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THE INFLUENCE OF YOUTH LEADERS' COMPETENCIES, EMOTIONAL INTELLIGENCE, AND CLIMATE FOR CREATIVITY ON THE PERFORMANCE OF THE UAE GOVERNMENTAL ORGANIZATIONS

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Under the Supervision of Dr. Rashed A. Alzahmi

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Declaration of Original Work

I, Shamsa Saif Suhail AlMarri, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the author of this dissertation entitled "*The Influence of Youth Leaders' Competencies, Emotional Intelligence, and Climate for Creativity on the Performance of the UAE Governmental Organizations*", hereby, solemnly declare that this dissertation is my own original research work that has been done and prepared by me under the supervision of Dr. Rashed A. Alzahmi, in the College of Business and Economics at the UAEU. This work has not previously been presented or published or formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied on or included in my dissertation have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this dissertation.

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Abstract

Nowadays, leadership is an essential asset in youth society. Thus, this study aims to identify the required capabilities to determine their readiness and openness amongst other qualities to be able to identify those youths who are able to take on federal government leadership positions in the upcoming 4th Industrial Revolution which is important for the future economic success of the country. This research utilized the leadership competencies theory to locate the important competencies that are needed to create strong youth leaders. The research has suggested a model and a positivism research philosophy was used to examine the suggested model. A survey was designed to cover the different research constructs and distributed in the UAE governmental organizations at the top level of management to collect their views regarding to the suggested model.

The Structural Equation Model (SEM) and SPSS Software were used to examine the reliabilities and validity of the research constructs. The findings demonstrate change-competence and team competence were the strongest drivers of youth leaders' performance. Furthermore, the findings of this study indicated that ethical competence, across cultural competence, and self-competence have significant influence on youth leaders' performance. Contrary to the suggestion of this study, communication competence has no influence on Youth leaders' performance. The results also indicate that only others' emotion appraisal has a significant influence on youth leaders performance. The research results are expected to help the UAE government to create strong youth leaders who was able to lead the country in the near future. Also, there are a lot of benefits for youth from the development of leadership such as; youth can communicate effectively with others, be responsible and make the right decision, understand their values profoundly and better.

 Keywords: Leadership, youth leaders, leadership competencies theory, emotional intelligence, organizational developing, UAE government, SEM.

Title and Abstract (in Arabic)

دراسة تأثير كفاءات القادة الشباب والذكاء العاطفي ومناخ الإبداع على أدائهم في المؤسسات الحكومية في دولة الإمارات العربية المتحدة

الملخص

تعتبر القيادة ركن اساسي في المجتمع الاماراتي الناشئ في الوقت الراهن. يهدف هذا البحث الى المساعده في معرفة كيفية بناء قادة شباب أقوياء في المنظمات الحكومية في دولة الإمارات العربية المتحدة. كما تهدف هذه الدراسة إلى التعرف على القدرات المطلوبة لتحديد مدى استعداد هؤلاء الشباب وانفتاحهم من بين صفات أخرى ليكونوا قادرين على تولي مناصب قيادية في الحكومة الاتحادية في الثورة الصناعية الرابعة القادمة وهو أمر مهم للنجاح الاقتصادي في المستقبل. تسعى هذه الدراسة كذلك إلى تحديد الفجوة المعرفية في الدراسات الموجودة حول القيادة الشبابية في دولة الإمارات العربية المتحدة. كذلك تم عرض النظريات ذات الصلة، وتم تطوير فرضيات الدراسة الحالية عن القياده. يستخدم هذا البحث مدرسه البحث الوضعيه لتجربه النموذج المقترح في هذا البحث. كما تم تصميم الاستبيان ليغطي مختلف البنى النظريه المستخدمه في البحث و قد تم توزيع الاستبيان في مؤسسات الدوله بين القيادات العليا لجمع ارائهم حول النموذج المقترح.

تم استخدام نموذج المعادلة الهيكلية (SEM) وبرنامج SPSS لفحص مصداقية وصحة بنيات البحث. تم اختبار نموذج البحث أيضًا باستخدام SEM / WarpPLS. أظهرت النتائج أن جميع فرضيات الدراسة تم دعمها باستثناء النظريه الثانيه والسابعه.كما اظهرت نتائج البحث بان كفاءه التغيير وكفاءه العمل كفريق هي من اهم الدوافع القويه في اداء القاده الشباب. كما اظهرت الدراسه بان الكفاءة الاخلاقيه وكفاءة التواصل الثقافي وكفاءة الذات لها تاثير كبير على اداء القاده الشباب. وخلافا للتوقعات فان كفاءة التواصل ليس لها تاثير على اداء القاده الشباب. وفي النهايه اظهر البحث ان الذكاء العاطفي (أي تقييم المشاعر الذاتية، وتقييم عواطف الآخرين، وتنظيم المشاعر) له تاثير كبير على اداء القادة الشباب. من المتوقع ان تساعد نتائج البحث حكومة دوله الامارات في خلق قادة اقوياء قادرين على قيادة الدولة في المستقبل القريب كما تهدف الدراسه الى مساعدة الشباب في اكتساب خبرات القيادة والكفاءات اللازمة. كما هذه الدراسة إلى مساعدة الشباب في خلق المهارات والكفاءات القيادية. كما أن هناك فوائد عديدة للشباب من تنمية القيادة.

يمكن للشباب التواصل بشكل فعال مع الآخرين، وتحمل المسؤولية، واتخاذ القرار الصحيح، وفهم قيمهم بشكل أعمق. والسبب هو أن القيادة فن وإلهام وتمكين الآخرين لتحقيق الرؤية وبناء النجاح. في سياق العمل، يتضمن قيادة مجموعة أو مجموعات نحو هدف واضح. يجمع القائد بين قوة الشخصية والمهارات المكتسبة من أجل الوصول إلى نتائج ناجحة.

مفاهيم البحث الرئيسية: القيادة، القادة الشباب، نظرية الكفاءات القيادية، الذكاء العاطفي، التطوير التنظيمي، حكومة الإمارات العربية المتحدة، نموذج المعادلة الهيكلية (SEM).

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Dedication

To my beloved parents, sisters, brothers and my friends

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Chapter 1: Introduction

1.1 Introduction

This section gives a diagram, starting with a discussion about the study topic and status of youth leadership competencies in United Arab Emirates, a depiction of the United Arab Emirates setting and study context, demonstrating the study problem, aim, and the research main motivations.

1.2 Background of Study

In principle, competencies of employees are examined as the standard predictors for the performance of business performance (Dirani et al., 2020; Elbaz et al., 2018; van Esch et al., 2018), generally because of their matchless nature (Korzynski et al., 2020). Henceforth, a plenty of research has explored the function of different competencies of workers, involving mechanical, promoting and comprehensive skills, in enhancing the performance of employees (Ng et al., 2019). For instance, factors, for example, organization, cross-culture, between firm association, collusion, and intercultural correspondence abilities (Guterresa et al., 2020); computers and language aptitudes, sentiments and morals, group working and administration, information and abilities (Agnihotri et al., 2018) are completely demonstrated to be significant drivers of the performance of employees. Associations could be not able to accomplish their objectives unaccompanied by employees component presence, particularly within the present work environment (Cleveland & Cleveland, 2020).

In any case, notwithstanding the wide proof of the function of such capabilities in predicting the performance of employees, the value of the present observational

writing for practitioners and organizations stays restricted. Actually, where it has been demonstrated that employees performance regularly comes from a gestalt of a few interactions and commonly strengthening variables (da Silva et al., 2019), the surviving writing is quiet with regards to distinguishing the combinations of competencies liable to predict performance. Up to this point, most past works have zeroed in on the single impact of every competency and ignored the consolidated impact of these components. This is a significant impediment, as revealing such blends would be urgent in helping companies in utilizing the strategies that are most relevant. In this regard, companies by and large convey their assets and capabilities in packs all together utilize their capacities (Alberton et al., 2020). Subsequently, restricted handy direction can be provided to strategy creators and managers of companies trying to create performance outcomes (Sayed & Edgar, 2019).

The academic writing of emotional intelligence (EI) began in the mid 1990's when Salovey and Mayer (1990, p. 189) at first conceptualized passionate insight as: "the sub-set of social intelligence that involves the ability to monitor one's own and others' emotions and other feelings, to discriminate among them and to use this information to guide one's thinking and actions" Being emotionally intelligent includes having the option to effectively recognize, get, cycle, and impact one's own feelings and those of others to manage feeling, thinking, and resulting practices (Leonidou et al., 2019). However, different proportions of emotional intelligence do seem to relate with significant pioneer and authoritative results. A developing collection of writing has proposed that pioneers' capacity to comprehend and deal with their own sentiments, temperaments and feelings, just as those of their supporters adds to viable initiative in an assortment of associations (Adigüzel & Kuloğlu, 2019; Antonakis et al., 2009; Barling et al., 2000). Besides, scientists have contended that the emotional

intelligence of pioneers is a basic part in driving a group successfully (MacCann et al., 2020; Shariq et al., 2019).

The significance of emotional intelligence (EI) and competencies have been featured as a compelling supporter of performance in a scope of employment related territories, including initiative (Thompson et al., 2020), self-viability (Gharetepehet al., 2015) and feeling of intensity (Cuéllar-Molina et al., 2019). While capabilities and EI have been concentrated in a scope of social settings, generally barely any examinations have been led on this idea in an Arabic setting. Besides top notch and very much arranged preparing programs have been appeared to affect decidedly on members' degrees of EI (Anand, 2019; Gorgas et al., 2015), yet there have been not many distributed investigations on such intercessions which have used fitting plans and been founded on hypothetically determined segments in work settings. Prior research explored these studies areas focused on small sample sizes and they also utilized students as a target respondents (Marques-Quinteiro et al., 2019; Vesely et al., 2014).

In the United Arab Emirates (UAE), the trend of promoting young people to positions of leadership has been common. Many large corporations operating in the country have been keen on having youths below 35 years to take managerial positions to help drive change. The government has not been left behind in this effort to empower the youth by granting them opportunity to be in leadership positions. The Ruler of Dubai, His Highness Sheikh Mohammed bin Rashid, has been promoting competent youths to positions of leadership in public institutions (Calk & Patrick, 2017). Currently, the Ministry of State for Youth Affairs is headed by Shamma bint Suhail, a young lady who not only represents women but also youth in the country

(Eisend et al., 2019). Her appointment to such a powerful position was an indication that the government trusts young people to lead and develop governmental entities and the country in general. Part of Dubai's vision 2021 is to ensure that youths play a leading role in defining and implementing policies meant to promote sustainable socio-economic and political growth of the country. Therefore, this research study undertook to investigate the influence of leaders' competencies and emotional intelligence on the performance of youth leaders in the UAE.

