRES     LENV

Sample
Size:  273

**************************************************************************
OUTCOME VARIABLE:
 SP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8137      .6622      .4383    42.4691    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant      .4158      .2256     1.8430      .0665     -.0285      .8601
LEMP          .0798      .0521     1.5319      .1268     -.0228      .1823
LENR         -.0611      .0452    -1.3501      .1782     -.1501      .0280
LSDN          .0943      .0420     2.2453      .0256      .0116      .1770
LRWF          .0736      .0442     1.6636      .0974     -.0135      .1607
LTB           .1038      .0411     2.5244      .0122      .0228      .1847
LEO           .0948      .0399     2.3741      .0183      .0162      .1734
LGM           .1907      .0417     4.5727      .0000      .1086      .2728
LTC           .0341      .0431      .7905      .4299     -.0508      .1190
LEMI          .2352      .0458     5.1376      .0000      .1450      .3253
LWLB         -.0159      .0448     -.3544      .7233     -.1041      .0723
LRES          .1143      .0426     2.6826      .0078      .0304      .1983
LENV          .1538      .0411     3.7410      .0002      .0729      .2348

Standardized coefficients
          coeff
LEMP      .0968
LENR     -.0797
LSDN      .1002
LRWF      .0777
LTB       .1131
LEO       .1147
LGM       .2099
LTC       .0326
LEMI      .2192
LWLB     -.0179
LRES      .1322
LENV      .1789
```

```
**************************************************************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8144      .6633      .3584    39.2499    13.0000   259.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.2996      .2054     6.3281      .0000      .8952     1.7040
LEMP         -.0331      .0473     -.6989      .4852     -.1262      .0601
SP            .3870      .0561     6.9008      .0000      .2766      .4975
LENR          .0306      .0410      .7455      .4567     -.0502      .1114
LSDN          .1959      .0384     5.1073      .0000      .1204      .2714
LRWF          .1531      .0402     3.8087      .0002      .0740      .2323
LTB           .0377      .0376     1.0017      .3174     -.0364      .1118
LEO           .0344      .0365      .9418      .3472     -.0375      .1063
LGM          -.0971      .0392    -2.4784      .0138     -.1743     -.0200
LTC           .3049      .0390     7.8103      .0000      .2281      .3818
LEMI         -.0028      .0434     -.0635      .9494     -.0883      .0828
LWLB         -.0571      .0405    -1.4090      .1600     -.1369      .0227
LRES         -.0171      .0391     -.4369      .6626     -.0940      .0599
LENV         -.0110      .0382     -.2871      .7743     -.0861      .0642

Standardized coefficients
         coeff
LEMP     -.0444
SP        .4281
LENR      .0442
LSDN      .2301
LRWF      .1788
LTB       .0454
LEO       .0460
LGM      -.1183
LTC       .3222
LEMI     -.0028
LWLB     -.0712
LRES     -.0218
LENV     -.0141

************************* TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .7755      .6014      .4227    32.6905    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.4605      .2216     6.5914      .0000     1.0242     1.8969
LEMP         -.0022      .0511     -.0428      .9659     -.1029      .0985
LENR          .0070      .0444      .1568      .8755     -.0805      .0944
LSDN          .2324      .0413     5.6332      .0000      .1512      .3136
LRWF          .1816      .0434     4.1814      .0000      .0961      .2671
LTB           .0778      .0404     1.9285      .0549     -.0016      .1573
LEO           .0711      .0392     1.8122      .0711     -.0062      .1483
LGM          -.0233      .0409     -.5701      .5691     -.1040      .0573
```

```
LTC           .3181      .0423     7.5122      .0000      .2347      .4015
LEMI          .0883      .0450     1.9633      .0507     -.0003      .1768
LWLB         -.0632      .0440    -1.4375      .1518     -.1499      .0234
LRES          .0272      .0419      .6494      .5167     -.0552      .1096
LENV          .0486      .0404     1.2030      .2301     -.0309      .1281

Standardized coefficients
         coeff
LEMP     -.0029
LENR      .0101
LSDN      .2730
LRWF      .2120
LTB       .0938
LEO       .0951
LGM      -.0284
LTC       .3361
LEMI      .0910
LWLB     -.0789
LRES      .0348
LENV      .0625


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
     -.0022      .0511     -.0428      .9659     -.1029      .0985     -.0029

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
     -.0331      .0473     -.6989      .4852     -.1262      .0601     -.0444

Indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0309      .0197     -.0051      .0722

Completely standardized indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0415      .0262     -.0067      .0960

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000

------ END MATRIX -----
```

The case of Energizing Leadership Development Competency

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : POP
    X  : LENR
    M  : SP

Covariates:
 LSDN     LRWF     LTB      LEO      LGM      LTC      LEMI     LWLB     LRES
LENV     LEMP

Sample
Size:  273

**************************************************************************
OUTCOME VARIABLE:
 SP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8137      .6622      .4383    42.4691    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant      .4158      .2256     1.8430      .0665     -.0285      .8601
LENR         -.0611      .0452    -1.3501      .1782     -.1501      .0280
LSDN          .0943      .0420     2.2453      .0256      .0116      .1770
LRWF          .0736      .0442     1.6636      .0974     -.0135      .1607
LTB           .1038      .0411     2.5244      .0122      .0228      .1847
LEO           .0948      .0399     2.3741      .0183      .0162      .1734
LGM           .1907      .0417     4.5727      .0000      .1086      .2728
LTC           .0341      .0431      .7905      .4299     -.0508      .1190
LEMI          .2352      .0458     5.1376      .0000      .1450      .3253
LWLB         -.0159      .0448     -.3544      .7233     -.1041      .0723
LRES          .1143      .0426     2.6826      .0078      .0304      .1983
LENV          .1538      .0411     3.7410      .0002      .0729      .2348
LEMP          .0798      .0521     1.5319      .1268     -.0228      .1823

Standardized coefficients
         coeff
LENR     -.0797
LSDN      .1002
LRWF      .0777
LTB       .1131
LEO       .1147
LGM       .2099
LTC       .0326
LEMI      .2192
LWLB     -.0179
```

```
LRES      .1322
LENV      .1789
LEMP      .0968

************************************************************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8144      .6633      .3584    39.2499    13.0000   259.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.2996      .2054     6.3281      .0000      .8952     1.7040
LENR          .0306      .0410      .7455      .4567     -.0502      .1114
SP            .3870      .0561     6.9008      .0000      .2766      .4975
LSDN          .1959      .0384     5.1073      .0000      .1204      .2714
LRWF          .1531      .0402     3.8087      .0002      .0740      .2323
LTB           .0377      .0376     1.0017      .3174     -.0364      .1118
LEO           .0344      .0365      .9418      .3472     -.0375      .1063
LGM          -.0971      .0392    -2.4784      .0138     -.1743     -.0200
LTC           .3049      .0390     7.8103      .0000      .2281      .3818
LEMI         -.0028      .0434     -.0635      .9494     -.0883      .0828
LWLB         -.0571      .0405    -1.4090      .1600     -.1369      .0227
LRES         -.0171      .0391     -.4369      .6626     -.0940      .0599
LENV         -.0110      .0382     -.2871      .7743     -.0861      .0642
LEMP         -.0331      .0473     -.6989      .4852     -.1262      .0601

Standardized coefficients
          coeff
LENR      .0442
SP        .4281
LSDN      .2301
LRWF      .1788
LTB       .0454
LEO       .0460
LGM      -.1183
LTC       .3222
LEMI     -.0028
LWLB     -.0712
LRES     -.0218
LENV     -.0141
LEMP     -.0444

************************** TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .7755      .6014      .4227    32.6905    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.4605      .2216     6.5914      .0000     1.0242     1.8969
LENR          .0070      .0444      .1568      .8755     -.0805      .0944
LSDN          .2324      .0413     5.6332      .0000      .1512      .3136
LRWF          .1816      .0434     4.1814      .0000      .0961      .2671
LTB           .0778      .0404     1.9285      .0549     -.0016      .1573
```

```
LEO           .0711      .0392     1.8122      .0711     -.0062      .1483
LGM          -.0233      .0409     -.5701      .5691     -.1040      .0573
LTC           .3181      .0423     7.5122      .0000      .2347      .4015
LEMI          .0883      .0450     1.9633      .0507     -.0003      .1768
LWLB         -.0632      .0440    -1.4375      .1518     -.1499      .0234
LRES          .0272      .0419      .6494      .5167     -.0552      .1096
LENV          .0486      .0404     1.2030      .2301     -.0309      .1281
LEMP         -.0022      .0511     -.0428      .9659     -.1029      .0985

Standardized coefficients
         coeff
LENR      .0101
LSDN      .2730
LRWF      .2120
LTB       .0938
LEO       .0951
LGM      -.0284
LTC       .3361
LEMI      .0910
LWLB     -.0789
LRES      .0348
LENV      .0625
LEMP     -.0029


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
      .0070      .0444      .1568      .8755     -.0805      .0944      .0101

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
      .0306      .0410      .7455      .4567     -.0502      .1114      .0442

Indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP     -.0236      .0160     -.0577      .0058

Completely standardized indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP     -.0341      .0230     -.0824      .0081

********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000

------ END MATRIX -----
```