1.3 The United Arab Emirates Context

This research focuses on the platforms provided for the Emirati youth and whether they are ready to take up roles in the UAE's Future Foresight Strategy. The UAE's need to develop its youth leadership and young people's desire to be engaged actively in the development of their country, is explained by Boyd (2001, P. 38) who asserts that "leadership skills are essential for young people to feel satisfaction and contribute to society". Indeed, the New National Initiative program of the Shabab Emirates Foundation states: For the Emirates Foundation, "we are now moving towards a new future with a new direction and a new corporate identity" (p.42). The aim is to contribute positively to the society of the UAE (Emirates Foundation, 2020). Based on the belief that young people play a vital role in community development and are the country's future, "we have made a conscious decision to put young people as our main focus and we are now launching an integrated national initiative that invests in the UAE youth" (Ibid).

Youth leaders are young people in managerial positions in private or public entities. This research has explored the capabilities that these youthful leaders possess, in contrast to their positions in organizations. Understanding the capabilities of these

young leaders made it possible to find ways of empowering young people when they are still in school to ensure that they embrace productive behavior. They need to understand their own weaknesses to find ways of overcoming them (Akhras, 2019).

People have different understanding of what the concept of leadership mean based on various factors (McCleskey, 2014). The concept of leadership began with a study on explicit characters that are reflected to be heroic such as Alexander the Great, Napoleon, Caesar, and Nelson, and many others who represented what the researcher think a leader should be (Bennett & Murakami, 2016). Many countries provided numbers exhibiting good youth behavior because of the fundamental skills such as making decisions, communicating, self-awareness, and working with others and being part of a team. Youth get the feeling of self- satisfaction when participating in society and through attaining essential leadership skills (Boyd, 2001). Therefore, offering young-aged people leadership opportunities enables them to develop, promotes their personal growth and increases the positive environment. Increasing opportunities given to youth allows them to become more active in the community and while creating lifelong skills. The youth generation is known for being afraid of long-term commitments to firms, causing organizations to avoid appointing them in leadership positions (Lancaster & Stillman, 2002). The process of these skills development enable the youth to adjust and cope with the surrounding environment through making reasonable and responsible decisions, understanding their values well and being able to better communicate with others. Therefore, many organizations are developing their training systems to include these skills with young employees.

Over the past several decades, organizations have changed drastically concerning developments and work structure methods. Many institutions have

changed from the traditional organizational layout to flatter and leaner systems that focus on a team-based workforce (Bennett & Murakami, 2016). Leadership nature also has changed significantly over time. Leadership scholars' focus has shifted in the 21st century, as they began to concentrate on skills to make sure that it can be progressed and attained through training (Mumford et al., 2017). They emphasized that skills such as creative thinking skills, social judgment skills, problem-solving skills, and solution construction skills, should be acquired through the leader's career journey. Globalization, the digital revolution, social media eras have also imposed significant challenges and constraints before companies and their managements. This, in turn, created the need for filtering and eradicating the restrictions that hinder development and progress such as; aged people, lazy workers, and useless professional development. Hence, youth growth and new ideas started to control and be prominent in various administrations in all sectors all over the world. Youth roles and ideas now spread in many prominent international organizations around the world. As ElKaleh (2019) cautions, experts ought to know about using the discoveries of such over-promoted and ineffectively planned/executed examinations, and further underscores the requirement for thorough academic exploration that can help both finance managers and researchers in their turn of events and comprehension of hierarchical administration in outside nations; including the United Arab Emirates Federation.

1.4 Motivation and Potential Contributions of this Study

The current report "Leadership EQ360" shows the importance of the self-evaluation in the person's life development cycle. This cycle firstly starts with authenticity, which means serving the organization a fair and role model. Secondly, coaching, which means supporting the employee's growth, is also considered

important. Thirdly, the insight which means sharing the vision with colleagues inside the organization should not be ignored. Finally, the innovative leader who spurts the employees' innovation and genius capacities must be embraced at all times. Turkaya and Tirthalia (2010) conducted a study entitled the "Youth leadership development in virtual worlds". Their focus was to check and assess the impact of "The Dream It". "Do It Initiative" (D.I.D.I.), which is an informal implemented "learning program in Teen Second Life (TSL)", on developing leadership attitudes. "They found that venturers became aware of the community issues in these worlds; they gained leadership skills such as teamwork, determination, and responsibility; and they learned how to use their mistakes to improve their projects" (p. 3175).

A study by Boudreau (2016) notes that youth have become critical to modern organizations when it comes to embracing emerging technologies. The study indicates that youths are more flexible and receptive towards change than the older workers. In an environment where a firm is likely to encounter change in various contexts, it has become undesirable to have all the top managerial positions headed by older workers. A need is emerging where the experience of the old managers must be balanced with the creativity and flexibility of young workers. The goal is to ensure that when a firm is faced with a situation where it has to embrace change within a short period, young managers can take the lead and help (Elliott & Earl, 2018). It explains why many organizations are currently promoting youth to senior managerial positions that enable them to make policy decisions.

Ordinarily, just Western companies perceived the requirement for the development of leaders inside their firms, also, they would by and large follow theoretical structures that held senior chief situations for exiles rather than Emirates

(Alseiari et al., 2019). Western scholarly examination on leadership development is incredibly scant (Genderen, 2010), and the accessible information assembled during the 1990s are terribly obsolete. In reality, Western organizations brought these leadership development programs to United Arab Emirates, for example, McDonalds, however, neglected to set up a pattern inside the business network until nearly 15 years after the fact (Alefari et al., 2020; Puffer et al., 2007). All the more significantly, huge United Arab Emirate firms kept up the approach of buying instant executives, and in this manner fail to put resources into the advancement of leaders in organizations (Atan & Mahmood, 2019).

Nonetheless, since 2000 there was extensive focus on, and request for, the most modern and compelling leadership advancement innovations by both foreign companies and huge UAE organizations working inside the UAE. This ongoing spotlight on creating organizational leaders by any means the board levels is to a great extent a consequence of the ongoing shifts in the political, financial, and business conditions in the UAE, following the nation's recuperation also, adjustment from its budgetary emergency of 1998 (Atan & Mahmood, 2019; Jabeen et al., 2019). With the diminished instability of the UAE economy in the midst of a change in the nation's initiative, another viewpoint has been created by a couple reformist United Arab Emirates business pioneers. Despite most UAE CEOs don't completely buy in to putting resources into the development of leaders, a modest number have perceived the incentive in conducting as such, and may go about as good examples for future believers.

This adjustment in outlook, alongside the adjustment of their work climate, has generally been pushed by UAE senior executives as a response to the expanding

seriousness of the UAE market, the significant level of interest for prepared executives inside the flourishing business, and the present high "price tag" related with "headhunting" effective United Arab Emirates executives from contending firms (Atan & Mahmood, 2019). However, even with this shifting atmosphere and expanded interest for the programs of leaders developments, the accessibility of experts in leadership development is basically non-existent. With just a predetermined number of firms (i.e., Western companies) using programs of leadership adjusted to their requirements, most UAE firms development activities are either directed from the association's worldwide as well as European headquarters, zeroing in on all overall forte units, or they include the fixed-term importation of Western coaches utilizing using old thoughts (Atan & Mahmood, 2019).

With the distinguishing proof and characterizing of Emotional Intelligence, and the further advocacy of the idea and control (Kerr et al., 2006; Maamari & Majdalani, 2017; Rode et al., 2017; Walter et al., 2011), leadership research has procured another measurement for recognizing and creating leaders of firms. Based on the latest and legitimate work directed on styles of leadership (Cummings et al., 2018), leadership competencies (Dirani et al., 2020), and Emotional Intelligence (Lacerenza et al., 2017; MacCann et al., 2020; Mayer & Salovey, 1993; Zhang et al., 2018). Dulewicz & Higgs (2003) planned their own psychometric measurement tool ("the Leadership Dimensions Questionnaire or LDQ").

Based on Goleman's (1995; 1998) "claim that IQ (psychological abilities) + EQ (Emotional Intelligence) = successful leadership, Dulewicz and Higgs stretched out the equation to include management skills (e.g., IQ + EQ + MQ = successful leadership)". Key examinations have been directed in the UK using the LDQ, bringing

about discoveries that further help the relationships among the three variables (Wren, 2005). The "transformational and Transactional leadership style model distinguished by Burns (1978)", and later created by Bass (1985), notwithstanding being one of the most mainstream methods in leadership research as of late (Yukl & Chavez, 2002), would likewise appear to be proper for the United Arab Emirates setting. The reasons are twofold: it was perceived as being maybe the most suitable styles of leadership for firms encountering shift and needing to enhance leadership in subordinates.

An examination directed on 10,000 senior heads in North America, Europe, and Asia asked "what the fruitful association would resemble in the year 2000 and past"?' Overwhelmingly, the chiefs replied: the executives' treatment of variety in a worldwide business environment (Mackiewicz & Daniels, 1994). An examination supported by Van Genderen (2008), discovered specialists and scholastics, the same, by and large concurring that effective work execution inside MNCs essentially relies upon the accompanying elements:

1. General psychological abilities;
2. social abilities;
3. personal (proficient) qualities.

The consequences of these investigations are a proof that bolsters the creator's inspiration to analyze pioneers/administration inside the UAE setting. The business climate is worldwide and the work environment different. Notwithstanding inspecting the Federal Human Resource Authority and Ministry of Youth Affairs with their administration improvement needs, the discoveries from this investigation have the capability of supporting all associations keeping up expert cooperation with the UAE: e.g., instructive establishments, government bodies, providers, wholesalers, basic

liberties and worldwide advancement associations. Subsequently, the creator looks at the impact of pioneers' abilities and enthusiastic insight on youth pioneers' presentation in the Federal Human Resource Authority and Ministry of Youth Affairs to more readily comprehend the particular improvement needs of their chiefs. Until this point, most authority research has neglected to zero in on the most significant part of understanding initiative that being the appraisal of the individual (Meerits & Kivipõld, 2020). Without a doubt, people make up the HR of any association, requiring customized administration advancement programs. All the more extensively talking, this examination tries to advance an observational comprehension of UAE youth pioneers, along these lines supporting organizations in more effective cooperation with United Arab Emirates chiefs by giving a reasonable the UAE the executives model of hierarchical authority.

1.5 Research Problem

Research has demonstrated there are helpless achievement rates in executives taking up the part of leadership. It is assessed that "40-50% of newly appointed executives fail within the first 18 months of their tenure" (Michaud, 2011, P. 237), which brings about recruiting expenses to the association of as much as $2.7 million (Hansen et al., 2020). As indicated by Michaud (2011), the disappointment pace of new executives is between 39% to 60%. Watkins (2015, p. 26) calls attention to that "for every leader who fails outright, there are many others who survive not realizing their full potential". In a perfect world, for an executive to be effective and gainful it would take between a half year and three years to come to the breakeven point; where an executive begins to get profitable for the association (Michaud, 2011). Consistently not exactly, a fourth of managers change their positions, showing that on normal the

managers will in general go through four years in a given position (Watkins, 2003). Albeit numerous research papers have featured the parts of building up the human resources, ability procedures and upgrading the pool of individuals, there are appropriate issues and difficulties looked by the human asset the board of organizations.