The case of Designing and Aligning Leadership Development Competency

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : POP
    X  : LSDN
    M  : SP

Covariates:
 LRWF     LTB      LEO      LGM      LTC      LEMI     LWLB     LRES     LENV
LEMP     LENR

Sample
Size:  273

**************************************************************************
OUTCOME VARIABLE:
 SP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8137      .6622      .4383    42.4691    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant      .4158      .2256     1.8430      .0665     -.0285      .8601
LSDN          .0943      .0420     2.2453      .0256      .0116      .1770
LRWF          .0736      .0442     1.6636      .0974     -.0135      .1607
LTB           .1038      .0411     2.5244      .0122      .0228      .1847
LEO           .0948      .0399     2.3741      .0183      .0162      .1734
LGM           .1907      .0417     4.5727      .0000      .1086      .2728
LTC           .0341      .0431      .7905      .4299     -.0508      .1190
LEMI          .2352      .0458     5.1376      .0000      .1450      .3253
LWLB         -.0159      .0448     -.3544      .7233     -.1041      .0723
LRES          .1143      .0426     2.6826      .0078      .0304      .1983
LENV          .1538      .0411     3.7410      .0002      .0729      .2348
LEMP          .0798      .0521     1.5319      .1268     -.0228      .1823
LENR         -.0611      .0452    -1.3501      .1782     -.1501      .0280

Standardized coefficients
          coeff
LSDN      .1002
LRWF      .0777
LTB       .1131
LEO       .1147
LGM       .2099
LTC       .0326
LEMI      .2192
LWLB     -.0179
LRES      .1322
LENV      .1789
LEMP      .0968
```

```
LENR     -.0797

************************************************************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8144      .6633      .3584    39.2499    13.0000   259.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.2996      .2054     6.3281      .0000      .8952     1.7040
LSDN          .1959      .0384     5.1073      .0000      .1204      .2714
SP            .3870      .0561     6.9008      .0000      .2766      .4975
LRWF          .1531      .0402     3.8087      .0002      .0740      .2323
LTB           .0377      .0376     1.0017      .3174     -.0364      .1118
LEO           .0344      .0365      .9418      .3472     -.0375      .1063
LGM          -.0971      .0392    -2.4784      .0138     -.1743     -.0200
LTC           .3049      .0390     7.8103      .0000      .2281      .3818
LEMI         -.0028      .0434     -.0635      .9494     -.0883      .0828
LWLB         -.0571      .0405    -1.4090      .1600     -.1369      .0227
LRES         -.0171      .0391     -.4369      .6626     -.0940      .0599
LENV         -.0110      .0382     -.2871      .7743     -.0861      .0642
LEMP         -.0331      .0473     -.6989      .4852     -.1262      .0601
LENR          .0306      .0410      .7455      .4567     -.0502      .1114

Standardized coefficients
          coeff
LSDN      .2301
SP        .4281
LRWF      .1788
LTB       .0454
LEO       .0460
LGM      -.1183
LTC       .3222
LEMI     -.0028
LWLB     -.0712
LRES     -.0218
LENV     -.0141
LEMP     -.0444
LENR      .0442

************************** TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .7755      .6014      .4227    32.6905    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.4605      .2216     6.5914      .0000     1.0242     1.8969
LSDN          .2324      .0413     5.6332      .0000      .1512      .3136
LRWF          .1816      .0434     4.1814      .0000      .0961      .2671
LTB           .0778      .0404     1.9285      .0549     -.0016      .1573
LEO           .0711      .0392     1.8122      .0711     -.0062      .1483
LGM          -.0233      .0409     -.5701      .5691     -.1040      .0573
LTC           .3181      .0423     7.5122      .0000      .2347      .4015
```

```
LEMI          .0883      .0450     1.9633      .0507     -.0003      .1768
LWLB         -.0632      .0440    -1.4375      .1518     -.1499      .0234
LRES          .0272      .0419      .6494      .5167     -.0552      .1096
LENV          .0486      .0404     1.2030      .2301     -.0309      .1281
LEMP         -.0022      .0511     -.0428      .9659     -.1029      .0985
LENR          .0070      .0444      .1568      .8755     -.0805      .0944

Standardized coefficients
         coeff
LSDN      .2730
LRWF      .2120
LTB       .0938
LEO       .0951
LGM      -.0284
LTC       .3361
LEMI      .0910
LWLB     -.0789
LRES      .0348
LENV      .0625
LEMP     -.0029
LENR      .0101


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
      .2324      .0413     5.6332      .0000      .1512      .3136      .2730

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
      .1959      .0384     5.1073      .0000      .1204      .2714      .2301

Indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0365      .0198     -.0004      .0788

Completely standardized indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0429      .0230     -.0005      .0907

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000

------ END MATRIX -----



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The case of Rewarding and Feedback Leadership Development Competency

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : POP
    X  : LRWF
    M  : SP

Covariates:
 LTB      LEO      LGM      LTC      LEMI     LWLB     LRES     LENV     LEMP
LENR     LSDN

Sample
Size:  273

**************************************************************************
OUTCOME VARIABLE:
 SP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8137      .6622      .4383    42.4691    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant      .4158      .2256     1.8430      .0665     -.0285      .8601
LRWF          .0736      .0442     1.6636      .0974     -.0135      .1607
LTB           .1038      .0411     2.5244      .0122      .0228      .1847
LEO           .0948      .0399     2.3741      .0183      .0162      .1734
LGM           .1907      .0417     4.5727      .0000      .1086      .2728
LTC           .0341      .0431      .7905      .4299     -.0508      .1190
LEMI          .2352      .0458     5.1376      .0000      .1450      .3253
LWLB         -.0159      .0448     -.3544      .7233     -.1041      .0723
LRES          .1143      .0426     2.6826      .0078      .0304      .1983
LENV          .1538      .0411     3.7410      .0002      .0729      .2348
LEMP          .0798      .0521     1.5319      .1268     -.0228      .1823
LENR         -.0611      .0452    -1.3501      .1782     -.1501      .0280
LSDN          .0943      .0420     2.2453      .0256      .0116      .1770

Standardized coefficients
         coeff
LRWF      .0777
LTB       .1131
LEO       .1147
LGM       .2099
LTC       .0326
LEMI      .2192
LWLB     -.0179
LRES      .1322
LENV      .1789
```

```
LEMP      .0968
LENR     -.0797
LSDN      .1002

**************************************************************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8144      .6633      .3584    39.2499    13.0000   259.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.2996      .2054     6.3281      .0000      .8952     1.7040
LRWF          .1531      .0402     3.8087      .0002      .0740      .2323
SP            .3870      .0561     6.9008      .0000      .2766      .4975
LTB           .0377      .0376     1.0017      .3174     -.0364      .1118
LEO           .0344      .0365      .9418      .3472     -.0375      .1063
LGM          -.0971      .0392    -2.4784      .0138     -.1743     -.0200
LTC           .3049      .0390     7.8103      .0000      .2281      .3818
LEMI         -.0028      .0434     -.0635      .9494     -.0883      .0828
LWLB         -.0571      .0405    -1.4090      .1600     -.1369      .0227
LRES         -.0171      .0391     -.4369      .6626     -.0940      .0599
LENV         -.0110      .0382     -.2871      .7743     -.0861      .0642
LEMP         -.0331      .0473     -.6989      .4852     -.1262      .0601
LENR          .0306      .0410      .7455      .4567     -.0502      .1114
LSDN          .1959      .0384     5.1073      .0000      .1204      .2714

Standardized coefficients
          coeff
LRWF      .1788
SP        .4281
LTB       .0454
LEO       .0460
LGM      -.1183
LTC       .3222
LEMI     -.0028
LWLB     -.0712
LRES     -.0218
LENV     -.0141
LEMP     -.0444
LENR      .0442
LSDN      .2301

************************* TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .7755      .6014      .4227    32.6905    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.4605      .2216     6.5914      .0000     1.0242     1.8969
LRWF          .1816      .0434     4.1814      .0000      .0961      .2671
LTB           .0778      .0404     1.9285      .0549     -.0016      .1573
LEO           .0711      .0392     1.8122      .0711     -.0062      .1483
LGM          -.0233      .0409     -.5701      .5691     -.1040      .0573
```

```
LTC           .3181      .0423     7.5122      .0000      .2347      .4015
LEMI          .0883      .0450     1.9633      .0507     -.0003      .1768
LWLB         -.0632      .0440    -1.4375      .1518     -.1499      .0234
LRES          .0272      .0419      .6494      .5167     -.0552      .1096
LENV          .0486      .0404     1.2030      .2301     -.0309      .1281
LEMP         -.0022      .0511     -.0428      .9659     -.1029      .0985
LENR          .0070      .0444      .1568      .8755     -.0805      .0944
LSDN          .2324      .0413     5.6332      .0000      .1512      .3136

Standardized coefficients
         coeff
LRWF      .2120
LTB       .0938
LEO       .0951
LGM      -.0284
LTC       .3361
LEMI      .0910
LWLB     -.0789
LRES      .0348
LENV      .0625
LEMP     -.0029
LENR      .0101
LSDN      .2730


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
      .1816      .0434     4.1814      .0000      .0961      .2671      .2120

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
      .1531      .0402     3.8087      .0002      .0740      .2323      .1788

Indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0285      .0196     -.0080      .0692

Completely standardized indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0332      .0228     -.0094      .0808