Giles (2016) talks about that authority abilities are initiative abilities and practices that add to predominant execution. By utilizing a competency-based way to deal with initiative, associations can more readily distinguish and build up their up and coming age of pioneers. Fundamental authority abilities and worldwide capabilities have been characterized by specialists. In any case, future business patterns and system should drive the advancement of new administration capabilities. While some authority capabilities are vital for all organizations, an association ought to likewise characterize what initiative credits are unmistakable to the specific association to make upper hand.

Meanwhile, the investigation of emotions with regards to leadership has become a critical subject of revenue among organizational behavioral scholars over the previous decade. This is reflected for instance in concentrates on the effect of leaders' emotional expression in the work environment (Rothman & Melwani, 2017; Trichas et al., 2017) emotional contagion among leaders and followers (Liu et al., 2019), similarly as in what initiative styles mean for the passionate conditions of laborers and their exhibition (Bono et al., 2007; Brodie et al., 2011). Likewise, renowned press and scholastic interest in the utility of passionate insight in the authority has not dispersed despite certified undertakings to shame the thought (Mattingly & Kraiger, 2019; Joseph & Newman, 2010; Locke, 2005). Although prior

research has examined the leadership competencies and emotional intelligence in different countries such as the UK (Athanasopoulou & Dopson, 2018; Elliott & Stead, 2017), USA (Galperinm, 2019), China (Li et al., 2020), Singapore (Alvesson & Einola, 2019) and Japan (Kim & Ishikawa, 2019; da Silva et al., 2019). To the best of the researcher's knowledge, none of the previous studies has examined the role of the leadership competencies and emotional intelligence that are needed to create strong youth leaders in the UAE context. Therefore, this thesis examines the effect of leadership competencies and emotional intelligence on youth leaders' performance in the UAE context.

1.6 Study Aim and Objectives

The aim of this study is to examine the influence of youth leaders' competencies and emotional intelligence on their performance in the United Arab Emirates governmental organizations. Specifically, this study intends to:

1. To investigate the effect of youth leaders' competencies on their performance.
2. To investigate the influence of emotional intelligence on youth leaders' performance.
3. To investigate the moderating effect of climate for creativity on the link between youth leaders' competencies, emotional intelligence, and youth leaders' performance.

1.7 Research Questions

When the research objectives have been defined, it sets the stage for the researcher to develop research questions. The set of questions should help in achieving the research objectives, as Kumar (2019) observes. They eliminate cases where one

ends up collecting data, which are irrelevant to the study. The primary questions set at this stage also help in defining the questions that will be developed in the questionnaire. The following are the primary research questions for this study, based on the research objectives discussed above.

1. What is the relevance of competency-based model for youth leadership development in the UAE governmental organizations?
2. What is the impact of leadership competencies on the performance of future youths in the UAE?
3. What is the effect of emotional intelligence on youth leaders' performance of future youths in the UAE?
4. How could the climate for creativity affect the link between youth leaders' competencies, emotional intelligence, and youth leaders' performance?

1.8 Structure of the Thesis

This research includes five chapters. The first chapter provides detailed background about the study. Significance of the research and its theoretical and practical impact are outlined. The chapter also discusses the study context and problem statement before stating research aim, objectives and research questions. Part 2 audits the pertinent writing supporting this examination worldview, with uncommon consideration paid to the center writing while fundamentally talking about potential weaknesses and limitations related with the models and ideas. This section closes with the distinguished supporting speculations, and a synopsis introducing the connection between the administration models and ideas, to underline the requirement for additional exploration. Part 3 shows the investigation approach: research system; the examination estimations instrument legitimacy and dependability tests; research

configuration, inspecting, and examining attributes; suitable information examination procedures; closing with segments tending to potential constraints connected to the recommended philosophy, the creator's last musings, and a section outline.

Section 4 opens with an outline of the investigation interaction prior to indicating the qualities of the members. This part is trailed by starting measurable investigations for dispersion and graphic insights. This part centers around the testing of the supporting speculations utilizing underlying condition displaying (SEM/WarpPls), inside the structure of the supporting writing, coming full circle with an outline of the theories and discoveries. Part 5 opens with a wide conversation of the examination discoveries prior to exhibiting the commitments and ramifications of the investigation to the scholarly community and industry. The segment on commitments is trailed by the conversation of limits connected to this exploration, notwithstanding those connected to self-revealed overview research all in all. Section 5 closes with recommendations for future examinations and a summarizing by the creator.

Chapter 2: Literature Review

2.1 Introduction

Early theories of leadership zeroed in on the individual leader, "while hence leadership hypotheses created throughout the long term dependent on the setting of the leadership situation and the center has moved from comprehension the behavior of personal attributes to the intellectual exchange and interpersonal relationships" (Müller & Turner, 2010, p. 438). Notwithstanding, leaders presently face numerous uncommon difficulties because of the steady changes inside the inward and outside climate. Not exclusively do the abilities, knowledge and skills of leaders have a significant impact, however, more critically, the competencies and capabilities of the leadership to satisfy the expanding needs of the jobs (Çitaku & Ramadani, 2020). The market needs leaders who have a significant level of trust in their insight, abilities, and skills related with driving others (Mau, 2017). Hannah et al. (2008, p. 669) further pressure that at present, firms look for leaders that can "step up to meet complex challenges and to have the requisite agency to positively influence their followers and the organization's culture, climate, and performance". It is critical to pull in, prepare and hold the correct leaders in the association to stay competitive.

The literature review seeks to give a closer comprehension of the center idea of leadership as it empowers the specialist to recognize the gap in leadership development in the context of Federal Human Resource Authority and Ministry of Youth Affairs in United Arab Emirates. Along these lines, its motivation is to decide the key competencies needed in leaders that can improve their leadership role. This chapter endeavors to give a shrewd discussion of the center ideas, theories and models

that are in accordance with the study objectives and which will to encourage an extensive investigation to increase a comprehension of the literature.

2.2 The Leadership Concept

The term 'leadership' is broad (Avolio & Hannah, 2008; Rosari, 2019) and throughout the long term, the writing has endeavored to recognize the term of leadership (Kaufman et al., 2018; Sellami et al., 2019). The idea of leadership is one that keeps on drawing in numerous writers for the most part as leadership is seen as a significant element in all firms (Hughes et al., 2018; Zhu et al., 2018). Research has demonstrated that leadership may add to 45% of a firm's performance (Hinkin & Schriesheim, 2008).

Going before the 1980s it might be battled that the focal differentiation between a leader and a manager was totally a matter of rank: leaders were known as people holding top administration positions paying little psyche to what they truly did in the organizations (Kotter, 1997). Be that as it may, in spite of the fact that the expressions "the leadership" and "management" have various implications, they have habitually been utilized reciprocally. During the 1980s and 1990s, a wide scope of researchers upheld Hassi (2019) view in contending that leadership and management were not interchangeable and that leaders and managers had various personalities, philosophies, and roles in the firm (D'Innocenzo et al., 2016; Ng, 2017; Rahmani et al., 2018; Weller et al., 2020).

There are key variances among management and leadership; in any case, with the correct information and knowledge, one would have the option to explore between both from a similar position (Kotter, 2001). In the present assorted firms, it is essential

to have people who can be both viable leaders and managers all together for a firm to be effective (Sabat et al., 2020; Tuncdogan et al., 2017; Zaccaro et al., 2018).

Leadership is a subtle quality that can be difficult to characterize. As indicated by Mintzberg (1998), management includes organizing, controlling, arranging putting together and coordinating, while Sobratee and Bodhanya (2018) states it is considerably more formal and logical than leadership. Zalenik (2004) claims managers concentrate on reacting to thoughts while leaders have the ability to shape thoughts and ideas. In Mintzberg (1998) point view, initiative is portrayed as strong and rousing while Sobratee and Bodhanya (2018) considers the to be of vision as the center of leadership. Leadership is known as a cycle whence an individual impacts a gathering of people to accomplish a shared objective (Akinola et al., 2018; Kim et al., 2017). Management is characterized as the activity of chief, authoritative, and administrative bearing of a gathering or a firm (Quick et al., 1996). There are likenesses among leadership and management as the idea of both is to impact, work with individuals, and working with viable objective management (Rahmani et al., 2018). As per Sobratee and Bodhanya (2018), leadership is a well-established idea that has been known for quite a long time, while management is a concept created over the most recent 100 years, since the modern unrest. Kotter (1996, p. 25) characterizes the management and leadership in this way:

"Management is a set of processes that can keep a complicated system of people and technology running smoothly. The most important aspect of management includes planning, budgeting, and organising, staffing, controlling and problem solving".

"Leadership is a set of processes that creates organisations in the first place or adapts them to significant changing circumstances. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles".

A study by Weller et al. (2020) summarized managers as individuals who do things right and leaders as individuals who make the best choice. Essentially, Al Khajeh (2018) holds that managers concentrate on around taking care of business well and leaders are centeredd around what work is finished. As such, the management is more managerial and leadership includes changing and creating associations. Conversely, Sobratee and Bodhanya (2018) sees all managers as leaders since they affect, to changing degrees, the conduct of others inside the firm. Here it is essential to comprehend that Sobratee and Bodhanya (2018) recognizes leaders from managers, however not management and leadership. Subsequently, from Sobratee and Bodhanya (2018) point of view, leaders and managers are various sorts of individuals, and each has particular qualities and characters.

It is likewise hard to separate among "leadership and management" due the way that the terms have advanced in their significance after some time. "Changes in the firm and authoritative size in the 21st century have modified much about in the manner leaders and managers are considered". The two terms are significantly unique. It is fundamental to have an expansive comprehension of the significance of leadership, recognize the style of leadership and utilize the proper leadership methods for a firm to make a dream of things to come. With the end goal for firms to meet present moment and long haul organizational objectives, employees ought to be propelled to pursue shared objectives and managers or leaders need to esteem singular

commitments. When firms have a basic comprehension of the contrasts among management and leadership, they will have the option to prepare individuals to give both solid leadership and management abilities and skills to prevail in firms (Sobratee & Bodhanya, 2018). In this current study, it is noticed that leadership and management are firmly related however are characterized differently. Regardless, it is seen that an individual will have the option to play the function of a leader or a manager effectively by dominating the two aptitudes and skills, as the management and the leadership tasks are intended to impact employees to achieve the shared objectives of the firm.

2.3 Youth Leadership

Scholarly articles have been written on leadership and the characteristics of a great leader. This is an essential topic for organizations, governments, and industrials firms to succeed. However, limited studies have been conducted on how it develops in youth. In reality, scholars are unclear whether to view leadership as a talent or ability, or a combination of both (Pfeiffer, 2001). In 2016, the UAE created various youth organizations to help play an essential role in promoting early leadership among the local youth (Madsen, 2010). The study identifies a case where "His Highness Sheikh Mohammed Bin Rashid Al Maktoum appointed Shamma Bint Suhail Faris Al Mazrui to serve as the Minister of State for Youth Affairs", making her the youngest serving minister in the country. It gave hope to the youth in the country that the government can consider them suitable candidates to hold important positions in the government. Therefore, leadership skills are crucial for young individuals to develop a sense of belonging, have a positive attitude and in return, contribute to society (Boyd, 2001).