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000

------ END MATRIX -----
```

The case of Team Building Leadership Development Competency

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : POP
    X  : LTB
    M  : SP

Covariates:
 LEO      LGM      LTC      LEMI     LWLB     LRES     LENV     LEMP     LENR
LSDN     LRWF

Sample
Size:  273

**************************************************************************
OUTCOME VARIABLE:
 SP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8137      .6622      .4383    42.4691    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant      .4158      .2256     1.8430      .0665     -.0285      .8601
LTB           .1038      .0411     2.5244      .0122      .0228      .1847
LEO           .0948      .0399     2.3741      .0183      .0162      .1734
LGM           .1907      .0417     4.5727      .0000      .1086      .2728
LTC           .0341      .0431      .7905      .4299     -.0508      .1190
LEMI          .2352      .0458     5.1376      .0000      .1450      .3253
LWLB         -.0159      .0448     -.3544      .7233     -.1041      .0723
LRES          .1143      .0426     2.6826      .0078      .0304      .1983
LENV          .1538      .0411     3.7410      .0002      .0729      .2348
LEMP          .0798      .0521     1.5319      .1268     -.0228      .1823
LENR         -.0611      .0452    -1.3501      .1782     -.1501      .0280
LSDN          .0943      .0420     2.2453      .0256      .0116      .1770
LRWF          .0736      .0442     1.6636      .0974     -.0135      .1607

Standardized coefficients
         coeff
LTB       .1131
LEO       .1147
LGM       .2099
LTC       .0326
LEMI      .2192
LWLB     -.0179
LRES      .1322
LENV      .1789
LEMP      .0968
LENR     -.0797
```

```
LSDN      .1002
LRWF      .0777

************************************************************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8144      .6633      .3584    39.2499    13.0000   259.0000      .0000

Model
             coeff         se          t          p       LLCI       ULCI
constant     1.2996      .2054     6.3281      .0000      .8952     1.7040
LTB           .0377      .0376     1.0017      .3174     -.0364      .1118
SP            .3870      .0561     6.9008      .0000      .2766      .4975
LEO           .0344      .0365      .9418      .3472     -.0375      .1063
LGM          -.0971      .0392    -2.4784      .0138     -.1743     -.0200
LTC           .3049      .0390     7.8103      .0000      .2281      .3818
LEMI         -.0028      .0434     -.0635      .9494     -.0883      .0828
LWLB         -.0571      .0405    -1.4090      .1600     -.1369      .0227
LRES         -.0171      .0391     -.4369      .6626     -.0940      .0599
LENV         -.0110      .0382     -.2871      .7743     -.0861      .0642
LEMP         -.0331      .0473     -.6989      .4852     -.1262      .0601
LENR          .0306      .0410      .7455      .4567     -.0502      .1114
LSDN          .1959      .0384     5.1073      .0000      .1204      .2714
LRWF          .1531      .0402     3.8087      .0002      .0740      .2323

Standardized coefficients
          coeff
LTB       .0454
SP        .4281
LEO       .0460
LGM      -.1183
LTC       .3222
LEMI     -.0028
LWLB     -.0712
LRES     -.0218
LENV     -.0141
LEMP     -.0444
LENR      .0442
LSDN      .2301
LRWF      .1788

************************* TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .7755      .6014      .4227    32.6905    12.0000   260.0000      .0000

Model
             coeff         se          t          p       LLCI       ULCI
constant     1.4605      .2216     6.5914      .0000     1.0242     1.8969
LTB           .0778      .0404     1.9285      .0549     -.0016      .1573
LEO           .0711      .0392     1.8122      .0711     -.0062      .1483
LGM          -.0233      .0409     -.5701      .5691     -.1040      .0573
LTC           .3181      .0423     7.5122      .0000      .2347      .4015
LEMI          .0883      .0450     1.9633      .0507     -.0003      .1768
```

```
LWLB         -.0632      .0440    -1.4375      .1518     -.1499      .0234
LRES          .0272      .0419      .6494      .5167     -.0552      .1096
LENV          .0486      .0404     1.2030      .2301     -.0309      .1281
LEMP         -.0022      .0511     -.0428      .9659     -.1029      .0985
LENR          .0070      .0444      .1568      .8755     -.0805      .0944
LSDN          .2324      .0413     5.6332      .0000      .1512      .3136
LRWF          .1816      .0434     4.1814      .0000      .0961      .2671

Standardized coefficients
         coeff
LTB       .0938
LEO       .0951
LGM      -.0284
LTC       .3361
LEMI      .0910
LWLB     -.0789
LRES      .0348
LENV      .0625
LEMP     -.0029
LENR      .0101
LSDN      .2730
LRWF      .2120


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
      .0778      .0404     1.9285      .0549     -.0016      .1573      .0938

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
      .0377      .0376     1.0017      .3174     -.0364      .1118      .0454

Indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0402      .0202      .0034      .0826

Completely standardized indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0484      .0243      .0040      .0994

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000

------ END MATRIX -----
```

The case of External Orientation Leadership Development Competency

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : POP
    X  : LEO
    M  : SP

Covariates:
 LGM      LTC      LEMI     LWLB     LRES     LENV     LEMP     LENR     LSDN
LRWF     LTB

Sample
Size:  273

**************************************************************************
OUTCOME VARIABLE:
 SP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8137      .6622      .4383    42.4691    12.0000   260.0000      .0000

Model
             coeff         se          t          p       LLCI       ULCI
constant      .4158      .2256     1.8430      .0665     -.0285      .8601
LEO           .0948      .0399     2.3741      .0183      .0162      .1734
LGM           .1907      .0417     4.5727      .0000      .1086      .2728
LTC           .0341      .0431      .7905      .4299     -.0508      .1190
LEMI          .2352      .0458     5.1376      .0000      .1450      .3253
LWLB         -.0159      .0448     -.3544      .7233     -.1041      .0723
LRES          .1143      .0426     2.6826      .0078      .0304      .1983
LENV          .1538      .0411     3.7410      .0002      .0729      .2348
LEMP          .0798      .0521     1.5319      .1268     -.0228      .1823
LENR         -.0611      .0452    -1.3501      .1782     -.1501      .0280
LSDN          .0943      .0420     2.2453      .0256      .0116      .1770
LRWF          .0736      .0442     1.6636      .0974     -.0135      .1607
LTB           .1038      .0411     2.5244      .0122      .0228      .1847

Standardized coefficients
         coeff
LEO       .1147
LGM       .2099
LTC       .0326
LEMI      .2192
LWLB     -.0179
LRES      .1322
LENV      .1789
LEMP      .0968
LENR     -.0797
LSDN      .1002
LRWF      .0777
LTB       .1131
```

```
**************************************************************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8144      .6633      .3584    39.2499    13.0000   259.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.2996      .2054     6.3281      .0000      .8952     1.7040
LEO           .0344      .0365      .9418      .3472     -.0375      .1063
SP            .3870      .0561     6.9008      .0000      .2766      .4975
LGM          -.0971      .0392    -2.4784      .0138     -.1743     -.0200
LTC           .3049      .0390     7.8103      .0000      .2281      .3818
LEMI         -.0028      .0434     -.0635      .9494     -.0883      .0828
LWLB         -.0571      .0405    -1.4090      .1600     -.1369      .0227
LRES         -.0171      .0391     -.4369      .6626     -.0940      .0599
LENV         -.0110      .0382     -.2871      .7743     -.0861      .0642
LEMP         -.0331      .0473     -.6989      .4852     -.1262      .0601
LENR          .0306      .0410      .7455      .4567     -.0502      .1114
LSDN          .1959      .0384     5.1073      .0000      .1204      .2714
LRWF          .1531      .0402     3.8087      .0002      .0740      .2323
LTB           .0377      .0376     1.0017      .3174     -.0364      .1118

Standardized coefficients
          coeff
LEO       .0460
SP        .4281
LGM      -.1183
LTC       .3222
LEMI     -.0028
LWLB     -.0712
LRES     -.0218
LENV     -.0141
LEMP     -.0444
LENR      .0442
LSDN      .2301
LRWF      .1788
LTB       .0454

************************ TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .7755      .6014      .4227    32.6905    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.4605      .2216     6.5914      .0000     1.0242     1.8969
LEO           .0711      .0392     1.8122      .0711     -.0062      .1483
LGM          -.0233      .0409     -.5701      .5691     -.1040      .0573
LTC           .3181      .0423     7.5122      .0000      .2347      .4015
LEMI          .0883      .0450     1.9633      .0507     -.0003      .1768
LWLB         -.0632      .0440    -1.4375      .1518     -.1499      .0234
LRES          .0272      .0419      .6494      .5167     -.0552      .1096
LENV          .0486      .0404     1.2030      .2301     -.0309      .1281
LEMP         -.0022      .0511     -.0428      .9659     -.1029      .0985
```

```
LENR          .0070      .0444      .1568      .8755     -.0805      .0944
LSDN          .2324      .0413     5.6332      .0000      .1512      .3136
LRWF          .1816      .0434     4.1814      .0000      .0961      .2671
LTB           .0778      .0404     1.9285      .0549     -.0016      .1573