Leadership means to be involved in community activities that develop the society to be a better place. Moreover, leadership skills which youth acquire are

significant in getting self-confidence, self-satisfaction, and contribution to community and nation (Scheer, 1997). The purpose of reviewing the literature is to shed light on the creation of youth leadership in UAE governmental organizations as this is very significant for the community, country, and the next generation. Moreover, there are many committees and societies that call for involvement of youth in private and public organizations. One such society is "the Secretary's Commission on Achieving Necessary Skills" (SCANS) (Akhras, 2019). The society defines unique skills and qualifies that a leader should exhibit to be successful in guiding others towards success. They include interpersonal skills, personal attributes, team-building capabilities, one's capacity to allocate and manage resources effectively, and communication capacity. The society insist that youths must learn that leadership involves embracing a wide range of attributes, remaining accountable, and able to make others share one's vision without coercion.

Edelman et al. (2004) conducted a study entitled "Youth Development & Youth Leadership". In their review of findings from experimental evaluations, they found that the majority of youth programs have youth advancement as their center of focus. Successful youth administration programs expand on strong youth improvement standards, with an accentuation on those zones of improvement and program segments that help promote youth authority. Their findings show that it is important for directors and youth administration experts to understand how they can guide these young workers so that they can understand what is expected of them to become future leaders. They should know how to guide youths to gain respect and authority that is needed to guide others towards achieving a common organizational goals.

Reviewing studies conducted about youth leadership development will help in achieving the primary objective of the research. A study Girma (2016) focuses on the relationship that exists among the style of leadership, job satisfaction, and organizational culture. It revealed that the leadership style that the top managers embrace define the organizational culture, which in turn defines the level of satisfaction of employees. It helps in understanding what leaders can do to enhance levels of satisfaction among subordinates. Fernández-Aráoz et al. (2017) focused on identifying specific factors that limit youth's capacity to become leaders. Some of them do not even get to fulfill their potential because of various environmental factors. The researcher starts this section by furnishing the reader with a conversation regarding the matter of who precisely are talented understudies. The tripartite model of skill is introduced as one valuable conceptualization of talent, which gives a basis to various approaches to plan instructive projects for the gifted student, including humanities educational programs. The part additionally talks about essential standards of skilled instruction and finishes up with an assessment of a couple of humanities programs intended for the talented understudy. This approach makes it possible to have a comprehensive understanding of the concept of youth leadership development.

As Gardner (1993) asserts, "leaders come in many varieties, with many different styles and values. There are silent leaders and leaders that one can recognize (p. 1). The scholar further argues that some leaders find strength in their eloquence, others in judgment, while others in courage. The YELL study that was headed by Gardner (1993) has shown that young leaders have a lot in common with adult leaders: despite variations in their style and focus. The study indicated that they undertake their chosen activities with great strength and passion. This study summarizes findings made by these scholars on dimensions of youth leadership development. The study

primarily utilizes qualitative research to explain the phenomenon under investigation. This was done in the form of conducting field observations and online interviews. The study also includes findings made from survey analyses as discussed in the next chapter of this document. The analysis of data draws on information obtained from YELL that includes their annual reports, especially foundation reports and funding proposals (Strobel & Nelson, 2007).

Shaikh et al. (2019) conducted a study titled "Youth Leadership Development in the Start to Finish Running & Reading Club". The researchers of the study have attested that offering purposeful influential leadership positions to youth can assist them with developing fundamental abilities (e.g., correspondence, essential leadership). In their study, they contend that not only a few physical movements-based affirmative youth improvement programs offer youth purposeful influential positions. Not many studies have investigated the impact of these opportunities on young individuals who take advantage of them. The reason for this examination was to comprehend the formative encounters of youth pioneers in a physical-movement based positive youth improvement program. Sixteen youth pioneers (Mage= 13.37, SD = 1.36) from 4 destinations of the Start to Finish Running and Reading Club took part in semi-organized meetings to talk about their encounters as junior mentors.

The model of youth initiative advancement developed by Fertman and Linden (1999) was used to manage information assortment and examination. Through deductive-inductive topical investigation, three subjects were built: (a) mindfulness: forming into pioneers began with seeing potential through good examples, (b) cooperation: learning through communication with others enabled youth to sharpen their administration skills, and (c) dominance: assuming on more noteworthy liability

took into consideration chances to refine authority capacities and build up an assortment of fundamental abilities. These topics assisted with carrying a comprehension to the procedures in question in authority and significant ability advancement. Pragmatic and research suggestions are examined in regard to utilizing youth administration openings in youth programming.

Ngai et al. (2012) conducted a study titled "Youth leadership training in Hong Kong: current developments and the way ahead". The study explains the intercession objectives, spaces, and methodologies of youth leadership preparing programs in Hong Kong utilizing information gathered on the Internet. The outcomes show that adolescent administration preparing plans in Hong Kong are structured and sorted out to accomplish five objectives: (1) helping youngsters to achieve positive advancement also, develop their initiative potential, (2) upgrading the capacity of youngsters to frame relational connections and participate in group building, (3) empowering youngsters to take an interest in network undertakings and social administrations, (4) cultivating a national character and a more profound comprehension of the motherland and (5) preparing youngsters with a universal viewpoint. These objectives are accomplished through five related preparing areas, including the individual, relational, network, national and global regions. The intercession procedures, as of now utilized in these projects, include experiential learning, experience-based preparing, administration learning, non-neighborhood presentation, and task-based challenge procedures. The attributes of the administration preparing programs and their suggestions for the future advancement of approach and practice in Hong Kong are additionally discussed.

The current discoveries from Ngai et al. (2012) have significant functional ramifications for authority program execution identified with supporting essential requirements of youth. To start with, the examination recognized the significance of conveying a program that advances youth initiative and furthermore diagrams the significance of future preparing for executives and pioneers. Such preparing ought to incorporate procedures laying out how to purposefully shape projects and exercises that help each of the three of youth's fundamental requirements to expand youth advancement. The explicit strategies outlined by leaders in the current study help further explain how basic needs can be fostered in a leadership program context and provide strategies on how to create similar environments. Second, the study emphasizes the significance youth getting their voice to ensure that they can express themselves in the right way (Guèvremont et al., 2014). One of the biggest challenges that youth often face is the inability to communicate clearly, especially when faced with a major challenge. As such, the program encouraged institutions of learning to ensure that their students get involved in extra-curriculum activities on a regular basis as a way of empowering them. Such programs will help in improving strategies and skills that necessary for them to meet psychological needs. Walker (2007) argues that it should often start by these young aspiring leaders understanding their environment and then relating it with their psychological needs. They have to balance between meeting these needs and remaining ethical and respectful at all times.

2.4 Leadership Schools of Thought

Based on a critical review of the leadership studies, Table 2.1 shows the leadership models and theories.

Table 2.1: Leadership theories and predominant leadership constructs

Predominant School	Predominant Construct(s)/ Key References
Trait Theory (incl. competencies and EI; for explanation of why the author has so categorized all three models of EI.	Leadership can be understood by identifying the distinguishing characteristics of leaders. Key references incl: Stogdill (1948, 1974), Mann (1959), McClelland (1973), Boxatzis (1982), Bar-On (1988), Schroder (1989), Mayer and Salovey (1990-1993), Dulewicz and Herbert (1992), Goleman (1995, 1998), Sternberg (1997, 2001), Dulewicz and Higgs (2003).
Style Theory	Leadership effectiveness may be explained and developed by identifying appropriate styles and behaviors Key references incl.: Fleishman (1953), Halpin and Winter (1957), Fleishman and Harris (1962); Katz et al. (1950; 1951); Katz and Kahn (1952); Likert (1961; 1967); Blake and Mouton (1964; 1982).
Contingency Theory	Leadership occurs in a context. Leadership style must be exercised depending on each situation. Key references incl.: Fiedler (1964, 1967, 1970, 1978), Rice (1978).
Charismatic Transforming Theory	Leadership is concerned with the charismatic behaviors of leaders and/or their ability to transform organizations. Key references incl.: Weber (1947), House (1977), Burns (1978).
New Leadership/Neo Charismatic Transformational Theory	Leadership and management are different. Leaders require a transformational focus, which encompasses a range of characteristics/behaviors, including at times, charisma (esp. for Neo-Charismatic). Key references incl.: Zaleznik (1977); Bass (1985, 1996): Tichy and Devanna (1986): Conger and Kanunge (1987): Bass and Avolio (1990), Shamir et al. (1993).
Change Leadership	Leadership and management are different. Leadership occurs within the context of change, taking into account the internal/external business environments. Key references incl.: Kotter (1990: 1996); Conner (1999).

Sources include: Dulewicz and Higgs (2003, 2004), Gill (2006)

2.4.1 Classical Trait Theory

Prior research in leadership in the Western societies goes back to the savants of the old world (e.g., Pliny the Senior, Plato, Socrates, Aristotle), and have been credited to Hippocrates' way of depicting character types. Specific people were accepted to be born regular leaders intended to lead, though others were bound for

different jobs. Trait theories intermittently credited normal attributes to leaders, which they were thought to have had since birth. These basic traits made them act specifically ways (de Geus et al., 2020; Pieper et al., 2018).

The term trait can be defined as "various attributes including aspects of personality, temperament, needs, motives, and values" (Yukl, 2012, p. 175). Such extraordinary abilities included:

"tireless energy, penetrating intuition, uncanny foresight, and irresistible persuasiveness" (Yukl, 2012, p. 12).

Intelligence (and insight relevant traits) is one of the characteristics related to effective leaders and can be followed back to the debates of Socrates and Plato. Intelligence examines increased gigantic consideration during the Age of Enlightenment and was the reason for some examinations during the 1930s and 1940s (Dartey-Baah & Mekpor, 2017). Albeit most current examinations are established in the control of psychology research, ─the sociological method is to break down the attributes of leaders that outcome from their situations in the public arena: social class, instruction, sexual orientation and strict, ethnic and connection organizations (MacCann et al., 2020).

Whittington went on to state that: "Society provides both the social resources, material and symbolic, that empower our actions, and the accepted rules of social behavior that guides them. Social structures provide people with the potential for leadership, but it is the psychology of individuals that translates potential into actuality" (1993, p.183-185).

All through the early piece of the twentieth century, many investigations endeavored to uncover the traits of extraordinary leaders. The methods and kinds of attributes distinguished and estimated in these investigations shifted extraordinarily. In any case, in 1948, Stogdill finished review of 124 trait-based examinations (1904-1948), —and found that the example of results was steady with the origination of a leader as somebody who procures status through show of capacity to encourage the endeavors of the gathering in achieving its objectives. Significant attributes included:

i.   Insight

ii. Awareness of the requirements of others

iii. Comprehension of the assignment

iv. Activity and tirelessness when managing issues

v.   Fearlessness

vi. Want to acknowledge obligation and possess a place of predominance and control

The survey failed to help the fundamental explanation of the characteristic strategy that an individual should have a particular game plan of attributes to transform into a productive pioneer. The meaning of each quality depended upon the situation, and the assessment didn't perceive any attributes that were significant or satisfactory to ensure administration accomplishment (Yukl, 2012, p. 177).

Mann (1959) settled that:

i.   the manner in which characteristics were displayed (i.e., conduct) changed by the circumstance; Psychologists keep up that attributes, themselves, are fixed (Yukl, 2012); in Psychology-talk, solidified instead of liquid;

ii.   the significance of the quality differed with some random circumstance;

iii. no recognized attribute associated profoundly with the general viability of a
      pioneer; and that

iv.   pioneers with characteristics assorted from each other could be effective in a
      similar circumstance.

Thus, Stogdill (1948, p. 64) concluded that: "A person does not become a leader by virtue of possession of some combination of traits…the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers".

Stogdill (1974, p. 81) "suggests the following trait profile as being characteristic of successful leaders, the leader is characterized by a strong drive for responsibility and task completion, vigor and persistence in pursuit of goals, venturesomeness (sic) and originality in problem solving, drive to exercise initiative in social situations, self-confidence and a sense of personal identity, willingness to accept consequences of decisions and actions, readiness to absorb interpersonal stress, willingness to tolerate frustration and delay, ability to influence other persons' behavior, and capacity to structure social interaction systems to the purpose at hand. Yet, Stogdill made it clear that there was no evidence to support the idea of their being a set of ―universal traits‖ for effective leadership".

2.4.1.1 Critique of the Trait Theory

Gill (2006) articulately and compactly addresses the overall agreement held among driving researchers concerning the general weaknesses of early attribute research: "Early investigations of authority and character, during the 1930s and 1940s,

expected that compelling pioneers share extraordinary characteristics practically speaking, following a period during which the aftereffects of exploration pointed toward recognizing them, for the most part have been uncertain" (Gill, 2006, p. 38).

Maybe a definitive scholarly disappointment of the early quality view is expected to:

1. Its powerlessness to obviously clarify the achievement of certain pioneers, and consequently the real essence of administration;
2. Its roundabout contention that a pioneer is able in authority, since he has the necessary initiative skills; while
3. Apparently dodging any clarification concerning the job of ladies in hierarchical authority (also potential contrasts dependent on sex).

Different analysts have additionally referenced inadequacies concerning the early attribute approach: "One reason for [the] failure [of the trait approach] was the lack of attention to intervening variables in the causal chain that could explain how traits could affect a delayed outcome such as group performance or leader advancement. "The predominant research method was to look for a significant correlation between individual leadership attributes and a criterion of leader success, without examining any explanatory processes" (Yukl, 2012, p. 12). "acknowledging the lack of support for the trait theory philosophy of leaders being born, scholars turned their attention to the notion that they must be made, advocating the view that certain leadership behaviors and styles could be identified and emulated".

2.4.2 Leadership-Style Theory

The basis laid by the 1950s examinations at Ohio State University (Fleishman & Harris, 1962; Rogers & Ashforth, 2017) and the University of Michigan (Kahn &

Katz, 1952; Pérez-Vallejo & Fernández-Muñoz, 2020), have ruled social examinations in leadership (Gill, 2006; Harms et al., 2017). The focal point of the Ohio State study was to distinguish pertinent leadership conduct, and make surveys that would describe this conduct'. Using factor investigation, the specialists distinguished two classes of practices. One focused on undertaking goals, and the other with relational connections:

i.   thought – the pioneer demonstrations in an inviting and strong way shows worry for subordinates, and pays special mind to their government assistance;

ii.   starting construction – the pioneer characterizes and structures their own job and the jobs of subordinates towards the achievement of the gathering's proper objectives (Gaudet & Tremblay, 2017).

Thought and starting design were found to be liberated from each other. The revelations of the assessment at Ohio State University incited the creation of two reviews planned to check Consideration and starting construction; the Leader Behavior Description Questionnaire (LBDQ) and the Supervisory Behavior Description (SBD or SBDQ) (Schriesheim & Stogdill, 1975). The LBDQ was subsequently adjusted, narrowing the Consideration and starting construction.

According to Gaudet and Tremblay (2017), the accompanying three pioneer practices were resolved as having the effect among fruitful and ineffective pioneers: i). "Task oriented behaviour; effective managers did not spend their time and effort doing the same kind of work as their subordinates. Instead, the more effective managers concentrated on task oriented functions like planning and scheduling the work, coordinating subordinate activities, and providing necessary supplies, equipment and technical assistance" (Gaudet & Tremblay, 2017, p. 669).

Continuing in the wake of the Ohio State and Michigan Universities' examinations, Blake and Mouton (1964) built up their administrative lattice, contending that compelling leaders were not either connection situated or task-arranged, yet rather were worried about both (e.g., individuals and creation). Sometime in the future, Blake and Mouton presented a third measurement adaptability (Bratton, 2020). It was through Blake and Mouton's administrative matrix that the mark of high–high pioneer was authored (elevated levels of individuals direction matched with high undertaking direction).

2.4.2.1 Critique of Leadership-Style

There are various investigations into leader conduct. While such examinations have provided some intriguing thoughts regarding leaders, they have been generally opposing and have neglected to give powerful proof concerning what behavior (s) compare to compelling leadership. In spite of leadership style hypothesis, Thompson and Glasø (2018) keep up that a leader's underlying qualities as opposed to leadership style have the effect for a fruitful leader. A portion of the inadequacies of the examination have been credited to their: restricted spotlight on the pioneer, subordinates, and their work, while underplaying the significance of the climate and circumstance. Demircioglu and Chowdhury (2020) comprehensively characterized leadership conduct classifications (e.g., task, oriented, and relationship) (Yukl, 2012); a shortfall of investigation into the significant part of center management (Yukl, 2012); and a somewhat restricted pool of examination into casual (Ely et al., 2010) and peer leaders inside gatherings (Ceri-Booms et al., 2017).

2.4.3 Fiedler's Contingency Theory (LPC Contingency Model)

During the 1960s, milestone research was performed, which added a lot to present day leadership research. scholars started considering the impacts of the climate inside which leadership was worked out. Fiedler's contingency theory recommended that the decision of leader relied upon:

i.   the force granted by the employees to the leaders (position power);

ii.   the assignment expected of the gathering (task structure);

iii. the genuine compositional relationship of the gathering (leader - member relations) (Fiedler, 1973; Vogel et al., 2020).

Fiedler battled that position power, task construction, and pioneer part relations moderate effect on the association between a pioneer characteristic called LPC and successful initiative. Fiedler's chance model isn't limited by any infers. Actually, Fiedler's model calls for finding the leader with the most fitting methodology, given a particular situation. "The LPC score is obtained by asking a leader to think of all past and present co-workers, select the one with whom the leader could work least well, and rate this person on a set of bipolar adjective scales (e.g., friendly – unfriendly, cooperative – uncooperative, efficient – inefficient). The LPC score is the sum of the ratings on these bipolar rating scales" (Yukl, 2012, p. 73).

A basic leader gets a low LPC score, while a more indulgent one gets a high score. Fiedler has not generally been clear regarding the best possible understanding of what these high and low scores mean. Regardless, in a later Portrayal (1978), Fiedler battles that LPCs are identified with a leader's motive hierarchy, with connection needs (connections) being essential to high-LPC leaders, and assignment direction being the prevailing rationale in low-LPC leaders. Rice and Kastenbaum (1983) adjusted

Fiedler's convoluted LPC hypothesis to make a qualities based expansion of the model, recommending that low-LPC leaders esteem task achievement, while high-LPC leaders place more an incentive on relational connections. Rice's translation, similar to Fiedler's own clarification, keeps up that proper leadership conduct is controlled by the circumstance.

The three situational factors are pioneer part relations, position force, and undertaking structure. Inspiration is constrained by weighting and joining these three pieces of the condition. Pioneer part relations gets the most critical weighting, being a higher need than task-structure (according to Fiedler), which is given a higher impetus than position power. Fiedler's model suggests that the condition is best for the pioneer when pioneer part relations are satisfactory, the pioneer has critical degrees of position power, and the undertaking is significantly coordinated. The un-extraordinary condition incorporates defenseless subordinate relations, weak position power, and an unstructured task (Fiedler, 1967; Popp & Hadwich, 2018; Yukl, 2012). All in all, there are eight expected octants (mixes), with five of the levels favoring a low-LPC pioneer, and only three supporting the initiative of a high-LPC pioneers.

2.4.3.1 Critique of Fiedler's Contingency Theory

Fiedler's LPC theory has gotten a lot of consideration throughout the years as the pioneering possibility idea' (Gill, 2006). Levene and Higgs (2018) notice Fiedler's model as adding to their own worldview. In any case, there have been numerous examinations throughout the long term zeroed in on testing the validity of Fiedler's model. Da Silva et al. (2019) looked into the aggregate exploration and contended that a large part of the discoveries demonstrated help for the model (despite the fact that not for each octant, and controlled conditions would in general offer more grounded

uphold for the hypothesis than did related field contemplates) (Peters et al., 1985). All things considered, researchers have likewise assaulted the strategies used to decide the outcomes (to a great extent dependent on connections), as in by far most of cases, factual importance was not accomplished (Hunitie, 2016; Joseph & Newman, 2010; Neffe et al., 2020). One may likewise scrutinize a virtual 3-viewpoint circumstance contracted into a single linear continuum.

It ought to in like manner be referred to that surveys have shown that changing errand structure can affect group execution as pioneer LPC scores (O'Brien & Kabanoff, 1981; Yazdanmehr et al., 2020). Finally, the model excuses medium LPC pioneers (those not at either uncommon of the continuum). One would anticipate that there would be more pioneers with moderate scores. Fiedler's work to explain administration ampleness was at the primary edge of situational theories, and in spite of the way that LPC Contingency hypothesis isn't, now seen as standard, it continues beginning further situational models, including the Path-Goal hypothesis of authority.

2.4.4 Charismatic Leadership

In contrast to the way - objective leadership theory, the prevailing leadership ideal models to create during the 1980s zeroed in on emotional and emblematic parts of leadership trying to more readily see how leaders may impact subordinates to lift themselves over their very own needs and wants, in order to all the more likely serve the mission and vision of their associations (Yukl, 2012). At the center of what Zuraik and Kelly (2019) has established the new school of authority, are the charming and groundbreaking administration hypotheses. It is suspicious that appealing and groundbreaking authority address the most renowned theories of initiative as of now.