Standardized coefficients
         coeff
LEO       .0951
LGM      -.0284
LTC       .3361
LEMI      .0910
LWLB     -.0789
LRES      .0348
LENV      .0625
LEMP     -.0029
LENR      .0101
LSDN      .2730
LRWF      .2120
LTB       .0938


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
      .0711      .0392     1.8122      .0711     -.0062      .1483      .0951

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
      .0344      .0365      .9418      .3472     -.0375      .1063      .0460

Indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0367      .0170      .0047      .0731

Completely standardized indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0491      .0228      .0063      .0971

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000

------ END MATRIX -----
```

The case of Global Mindset Leadership Development Competency

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : POP
    X  : LGM
    M  : SP

Covariates:
 LTC      LEMI     LWLB     LRES     LENV     LEMP     LENR     LSDN     LRWF
LTB      LEO

Sample
Size:  273

**************************************************************************
OUTCOME VARIABLE:
 SP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8137      .6622      .4383    42.4691    12.0000   260.0000      .0000

Model
             coeff         se          t          p       LLCI       ULCI
constant      .4158      .2256     1.8430      .0665     -.0285      .8601
LGM           .1907      .0417     4.5727      .0000      .1086      .2728
LTC           .0341      .0431      .7905      .4299     -.0508      .1190
LEMI          .2352      .0458     5.1376      .0000      .1450      .3253
LWLB         -.0159      .0448     -.3544      .7233     -.1041      .0723
LRES          .1143      .0426     2.6826      .0078      .0304      .1983
LENV          .1538      .0411     3.7410      .0002      .0729      .2348
LEMP          .0798      .0521     1.5319      .1268     -.0228      .1823
LENR         -.0611      .0452    -1.3501      .1782     -.1501      .0280
LSDN          .0943      .0420     2.2453      .0256      .0116      .1770
LRWF          .0736      .0442     1.6636      .0974     -.0135      .1607
LTB           .1038      .0411     2.5244      .0122      .0228      .1847
LEO           .0948      .0399     2.3741      .0183      .0162      .1734

Standardized coefficients
         coeff
LGM       .2099
LTC       .0326
LEMI      .2192
LWLB     -.0179
LRES      .1322
LENV      .1789
LEMP      .0968
LENR     -.0797
LSDN      .1002
LRWF      .0777
LTB       .1131
LEO       .1147
```

```
**************************************************************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8144      .6633      .3584    39.2499    13.0000   259.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.2996      .2054     6.3281      .0000      .8952     1.7040
LGM          -.0971      .0392    -2.4784      .0138     -.1743     -.0200
SP            .3870      .0561     6.9008      .0000      .2766      .4975
LTC           .3049      .0390     7.8103      .0000      .2281      .3818
LEMI         -.0028      .0434     -.0635      .9494     -.0883      .0828
LWLB         -.0571      .0405    -1.4090      .1600     -.1369      .0227
LRES         -.0171      .0391     -.4369      .6626     -.0940      .0599
LENV         -.0110      .0382     -.2871      .7743     -.0861      .0642
LEMP         -.0331      .0473     -.6989      .4852     -.1262      .0601
LENR          .0306      .0410      .7455      .4567     -.0502      .1114
LSDN          .1959      .0384     5.1073      .0000      .1204      .2714
LRWF          .1531      .0402     3.8087      .0002      .0740      .2323
LTB           .0377      .0376     1.0017      .3174     -.0364      .1118
LEO           .0344      .0365      .9418      .3472     -.0375      .1063

Standardized coefficients
          coeff
LGM      -.1183
SP        .4281
LTC       .3222
LEMI     -.0028
LWLB     -.0712
LRES     -.0218
LENV     -.0141
LEMP     -.0444
LENR      .0442
LSDN      .2301
LRWF      .1788
LTB       .0454
LEO       .0460

************************* TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .7755      .6014      .4227    32.6905    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.4605      .2216     6.5914      .0000     1.0242     1.8969
LGM          -.0233      .0409     -.5701      .5691     -.1040      .0573
LTC           .3181      .0423     7.5122      .0000      .2347      .4015
LEMI          .0883      .0450     1.9633      .0507     -.0003      .1768
LWLB         -.0632      .0440    -1.4375      .1518     -.1499      .0234
LRES          .0272      .0419      .6494      .5167     -.0552      .1096
LENV          .0486      .0404     1.2030      .2301     -.0309      .1281
LEMP         -.0022      .0511     -.0428      .9659     -.1029      .0985
LENR          .0070      .0444      .1568      .8755     -.0805      .0944
```

```
LSDN          .2324      .0413     5.6332      .0000      .1512      .3136
LRWF          .1816      .0434     4.1814      .0000      .0961      .2671
LTB           .0778      .0404     1.9285      .0549     -.0016      .1573
LEO           .0711      .0392     1.8122      .0711     -.0062      .1483

Standardized coefficients
         coeff
LGM      -.0284
LTC       .3361
LEMI      .0910
LWLB     -.0789
LRES      .0348
LENV      .0625
LEMP     -.0029
LENR      .0101
LSDN      .2730
LRWF      .2120
LTB       .0938
LEO       .0951


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
     -.0233      .0409     -.5701      .5691     -.1040      .0573     -.0284

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
     -.0971      .0392    -2.4784      .0138     -.1743     -.0200     -.1183

Indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0738      .0208      .0359      .1177

Completely standardized indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0899      .0249      .0444      .1415

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000

------ END MATRIX -----
```

The case of Tenacity Leadership Development Competency

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : POP
    X  : LTC
    M  : SP

Covariates:
 LEMI     LWLB     LRES     LENV     LEMP     LENR     LSDN     LRWF     LTB
LEO      LGM

Sample
Size:  273

**************************************************************************
OUTCOME VARIABLE:
 SP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8137      .6622      .4383    42.4691    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant      .4158      .2256     1.8430      .0665     -.0285      .8601
LTC           .0341      .0431      .7905      .4299     -.0508      .1190
LEMI          .2352      .0458     5.1376      .0000      .1450      .3253
LWLB         -.0159      .0448     -.3544      .7233     -.1041      .0723
LRES          .1143      .0426     2.6826      .0078      .0304      .1983
LENV          .1538      .0411     3.7410      .0002      .0729      .2348
LEMP          .0798      .0521     1.5319      .1268     -.0228      .1823
LENR         -.0611      .0452    -1.3501      .1782     -.1501      .0280
LSDN          .0943      .0420     2.2453      .0256      .0116      .1770
LRWF          .0736      .0442     1.6636      .0974     -.0135      .1607
LTB           .1038      .0411     2.5244      .0122      .0228      .1847
LEO           .0948      .0399     2.3741      .0183      .0162      .1734
LGM           .1907      .0417     4.5727      .0000      .1086      .2728

Standardized coefficients
         coeff
LTC       .0326
LEMI      .2192
LWLB     -.0179
LRES      .1322
LENV      .1789
LEMP      .0968
LENR     -.0797
LSDN      .1002
LRWF      .0777
LTB       .1131
```

```
LEO       .1147
LGM       .2099

************************************************************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8144      .6633      .3584    39.2499    13.0000   259.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.2996      .2054     6.3281      .0000      .8952     1.7040
LTC           .3049      .0390     7.8103      .0000      .2281      .3818
SP            .3870      .0561     6.9008      .0000      .2766      .4975
LEMI         -.0028      .0434     -.0635      .9494     -.0883      .0828
LWLB         -.0571      .0405    -1.4090      .1600     -.1369      .0227
LRES         -.0171      .0391     -.4369      .6626     -.0940      .0599
LENV         -.0110      .0382     -.2871      .7743     -.0861      .0642
LEMP         -.0331      .0473     -.6989      .4852     -.1262      .0601
LENR          .0306      .0410      .7455      .4567     -.0502      .1114
LSDN          .1959      .0384     5.1073      .0000      .1204      .2714
LRWF          .1531      .0402     3.8087      .0002      .0740      .2323
LTB           .0377      .0376     1.0017      .3174     -.0364      .1118
LEO           .0344      .0365      .9418      .3472     -.0375      .1063
LGM          -.0971      .0392    -2.4784      .0138     -.1743     -.0200

Standardized coefficients
          coeff
LTC       .3222
SP        .4281
LEMI     -.0028
LWLB     -.0712
LRES     -.0218
LENV     -.0141
LEMP     -.0444
LENR      .0442
LSDN      .2301
LRWF      .1788
LTB       .0454
LEO       .0460
LGM      -.1183

************************* TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .7755      .6014      .4227    32.6905    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.4605      .2216     6.5914      .0000     1.0242     1.8969
LTC           .3181      .0423     7.5122      .0000      .2347      .4015
LEMI          .0883      .0450     1.9633      .0507     -.0003      .1768
LWLB         -.0632      .0440    -1.4375      .1518     -.1499      .0234
LRES          .0272      .0419      .6494      .5167     -.0552      .1096
LENV          .0486      .0404     1.2030      .2301     -.0309      .1281
```

```
LEMP         -.0022      .0511     -.0428      .9659     -.1029      .0985
LENR          .0070      .0444      .1568      .8755     -.0805      .0944
LSDN          .2324      .0413     5.6332      .0000      .1512      .3136
LRWF          .1816      .0434     4.1814      .0000      .0961      .2671
LTB           .0778      .0404     1.9285      .0549     -.0016      .1573
LEO           .0711      .0392     1.8122      .0711     -.0062      .1483
LGM          -.0233      .0409     -.5701      .5691     -.1040      .0573

Standardized coefficients
         coeff
LTC       .3361
LEMI      .0910
LWLB     -.0789
LRES      .0348
LENV      .0625
LEMP     -.0029
LENR      .0101
LSDN      .2730
LRWF      .2120
LTB       .0938
LEO       .0951
LGM      -.0284


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
      .3181      .0423     7.5122      .0000      .2347      .4015      .3361

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
      .3049      .0390     7.8103      .0000      .2281      .3818      .3222

Indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0132      .0179     -.0219      .0497

Completely standardized indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0139      .0188     -.0234      .0514

********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000

------ END MATRIX -----
```

The case of Emotional Intelligence Leadership Development Competency

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : POP
    X  : LEMI
    M  : SP

Covariates:
 LWLB     LRES     LENV     LEMP     LENR     LSDN     LRWF     LTB      LEO
LGM      LTC

Sample
Size:  273

**************************************************************************
OUTCOME VARIABLE:
 SP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8137      .6622      .4383    42.4691    12.0000   260.0000      .0000

Model
             coeff         se          t          p       LLCI       ULCI
constant      .4158      .2256     1.8430      .0665     -.0285      .8601
LEMI          .2352      .0458     5.1376      .0000      .1450      .3253
LWLB         -.0159      .0448     -.3544      .7233     -.1041      .0723
LRES          .1143      .0426     2.6826      .0078      .0304      .1983
LENV          .1538      .0411     3.7410      .0002      .0729      .2348
LEMP          .0798      .0521     1.5319      .1268     -.0228      .1823
LENR         -.0611      .0452    -1.3501      .1782     -.1501      .0280
LSDN          .0943      .0420     2.2453      .0256      .0116      .1770
LRWF          .0736      .0442     1.6636      .0974     -.0135      .1607
LTB           .1038      .0411     2.5244      .0122      .0228      .1847
LEO           .0948      .0399     2.3741      .0183      .0162      .1734
LGM           .1907      .0417     4.5727      .0000      .1086      .2728
LTC           .0341      .0431      .7905      .4299     -.0508      .1190

Standardized coefficients
          coeff
LEMI      .2192
LWLB     -.0179
LRES      .1322
LENV      .1789
LEMP      .0968
LENR     -.0797
LSDN      .1002
LRWF      .0777
LTB       .1131
LEO       .1147
LGM       .2099
LTC       .0326
```

```
**************************************************************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8144      .6633      .3584    39.2499    13.0000   259.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.2996      .2054     6.3281      .0000      .8952     1.7040
LEMI         -.0028      .0434     -.0635      .9494     -.0883      .0828
SP            .3870      .0561     6.9008      .0000      .2766      .4975
LWLB         -.0571      .0405    -1.4090      .1600     -.1369      .0227
LRES         -.0171      .0391     -.4369      .6626     -.0940      .0599
LENV         -.0110      .0382     -.2871      .7743     -.0861      .0642
LEMP         -.0331      .0473     -.6989      .4852     -.1262      .0601
LENR          .0306      .0410      .7455      .4567     -.0502      .1114
LSDN          .1959      .0384     5.1073      .0000      .1204      .2714
LRWF          .1531      .0402     3.8087      .0002      .0740      .2323
LTB           .0377      .0376     1.0017      .3174     -.0364      .1118
LEO           .0344      .0365      .9418      .3472     -.0375      .1063
LGM          -.0971      .0392    -2.4784      .0138     -.1743     -.0200
LTC           .3049      .0390     7.8103      .0000      .2281      .3818

Standardized coefficients
          coeff
LEMI     -.0028
SP        .4281
LWLB     -.0712
LRES     -.0218
LENV     -.0141
LEMP     -.0444
LENR      .0442
LSDN      .2301
LRWF      .1788
LTB       .0454
LEO       .0460
LGM      -.1183
LTC       .3222

************************** TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .7755      .6014      .4227    32.6905    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.4605      .2216     6.5914      .0000     1.0242     1.8969
LEMI          .0883      .0450     1.9633      .0507     -.0003      .1768
LWLB         -.0632      .0440    -1.4375      .1518     -.1499      .0234
LRES          .0272      .0419      .6494      .5167     -.0552      .1096
LENV          .0486      .0404     1.2030      .2301     -.0309      .1281
LEMP         -.0022      .0511     -.0428      .9659     -.1029      .0985
LENR          .0070      .0444      .1568      .8755     -.0805      .0944
LSDN          .2324      .0413     5.6332      .0000      .1512      .3136
```

```
LRWF          .1816      .0434     4.1814      .0000      .0961      .2671
LTB           .0778      .0404     1.9285      .0549     -.0016      .1573
LEO           .0711      .0392     1.8122      .0711     -.0062      .1483
LGM          -.0233      .0409     -.5701      .5691     -.1040      .0573
LTC           .3181      .0423     7.5122      .0000      .2347      .4015

Standardized coefficients
         coeff
LEMI      .0910
LWLB     -.0789
LRES      .0348
LENV      .0625
LEMP     -.0029
LENR      .0101
LSDN      .2730
LRWF      .2120
LTB       .0938
LEO       .0951
LGM      -.0284
LTC       .3361


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
      .0883      .0450     1.9633      .0507     -.0003      .1768      .0910

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
     -.0028      .0434     -.0635      .9494     -.0883      .0828     -.0028

Indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0910      .0278      .0468      .1561

Completely standardized indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0938      .0290      .0472      .1598

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000

------ END MATRIX -----
```