At the start of this chapter, the researcher outlined the literature to be shrouded in understanding with the leadership models drawn from, in the making of Dulewicz furthermore, Higgs' leadership worldview. Despite the fact that the Dulewicz and Higgs' model does not use the components or terms charisma or charismatic leadership fundamentally, the researcher feels constrained to talk about the related literature on the premise that charismatic leadership is frequently named reciprocally with transformational leadership, and saw to have shared characteristics including rousing workers over their very own cravings to meet authoritative requests and vision (Farahnak et al., 2020; Khalili, 2016; Mahmood et al., 2019).

Conger (1989) drove interviews with lovers of charming pioneers, hoping to discover why they had gotten so solidly devoted to the pioneer additionally, his endeavor or mission. The fundamental effect was close to home recognizable proof; i.e., an ally's yearning to please and reflect the pioneer. This sort of adoring is gotten from the pioneer's

   i.   key knowledge;
  ii.   solid feelings;
 iii.   fearlessness;
  iv.   flighty conduct; and
   v.   dynamic energy.

2.4.4.1 Critique of Charismatic Leadership

One concern raised by researchers is the transitory idea of charismatic leaders; the flight of an absolutist leader can make a vacuum not handily filled. It has additionally been noticed that associations have endured because of the absence of a

good replacement (Grabo et al., 2017). Regardless of whether a certified replacement is distinguished, supporters may not acknowledge his new style, slanted to continually contrast him and their previous leader. Weed (1993) battles that contention can happen between the charismatic leader /organizer of an association, and the later organization or potentially corporate lead representatives. The amoral idea of charisma and charismatic leaders has likewise been firmly noted by researchers (Banks et al., 2017; Sy et al., 2018; Watts et al., 2019). For instance, F.D. Roosevelt and Adolf Hitler have been set in opposition to each other as delegates of positive and negative charm, separately. In any case, this is by all accounts a somewhat emotional point of view (despite the fact that the researcher concurs with the depiction), in light of culture, identity, values, political influence, etc.

Charismatic and transformational leadership are maybe the two most explored leadership ideal models inside contemporary leadership examinations. A few researchers utilize the two ideas reciprocally. In any case, subsequent to reviewing the previous studies on these two models, the researcher isn't persuaded that the two ideas are for sure inseparable from each other; because of a few stamped contrasts. For instance, Bass (1985) recognized charisma as being one of a few attractive qualities for transformational leaders, yet not mandatory. Transformational leadership alludes to "the leaders moving the supporter past prompt personal circumstances through romanticized impact, idealized, inspiration, intellectual, or individualized consideration" (Bass, 1999, p. 19).

Bass further talks about the close connection among charisma and idealized impact. Yet, calls attention to that not all charismatics are transformational'. Clearly, for the idea of charismatic leadership, charisma is basic. Charismatic leaders will in

general make a type of reliance of subordinates on the leaders (regardless of whether it is done inactively) themselves, as opposed to the leader zeroing in on motivating, creating, and engaging the adherents, in this manner connoting distinctive impact measures among charismatic and transformational leaders. In addition, Bass (1996) proposes that groundbreaking initiative can be shown by any individual, in any position, and at any level of the affiliation. Situational factors don't hinder or coordinate the opportunity of the ascent of groundbreaking pioneers; but certain settings give off an impression of being more extraordinary than others (Bass, 1999, keeps up that collectivistic social orders moving away from more despot sorts of authority, towards less force distance among pioneers and subordinates [e.g., UAE] (Hofstede, 1980), are moreover obliging to the improvement of groundbreaking pioneers than individualized social orders with customs of rehearsing vote based initiative methodologies [the UK]. Curiously, charming authority can be seen as extraordinary and as often as possible time related with explicit conditions (Bass, 1985; Ekmekcioglu et al., 2018). Representatives will all in all have a more invigorated demeanor towards charming pioneers, while allies of groundbreaking pioneers practice a less silly interface with the pioneers (Cohen & Yoon, 2020).

2.4.5 Transformational Leadership

Present theory on transformational leadership is established in the works of Burns (1978), who made his hypothesis of transforming leadership in light of enlightening examination on political leaders. Moral issues and the goal of clashing qualities among employees are at the core of Burns' hypothesis. Burns (1978) clarifies changing leadership regarding being a process in which: "Leaders and followers raise one another to higher levels of morality and motivation" (p. 20).

Transformational leadership theory has been seen as one of the most important leadership concepts that a young individual should embrace. That does not mean the others are not relevant. Understanding each of these theoretical concepts will make it easy to know how institutions can promote youth leadership development. It can help in shaping the behavior of these learners at a tender age when they are still in school (Mumford et al., 2017).

Learning institutions are currently encouraged to promote leadership among young learners. According to Verhezen (2019), family factors often play a role in defining the ability of an individual to develop leadership skills. Some scholars have argued that the potential of one to become a leader is greatest among the youngest siblings within a family (Yahaya, 2016). That is partly attributed to the fact that they learn to receive and follow instruction. As the person with the lowest authority in the family, they have to learn to be good listeners and know how to put instructions into practice. They know of both positive and negative ways that one can use to issue instructions. The long period of practicing followership makes them effective leaders (Darbyshire et al., 2005; Shaikh et al., 2019). They learn how to be empathetic when handling followers because they have been in their positions for a long time. They know what they need to avoid, ensuring that they have a team of highly motivated workers ready to follow instructions. That does not mean other children cannot learn to be effective leaders as well. Hunt and Fedynich (2019) believe that parents have a major role to play in ensuring that children are motivated to become effective leaders. Providing a stimulating environment at home where a child may feel respected is one of the ways that a parent can promote leadership in a child. They should regularly be grated opportunities where they make critical decisions in the family. As an adolescent, one can tell whether the child was come an effective leader based on specific

behavioral patterns that they portray. A parent can ensure that the child develops some of the traits in these theoretical concepts.

Transformational leadership is one of the concepts of leadership that has gained massive popularity in the last century. Unlike transactional leadership, this approach of leadership seeks to introduce change within an organization in the long term (Watts et al., 2019). Transformational leadership makes a radical shift from autocratic form of leadership. According to Verhezen (2019), several studies have indicated that ruling through fear may work for some time, but when followers get the opportunity to revolt, the outcome is always devastating. These studies have also suggested that when people are subjected to constant oppression, their creativity and innovativeness was suppressed by the constant fear. Some of them will pretend to be working effectively just to ensure that they avoid punishment. Such approaches are often based on McGregor's theory X which posits that people are often lazy and unless they are pushed and closely monitored, they cannot deliver the expected results.

Intellectual stimulation is one of the major principles of this approach to leadership. According to Singh (2018), transformational leaders often help their subordinates to understand the power of their intellectual capabilities. They help their team members to understand that they have what it takes to achieve the current goals in the best way possible. Pretorius et al. (2018) believe that intellectual stimulation involves pointing out to an individual their personal successes they have registered in the past. This way, they are reminded that they have what it takes to succeed, and that they only need to remain focused and trust their capacity. When outlining the past successes of an individual, the leader must ensure that the subordinate feels challenges and motivated to achieve better results.

Transforming leaders appeal to employees' ideals and moral values (e.g., freedom, equity, fairness, philanthropy) as opposed to their baser intentions (e.g., dread, desire, covetousness, envy). Transforming leadership is to a great extent about interfacing with and building up adherents' better selves (i.e., their moral and good sides) rather than their self-focused selves‖ (i.e., baser materialistic and conceited sides). Nassif et al. (2020) clarifies that any person inside the association; and holding any useful position can possibly turn into a changing pioneer. Furthermore, Burns (1978) explains that the pioneer adherent relationship isn't consumed among unrivalled and subordinate, yet rather can be practiced among peers and with administrators too. A second measurement to Burns' idea of transforming leadership is that past its emphasis on the moral elevation of employees, the leaders endeavour to shape, express, and mediate struggle between individuals from the gathering, allowing him the chance to re-channel this energy to accomplish shared philosophical goals (and social changes).

The association between the pioneer and the supporters makes as time goes on, during which both the pioneer and the workers are changed; by looking past their own desires to develop the necessities of the association and the local area (Burns, 1978). The other sort of power perceived by Burns (1978), and conventionally set contrary to the changing is conditional. Conditional authority rouses aficionados by addressing their own conditions (e.g., corporate pioneers exchanging pay and work status for effort at work). To also clarify how changing administration shows up contrastingly corresponding to conditional authority, Burns makes: "They could be discrete however related… this is value-based initiative". The thing in these cases is certainly not a joint effort for individuals with essential focuses addressing total interests of allies anyway an arrangement to help the individual interests of individuals or get-togethers taking

off an alternate way. Pioneers can in like manner shape and change and lift the points of view and characteristics and targets of aficionados through the basic demonstrating capacity of power. The explanation of this authority is that, whatever the various interests individuals may hold, they are eventually or possibly participated in the mission for more huge guidelines, the affirmation of which is attempted by the achievement of tremendous change that addresses the gathering or pooled interests of pioneers and aficionados (1978, p. 425).Contemporary theories of groundbreaking initiative seem to share a central nature of addressing the workers' characteristics and sentiments' (Bass, 1996; Sahu et al., 2018; Siangchokyoo et al., 2020). Nevertheless, of the evident huge number of recurring pattern researchers making with respect to the matter out of groundbreaking initiative, none has offered more than Bass, achieving more observational experts developing his speculation than possibly on any of the others (1996). The substance of Bass' speculation of groundbreaking authority is the indisputable separation of the groundbreaking and value-based initiative styles, which are perceived the extent that the part rehearses used to affect allies and the effects of the pioneers on the followers.

Ongoing variants of the hypothesis incorporate a leadership conduct described by disregarding issues, subordinate requirements, etc., ordinarily named laissez-faire leadership. Nonetheless, given its uninvolved impassion', and extreme absence of viable leadership it has been influentially contended that it is a case of ineffective leadership', instead of a kind of transactional leadership conduct. Gill (2006) keeps up that: "Free enterprise pioneers try not to stand firm, disregard issues, don't follow up, and cease from interceding. As far as initiative style hypothesis (order, consultative, participative, and delegative (sic) styles), they utilize no specific style to any critical degree. Free enterprise is no conditional administration, in the event that it is authority

by any stretch of the imagination… "Groundbreaking pioneers will in general utilize the consultative, participative, delegative (sic), just as the order styles partially" (Gill, 2006, p. 51).

2.4.5.1 Critique of Transformational Leadership

The possibility of groundbreaking initiative continues to tell the premium of the board examiners, and there is a sizeable bank of studies to draw from. Fundamentally, Bass and Avolio's Full-Range model of Transformational (and Transactional) initiative, close by his MLQ joins the direct/complex schools of theory with the chance model (Dulewicz & Higgs, 2003). Regardless, not the whole of the thought's components are completely new e.g., fortifying, trust, participation, venture, etc… have been referred to by specialists, for instance, Likert (1967).

As mainstream and powerful as Bass and Avolio's model has demonstrated itself to be, key exploration has scrutinized the divergent validity of their MLQ estimation instrument; specifically, the four transformational leadership practices (romanticized impact, scholarly incitement, individualized thought, and rousing inspiration) have indicated solid intercorrelation with each other, which would show a disappointment in the instrument's capacity to separate between the four variables; it might likewise infer that the four basic ideas are not truth be told unmistakable, yet rather add to one global build transformational leadership style (Ng, 2017). Xiao et al. (2017) discovered solid relationships (combining as opposed to separating) among all transformational leadership scales. Den Hartog et al. (1994) likewise revealed that every one of the four transformational leadership scales demonstrated solid connections, meeting into one single factor, which they marked new leadership.

Bycio et al. (1995) deduced that albeit a model viable with Bass' (1985) extraordinary conceptualization was practical, there furthermore existed high intercorrelations among all groundbreaking administration scales. The responsibilities of these disclosures for both theory and practice are essential. Lievens et al. (1997, p. 420) sum up the "suggestions for industry pleasantly: If the MLQ captures merely a global transformational leadership dimension and the respondents are not able to make meaningful distinctions between the various transformational behaviors, practitioners should formulate the results of the survey feedback and development plans accordingly. This could imply that a differential MLQ profile (i.e., a profile composed of separate scores for the four transformational leadership dimensions) is not feasible".

While the arising school of leadership has presented a better approach for taking a gander at the idea of leadership, it has additionally expanded its battery of estimation instruments and procedures, not the least of which are enthusiastic factors and territories of competency. In spite of the fact that the researcher may never distinguish a universal trait theory, a few researchers have noted late improvements from which the assertion has been made that recent leadership attribute research has the best potential for choosing and creating managers inside enormous associations' (Yukl, 2012). Later commitments to trait theory, legitimately identified with the creator's examination have included investigation into:

i. Competencies (Dirani et al., 2020; Giles, 2016; Mau, 2017); and

ii. Emotional Intelligence (Goleman & Boyatzis, 2017; Mattingly & Kraiger, 2019; Schlegel & Mortillaro, 2019).

2.5 Competency Based Approach

McClelland (1985) grew a significant part of the basis in the region of leadership competencies. Using his Thematic Apperception Test (TAT), intended to empower analysts to evaluate supervisors' fundamental needs most firmly associated with successful leadership. McClelland assessed people dependent on power, achievement, and affiliation. A serious requirement for power is reflected in individuals with hidden need to control others' mentalities, feelings, and conduct. A serious requirement for alliance is described by people's fundamental should be loved and acknowledged, while a significant requirement for accomplishment is shown by those with hidden need to effectively finish errands, achieve objectives, improve principles and measures.

It is important to start by defining the word competency in order to understand the concept of competency-based leadership. According to Elliott and Earl (2018), the word 'competency' originated from a Latin word, 'competentia', which refers to 'that which has the right to speak' or 'that which is authorized to judge'. It is important to note the emphasis on 'the right to' and 'authorized to' in that definition. It means that competency is associated with authority. One can only have the authority over others if he has a unique skill or power that others lack. Sherif (2018) simply defines competency as being in a state of sufficiency or fitness. It means that when an individual is considered competent, they must have the capacity to undertake a given task with ease based on their unique skills and capabilities. It must be seen that they not only have the desire to undertake that responsibility, but they also need to show that they have the needed skills and some form of experience. Yahaya (2016) argues that there are always some controversies when defining the concept of leadership

because of the different perspectives that different scholars have. However, most of these definitions tend to associate competency with the capacity, proficiency, and ability of an individual to undertake specific responsibilities as expected of them.

The above definition means that competency-based leadership focuses on unique skills that a youth may have to make them qualified to lead. It is often common to find cases where an individual is awarded a leadership position because of their relationship with the top executives in the firm. The company may belong to the parent, and as such, one is assigned a senior managerial position because of the family ties (Cooper, 2000; Dalton, 1997). Competency-based leadership emphasizes the need for one to demonstrate that they have the capacity to offer leadership. The relationship that the youth have with the top managers notwithstanding, they have to show that they qualify to hold these positions. In the definition above, it was noted that competency mean having the right to speak or the authority to judge.

McClelland et al. (1993) described individuals with significant levels of requirement for power, as per a fourth trait they recognized through their TAT testing –activity inhibition (either socialised or personalised) (Eva et al., 2019; Mishra & Jha, 2017; Seemiller, 2018). Directors with a mingled power direction are prodded to use their ability in a socially agreeable way (i.e., making and helping other people and affecting others in a positive way to accomplish a fitting task). In assessment, chiefs with a customized power direction use their necessity for power in removed and biased habits (i.e., controlling others and serving one's own character and needs). A basic number of assessments have been coordinated attempting to choose the association between pioneers' necessities and their initiative suitability, achieving really

unsurprising revelations that propose the ideal balance of prerequisites for pioneers, to be convincing inside huge affiliations, involves:

A. a solid mingled power direction;

B. a respectably significant requirement for accomplishment; and

C. a moderately low requirement for association (Atan & Mahmood, 2019; Boyatzis, 1982; Shum et al., 2018).

Boyatzis based upon the previous work of McClelland, and after returning to McClelland's information/discoveries, had the option to distinguish separating (superiors) competencies answerable for clarifying the accomplishment of the example of managers. Boyatizis utilized the "Behavioral Event Interview" (BEI); it joined the "critical occurrence approach" (Flanagan, 1951) with the "TAT approach" (McClelland, 1982), as his vehicle for gathering information from managers. Boyatzis (1982, p. 23) offers the accompanying definition for threshold competencies: "A threshold competency is a person's generic knowledge, motive, trait, self-image, social role or skill, which is essential to performing a job, but not causally related to superior job performance [The cause - effect relationship between competencies and superior performance was characteristic of superior competencies]". He further defines competencies in general as follows: "A job competency is an underlying characteristic of a person in that it may be a motive, trait, aspect of one's self-image or social role, or a body of knowledge which he or she uses" (Boyatzis, 1982, p. 21). Moreover, Woodruffe defined competencies "as being dimensions of behavior that lie behind competent performance" (Woodruffe, 2000, p. 88).

Woodruffe saw abilities from a more modest perspective than Boyatzis, as is clear while differentiating the two definitions. Woodruffe's essential responsibility

may best be addressed by his ID of what one could term nonexclusive skills. Curiously with various benefactors e.g., Boyatzis and his team, Woodruffe might be censured for not isolating among characteristics and lead estimations, yet all things being equal, considered them to be being "different sides to a similar coin". Boyatzis centers around the chief, instead of the work or limit. Boyatzis' assessments concerning administrative skills completed in an overview of 19; 12 being dominating capabilities, and 7 breaking point abilities. Table 2.2 exhibits Boyatzis' 19 capabilities. Boyatzis saw administrators working in individuals openly and private areas, independently, finding that the capabilities showed by the two pools of respondents were inside and out one of a kind. Most exceptionally were the prevalent skills found in the Goal and Action Management, and Leadership packs (with the exception of Self-sureness), regardless of the way that "Overseeing Group Process" from the Human Resources bundle was in like manner recorded as being enormous (Boyatzis, 1982).

Table 2.2: Boyatzis' 19 competencies

Cluster	Superior Competency	Threshold Competency
Goal and Action Management	1. Concern with impact 2. Diagnostic use of concepts 3. Efficiency orientation 4. Proactivity	
Leadership	5. Conceptualization 6. Self-confidence 7. Use of oral presentation	8. Logical thought
Human Resources	9. Managing group Process 10. Use of socialized power	11. Accurate self-assessment 12. Positive regard
Directing Subordinate		13. Developing others 14. Spontaneity 15. Use of unlimited power
Focus on Others	16. Perceptual objectivity 17. Self-control (trait) 18. Stamina and adaptability (trait)	
Specialized Knowledge		19. Specialized knowledge

(adapted from Buyatzis, 1982)

After a broad survey of the first competency composing, Dulewicz made a framework for authoritative competency, which was over the long haul shaped into a model involving 45 abilities gathered into six gatherings (see Table 2.3). Considering amazing revelations from key assessments (Dulewicz & Herbert, 1992), twelve unrivaled or supra abilities were seen and collected into four principal packs (see Table 2.4). Dulewicz and Herbert drove a seven-year resulting assessment including 58 General Managers from the UK and Eire, concerning proficient accomplishment for the duration of the time span. The assessment expected to recognize causal associations between skills, character ascribes, and proficient achievement (accomplishment).

Table 2.3: Dulewicz' personal competency framework

Competency Cluster	Competency
Intellectual	1. Information Collection 2. Problem Analysis 3. Numerical Interpretation 4. Judgment 5. Critical Faculty 6. Creativity 7. Planning 8. Perspective 9. Organizational Awareness 10. External Awareness 11. Learning-Oriented 12. Technical Expertise
Personal	13. Adaptability 14. Independence 15. Integrity 16. Stress Tolerance 17. Resilience 18. Detail Consciousness 19. Self-Management 20. Change-Oriented
Communication	21. Reading 22. Written Communication 23. Listening 24. Oral Expression 25. Oral Presentation
Interpersonal	26. Impact 27. Persuasiveness 28. Sensitivity 29. Flexibility 30. Ascendancy 31. Negotiating
Leadership	32. Organizing 33. Empowering 34. Appraising 35. Motivating Others 36. Developing Others 37. Leading
Results-Orientation	38. Risk-Taking 39. Decisiveness 40. Business Sense 41. Energy 42. Concern for Excellence 43. Tenacity 44. Initiative 45. Customer-Oriented

(adapted from Dulewicz, 1998)

Table 2.4: Dulewicz' supra-competencies

Competency Cluster	Competency
Intellectual	1. Strategic Perspective
	2. Analysis and Judgment
	3. Planning and Organizing
Interpersonal	4. Managing Staff
	5. Persuasiveness
	6. Assertiveness
	7. Interpersonal Sensitivity
	8. Oral Communication
Adaptability	9. Adaptability and Resilience
Results-Orientation	10. Energy and Initiative
	11. Achievement Motivation
	12. Business Sense

(adapted from Dulewicz, 1998)

Dulewicz and Herbert used rate of advancement during the long term time frame to isolate the members into two gatherings: High-flyers and ―Low-flyers separately (Table 2.5 shows to the fundamental competencies, supra-competencies, and personality characteristics separating the prevalent entertainers from the low). Potential constraints to Dulewicz and Herbert (1996) investigation incorporate the generally little example size, and the fairly tight social qualities of the members; all hailing from Great Britain (Eire was incorporated). The researcher may additionally contend that self-improvement (and progression) doesn't, in itself, increase the value of an association (Mau, 2017); and consequently, maybe not the most suitable decision of estimation.