The case of Life Balance Leadership Development Competency

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : POP
    X  : LWLB
    M  : SP

Covariates:
 LRES     LENV     LEMP     LENR     LSDN     LRWF     LTB      LEO      LGM
LTC      LEMI

Sample
Size:  273

**************************************************************************
OUTCOME VARIABLE:
 SP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8137      .6622      .4383    42.4691    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant      .4158      .2256     1.8430      .0665     -.0285      .8601
LWLB         -.0159      .0448     -.3544      .7233     -.1041      .0723
LRES          .1143      .0426     2.6826      .0078      .0304      .1983
LENV          .1538      .0411     3.7410      .0002      .0729      .2348
LEMP          .0798      .0521     1.5319      .1268     -.0228      .1823
LENR         -.0611      .0452    -1.3501      .1782     -.1501      .0280
LSDN          .0943      .0420     2.2453      .0256      .0116      .1770
LRWF          .0736      .0442     1.6636      .0974     -.0135      .1607
LTB           .1038      .0411     2.5244      .0122      .0228      .1847
LEO           .0948      .0399     2.3741      .0183      .0162      .1734
LGM           .1907      .0417     4.5727      .0000      .1086      .2728
LTC           .0341      .0431      .7905      .4299     -.0508      .1190
LEMI          .2352      .0458     5.1376      .0000      .1450      .3253

Standardized coefficients
          coeff
LWLB     -.0179
LRES      .1322
LENV      .1789
LEMP      .0968
LENR     -.0797
LSDN      .1002
LRWF      .0777
LTB       .1131
LEO       .1147
LGM       .2099
LTC       .0326
LEMI      .2192
```

```
**************************************************************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8144      .6633      .3584    39.2499    13.0000   259.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.2996      .2054     6.3281      .0000      .8952     1.7040
LWLB         -.0571      .0405    -1.4090      .1600     -.1369      .0227
SP            .3870      .0561     6.9008      .0000      .2766      .4975
LRES         -.0171      .0391     -.4369      .6626     -.0940      .0599
LENV         -.0110      .0382     -.2871      .7743     -.0861      .0642
LEMP         -.0331      .0473     -.6989      .4852     -.1262      .0601
LENR          .0306      .0410      .7455      .4567     -.0502      .1114
LSDN          .1959      .0384     5.1073      .0000      .1204      .2714
LRWF          .1531      .0402     3.8087      .0002      .0740      .2323
LTB           .0377      .0376     1.0017      .3174     -.0364      .1118
LEO           .0344      .0365      .9418      .3472     -.0375      .1063
LGM          -.0971      .0392    -2.4784      .0138     -.1743     -.0200
LTC           .3049      .0390     7.8103      .0000      .2281      .3818
LEMI         -.0028      .0434     -.0635      .9494     -.0883      .0828

Standardized coefficients
          coeff
LWLB     -.0712
SP        .4281
LRES     -.0218
LENV     -.0141
LEMP     -.0444
LENR      .0442
LSDN      .2301
LRWF      .1788
LTB       .0454
LEO       .0460
LGM      -.1183
LTC       .3222
LEMI     -.0028

************************** TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .7755      .6014      .4227    32.6905    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.4605      .2216     6.5914      .0000     1.0242     1.8969
LWLB         -.0632      .0440    -1.4375      .1518     -.1499      .0234
LRES          .0272      .0419      .6494      .5167     -.0552      .1096
LENV          .0486      .0404     1.2030      .2301     -.0309      .1281
LEMP         -.0022      .0511     -.0428      .9659     -.1029      .0985
LENR          .0070      .0444      .1568      .8755     -.0805      .0944
LSDN          .2324      .0413     5.6332      .0000      .1512      .3136
LRWF          .1816      .0434     4.1814      .0000      .0961      .2671
```

```
LTB           .0778      .0404     1.9285      .0549     -.0016      .1573
LEO           .0711      .0392     1.8122      .0711     -.0062      .1483
LGM          -.0233      .0409     -.5701      .5691     -.1040      .0573
LTC           .3181      .0423     7.5122      .0000      .2347      .4015
LEMI          .0883      .0450     1.9633      .0507     -.0003      .1768

Standardized coefficients
          coeff
LWLB     -.0789
LRES      .0348
LENV      .0625
LEMP     -.0029
LENR      .0101
LSDN      .2730
LRWF      .2120
LTB       .0938
LEO       .0951
LGM      -.0284
LTC       .3361
LEMI      .0910


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
     -.0632      .0440    -1.4375      .1518     -.1499      .0234     -.0789

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
     -.0571      .0405    -1.4090      .1600     -.1369      .0227     -.0712

Indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP     -.0061      .0200     -.0448      .0339

Completely standardized indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP     -.0077      .0249     -.0568      .0420

*********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000

------ END MATRIX -----
```

The case of Resilience to Stress Leadership Development Competency

```
Run MATRIX procedure:

***************** PROCESS Procedure for SPSS Version 4.2 *****************

          Written by Andrew F. Hayes, Ph.D.       www.afhayes.com
    Documentation available in Hayes (2022). www.guilford.com/p/hayes3

**************************************************************************
Model  : 4
    Y  : POP
    X  : LRES
    M  : SP

Covariates:
 LENV     LEMP     LENR     LSDN     LRWF     LTB      LEO      LGM      LTC
LEMI     LWLB

Sample
Size:  273

**************************************************************************
OUTCOME VARIABLE:
 SP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8137      .6622      .4383    42.4691    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant      .4158      .2256     1.8430      .0665     -.0285      .8601
LRES          .1143      .0426     2.6826      .0078      .0304      .1983
LENV          .1538      .0411     3.7410      .0002      .0729      .2348
LEMP          .0798      .0521     1.5319      .1268     -.0228      .1823
LENR         -.0611      .0452    -1.3501      .1782     -.1501      .0280
LSDN          .0943      .0420     2.2453      .0256      .0116      .1770
LRWF          .0736      .0442     1.6636      .0974     -.0135      .1607
LTB           .1038      .0411     2.5244      .0122      .0228      .1847
LEO           .0948      .0399     2.3741      .0183      .0162      .1734
LGM           .1907      .0417     4.5727      .0000      .1086      .2728
LTC           .0341      .0431      .7905      .4299     -.0508      .1190
LEMI          .2352      .0458     5.1376      .0000      .1450      .3253
LWLB         -.0159      .0448     -.3544      .7233     -.1041      .0723

Standardized coefficients
         coeff
LRES      .1322
LENV      .1789
LEMP      .0968
LENR     -.0797
LSDN      .1002
LRWF      .0777
LTB       .1131
LEO       .1147
LGM       .2099
LTC       .0326
```

```
LEMI      .2192
LWLB     -.0179

************************************************************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .8144      .6633      .3584    39.2499    13.0000   259.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.2996      .2054     6.3281      .0000      .8952     1.7040
LRES         -.0171      .0391     -.4369      .6626     -.0940      .0599
SP            .3870      .0561     6.9008      .0000      .2766      .4975
LENV         -.0110      .0382     -.2871      .7743     -.0861      .0642
LEMP         -.0331      .0473     -.6989      .4852     -.1262      .0601
LENR          .0306      .0410      .7455      .4567     -.0502      .1114
LSDN          .1959      .0384     5.1073      .0000      .1204      .2714
LRWF          .1531      .0402     3.8087      .0002      .0740      .2323
LTB           .0377      .0376     1.0017      .3174     -.0364      .1118
LEO           .0344      .0365      .9418      .3472     -.0375      .1063
LGM          -.0971      .0392    -2.4784      .0138     -.1743     -.0200
LTC           .3049      .0390     7.8103      .0000      .2281      .3818
LEMI         -.0028      .0434     -.0635      .9494     -.0883      .0828
LWLB         -.0571      .0405    -1.4090      .1600     -.1369      .0227

Standardized coefficients
          coeff
LRES     -.0218
SP        .4281
LENV     -.0141
LEMP     -.0444
LENR      .0442
LSDN      .2301
LRWF      .1788
LTB       .0454
LEO       .0460
LGM      -.1183
LTC       .3222
LEMI     -.0028
LWLB     -.0712

************************** TOTAL EFFECT MODEL ****************************
OUTCOME VARIABLE:
 POP

Model Summary
          R       R-sq        MSE          F        df1        df2          p
      .7755      .6014      .4227    32.6905    12.0000   260.0000      .0000

Model
              coeff         se          t          p       LLCI       ULCI
constant     1.4605      .2216     6.5914      .0000     1.0242     1.8969
LRES          .0272      .0419      .6494      .5167     -.0552      .1096
LENV          .0486      .0404     1.2030      .2301     -.0309      .1281
LEMP         -.0022      .0511     -.0428      .9659     -.1029      .0985
LENR          .0070      .0444      .1568      .8755     -.0805      .0944
LSDN          .2324      .0413     5.6332      .0000      .1512      .3136
```

```
LRWF          .1816      .0434     4.1814      .0000      .0961      .2671
LTB           .0778      .0404     1.9285      .0549     -.0016      .1573
LEO           .0711      .0392     1.8122      .0711     -.0062      .1483
LGM          -.0233      .0409     -.5701      .5691     -.1040      .0573
LTC           .3181      .0423     7.5122      .0000      .2347      .4015
LEMI          .0883      .0450     1.9633      .0507     -.0003      .1768
LWLB         -.0632      .0440    -1.4375      .1518     -.1499      .0234

Standardized coefficients
         coeff
LRES      .0348
LENV      .0625
LEMP     -.0029
LENR      .0101
LSDN      .2730
LRWF      .2120
LTB       .0938
LEO       .0951
LGM      -.0284
LTC       .3361
LEMI      .0910
LWLB     -.0789


************** TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y **************

Total effect of X on Y
     Effect         se          t          p       LLCI       ULCI       c_cs
      .0272      .0419      .6494      .5167     -.0552      .1096      .0348

Direct effect of X on Y
     Effect         se          t          p       LLCI       ULCI      c'_cs
     -.0171      .0391     -.4369      .6626     -.0940      .0599     -.0218

Indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0443      .0194      .0082      .0827

Completely standardized indirect effect(s) of X on Y:
       Effect     BootSE   BootLLCI   BootULCI
SP      .0566      .0250      .0103      .1077

********************** ANALYSIS NOTES AND ERRORS ************************

Level of confidence for all confidence intervals in output:
  95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:
  5000

------ END MATRIX -----
```

الملخص

هدفت الدراسة إلى تحديد أثر تخطيط التعاقب الوظيفي على العلاقة بين تطوير كفاءات القيادة والأداء التنظيمي المُدرَك في المؤسسات الفلسطينية. تم جمع البيانات من خلال توزيع استبانات على الموظفين والمشرفين والمديرين العاملين في قطاعات البنوك والتأمين والاتصالات. شملت العينة (273) مشاركًا تم اختيارهم عمدًا. استخدمت الدراسة تحليل الانحدار المتعدد (multiple regression analysis) وتقنيات (bootstrapping) ، وأظهرت النتائج أن بعض كفاءات القيادة مثل الرؤية المؤسسية، التصميم والمواءمة، التحفيز والتغذية الراجعة، والمثابرة القيادية تؤثر بشكل مباشر على الأداء التنظيمي المُدرَك.

كما أظهرت النتائج أن كفاءات الرؤية، التصميم والمواءمة، بناء الفرق، التوجه الخارجي، العقلية العالمية، الذكاء العاطفي، والقدرة على الصمود تحت الضغط تسهم في تعزيز فعالية تخطيط التعاقب الوظيفي. وقد أكد التحليل أن تخطيط التعاقب الوظيفي يتوسط بالكامل العلاقة بين بعض هذه الكفاءات – وهي الرؤية، بناء الفرق، التوجه الخارجي، الذكاء العاطفي، والقدرة على الصمود – وبين الأداء التنظيمي المُدرَك. في المقابل، لم يظهر أي دور وساطة لتخطيط التعاقب الوظيفي فيما يخص كفاءتي التحفيز والتغذية الراجعة أو المثابرة، بينما ظهرت وساطة جزئية في حالتي التصميم والمواءمة والعقلية العالمية.

تُبرز الدراسة دور تخطيط التعاقب الوظيفي كأداة استراتيجية لتحويل مبادرات تطوير القيادة إلى نتائج تنظيمية محسّنة. كما توصي بضرورة إجراء مزيد من الدراسات لاستكشاف متغيرات وسيطة أخرى، وتشدد على أهمية دمج تخطيط التعاقب الوظيفي في استراتيجيات تطوير القيادة وتحسين الأداء في المؤسسات الفلسطينية.

الكلمات المفتاحية: تطوير كفاءات القيادة، تخطيط التعاقب الوظيفي، الأداء التنظيمي المُدرَك، الرؤية، التمكين، التحفيز، التصميم والمواءمة، التغذية الراجعة والتحفيز، بناء الفرق، التوجه الخارجي، العقلية العالمية، الذكاء العاطفي، المثابرة، التوازن بين العمل والحياة، القدرة على الصمود.