Table 2.5: Dulewicz and Herbert's distinguishing "High-Flyer" competencies

Competency Cluster	Competency
Basic Personal Competency	1. Risk-Taking
	2. Planning
	3. Organizing
	4. Motivating Others
Supra-Competency	1. Planning and Organizing
	2. Managing Staff
	3. Assertive and Decisive
	4. Achievement-Motivation
Personality Characteristic	1. Controlling
	2. Competitive

Notwithstanding, this point concerns more the author's viewpoint on the general goal of the examination, as opposed to a genuine impediment. Regardless, examinations concerning the positions of leadership and necessities of people keeping up initiative situations at different levels inside associations, keeps on drawing in much consideration from researchers. McClelland (1993) kept up that task performance was best estimated through one's competency, further affirming that: - customary scholastic inclination and information tests, just as school grades (cognitive ability) and qualifications didn't foresee business performance (McClelland, 1993; Wei et al., 2018). For quite a long time, before McClelland's (1973) paper, "Testing for Competency Rather than Intelligence", cognitive ability (IQ) had been acknowledged as the reason for accomplishment in life just as the work environment. McClelland tested this view by his explanation that proof neglected to validate this viewpoint (as noted). The various models applying this strategy are to a great extent dependent on a cause and effect relationship, with the impact being superior viability i.e., performance, and the cause(s) being competency (- ies) requiring identification.

2.6 Emotional Intelligence

One of the most important and desirable attributes that a leader should have is emotional intelligence. The ability of one to manage their own emotions in the workplace and of those around them is critical in enhancing teamwork and unity (Hunt & Fedynich, 2019). Various forces may influence one's mood, but a good leader will know how to ensure that their bad mood and negative energy is not transferred to people around them. They will also know how to deal with those who are having negative energy and are unable to control it (Akhras, 2019). They will always remain calm even when dealing with an irrational colleague who is undergoing emotional challenges. Such a leader should also know when and how to show empathy to the workmates. As of not long ago, emotional factors were infrequently considered by scholars when endeavoring to clarify achievement, but instead, the plenty of information terribly preferred intellectual ability (Goleman, 1995). Instances of society's fixation on IQ as an indicator of an individual's ability for succeeding include:

i. Scholarly evaluations; which are utilized to rank an individual, decide future scholastic chances, business, and even self-definition as "a high-flyer", "average achiever", or "below average".

ii. Inclination tests; such testing is normally normalized all through one's scholastic vocation, proceeding with straight up to the serious degree level. Once more, such IQ-based tests are utilized to distinguish the "high performers" from the rest, offering those with better IQs the prime open doors than succeed e.g., driving colleges, economic wellbeing, more esteemed and lucrative professions, to give some examples.

iii.   In general IQ; as estimated by IQ tests, has been utilized to isolate the "smart" from the "daft", as right on time as WW2, when the higher intellectual men were diverted into leadership (officer) positions, while those accomplishing lower scores in the zone of IQ were doled out to the majority.

Goleman (1995, p. 35) "provides the following three examples to support the assertion that IQ is hardly predictive of success: when ninety-five Harvard students from the classes of the 1940s – a time when people with a wider spread of IQ were at Ivy League schools than is presently the case – were followed into middle age, the men with the highest test scores in college were not particularly successful compared to their lower-scoring peers, in terms of salary, productivity, or status in their field. Nor did they have the greatest life satisfaction, nor the most happiness with friendships, family, and romantic relationships".

While crude insight has demonstrated little proof as a driver of execution outside the restricted extent of academe, passionate characteristics or capabilities have direct effect on individuals' presentation (Goleman, 1998; Karasneh & Al-Momani, 2020). These passionate capabilities incorporate "one's general enthusiastic inclination"; "a meta-capacity "deciding how successfully the researcher utilize different aptitudes, abilities, and capacities involving IQ "Much proof affirms that individuals who are genuinely proficient – who know and deal with their own sentiments well, and who read and manage others' emotions – are at a preferred position in any area of life… getting the implicit guidelines that administer accomplishment in authoritative governmental issues; People with all around created enthusiastic aptitudes are additionally bound to be content and compelling in their lives, dominating the propensities for mind that cultivate their own efficiency;

"individuals who can't marshal some command over their enthusiastic life face inward conflicts that damage their capacity for centered work and clear idea". (Goleman, 1995, p. 36).

According to Kim and Kim (2017), enthusiastic insight as science depends on three segments: theory, assessment and applications. As the current hypothesis is applied and written in the locale of business, the accentuation is put on those observable passionate knowledge theories, components and highlights that are significant, related and explored in business and legitimate environment. Goleman (1996) accumulated all his twelve years experiences on cerebrums and sentiments in his first book (Emotional Intelligence: Why It Can Matter More Than IQ, 1996). According to Goleman et al. (2002), enthusiastic insights are abilities that fuse attributes and limits which have two points: understanding individuals' own emotions, points, responses and principles of direct; and understanding others' sentiments, points, responses and norms of lead. Other than he perceives four passionate insight segments that can be gathered into two phases: individual abilities and social capabilities. Mindfulness and self-administration have a spot with the individual capacity stage while social mindfulness and relationship the board are two parts of social expertise. "Inside these four enthusiastic insight segments there are the angles which Goleman et al. (2002, p. 327) depicts as key administration skills in the 21st century". Concerning individual capabilities inside the variable of mindfulness separate three elements:

• "enthusiastic mindfulness" alludes to a conduct when an individual perceives how his/her sentiments can influence them, the climate and execution;

• "exact self-evaluation" implies that an individual knows his/her qualities and impediments, and can gain from useful analysis,

- "self-assurance" is a standard of conduct which shows one's own insight into capacities, characteristics and undertaking decisions.

Concerning "self-administration" there are six segments to consider:

- "restraint" is managing one's own hurriedness and the ability to move the negative energy into a supportive task;
- "versatility" is adjusting to versatile conditions, conditions and people without losing one's control and energy;
- "positive thinking" is considering the to be entryways instead of the perils later on;
- "inception" is an inclination of ampleness in a person to grasp an event to make something new;
- "accomplishment" is a high near and dear drive when the individual's placed effort in a zeroed in on target has a powerful outcome,
- "straightforwardness/reliability" is addressing one's characteristics unmistakably and, a certified straightforwardness towards others' exercises, feelings and assessments.
- "Social-mindfulness" factor inside the social wellness stage consolidates three highlights:
- "compassion" is a quality to have the choice to change distinctive energetic indications of an individual or a get-together and appreciate others' notions and eager states;
- "hierarchical mindfulness" is a limit of a person to recognize relational associations and key relations inside an organization;
- "administration ability" understanding the environment is the wellness to develop enthusiastic climates among all accomplices. The fourth part of enthusiastic insight

likewise inside social fitness is passionate administration which comprises of the accompanying features:

• "inspiration" is the capacity to start and well-spoken vision and rouse others to follow,

• "influence" is a powerful and drawing in act to accomplish singular help or construct an organization of arrangement;

• "developing others" is a cycle during which an individual comprehends others' objectives, perceiving their qualities and shortcomings and realizes how to help their turns of events;

• "change catalyst" is an individual's capacity to perceive the requirement for change, drive change and defeat the hindrances,

• "conflict management" is the skill to detect alternate point of view of others and figure out how to determine it confidently;

• "teamwork and collaboration ability" empowers people to make an accommodating and helpful climate where individuals are brought into a functioning and eager cycle for a shared objective.

"Emotional intelligence" is viewed as a bunch of capabilities that can be learnt and changed into various social conditions (Goleman, 1996, for example, individuals' working environment. Goleman (2013, p. 3) express that "incredible initiative works through the feelings" and that viable directors must have a "passionate administration" job.

The conceptualization of emotional intelligence by Goleman, Mayer and Salovey Palmer and Stough is based on discernment, influence and conation to workplaces. These speculations and models have a place with the capacity approach

of emotional intelligence and cover generally. The characteristic based emotional intelligence speculations are additionally alluded to as blended model methodologies because of the way that alongside some capacity components most of the aspects are social capabilities and character attributes. This surge of EI is best spoken to by Edelman and van Knippenberg (2018).

Thorndike, a solid defender of IQ during the mid-1900s, distributed an article concerning the presence of what he named social intelligence; the capacity to get others and act astutely in human relations', and contended that social intelligence was a significant piece of IQ. In spite of the fact that Thorndike's methodology of subsuming the social part of Emotional Intelligence into IQ has been dismissed by the originators of Emotional Intelligence, his affirmation regarding the presence of non-cognitive intelligence raised interest many years after the fact. Lumpkin and Achen (2018) was one such scientist who returned to Thorndike's decision about social intelligence. Exploration of his own finished in his concurring with Thorndike that: "Social intelligence is both unmistakable from scholastic capacities and a vital portion of what causes individuals to do well in the reasonable items of life and among the handy insights that are, for example, so exceptionally esteemed in the working environment is the sort of affectability that permits compelling supervisors to get implied messages" (Goleman, 1995, p. 42).

The advocacy of Emotional Intelligence can be generally ascribed to Goleman's 1995 book named "Enthusiastic Intelligence". Much the same as Salovey and Mayer, despite the fact that in a less logical manner, Goleman bundled and introduced the idea of EI; Goleman, in any case, acquainted the idea with the overall population around the world. During this time of advancement and improvement,

shifting definitions and centers for EI were presented by specialists having assorted foundations: e.g., teachers, therapists, experts, and even columnists (Mayer, 2001). Lining up with the presentation of different meanings of Emotional Intelligence, three fundamental builds arose: the capacity based model (traitbased), Goleman's famous character based model, characterized in competency terms (competency-based), altogether rethought and re-imagined from crafted by others (incl. Gardner, Sternberg, Salovey and Mayer, just as others), and a more pragmatic competency-outlined mixed (individual elements-based model (Bangun et al., 2020; Dulewicz & Higgs, 2004; Karasneh & Al-Momani, 2020). Table 2.6 delineates the three approaches and models of EI as referenced previously.

Notwithstanding the errors among the distinguished models and evaluated methods demonstrating the three frameworks of EI recently depicted, it tends to be contended that they unite on the premise that they every one of the three are managing the trait of Emotional Intelligence. It was Gardner and Hatch (1989) recognizable proof of various intelligences, and Goleman and Boyatzis (2017) unique definition and contention for its reality as an accepted knowledge and particular idea, which helped EI in picking up its unique focus and acknowledgment. Intelligence is one of the most seasoned (going back to Soctates, Plato, and Aristotle) and most oftentimes promoted leadership traits (Mysirlaki & Paraskeva, 2020). Goleman and Boyatzis (2017) model require no further clarification, as they recognize EI as a capacity (quality). Goleman (1998) outlined his idea of EI in participation with his associate, Boyatzis, and dependent on Boyatzis' prior work in the territory of competencies; Boyatzis recognizes characteristics as being competencies inside his definition. Concerning the individual elements standards (Baronn, 1997; Sánchez et al., 2020), they "report their

models to gauge personal factors [behaviours] identified with Emotional Intelligence"

(Goleman & Boyatzis, 2017, p. 6).

Table 2.6: Identified characteristics of emotional intelligence

Mayer, Caruso, and Salovey (1999)	Bar-On (1997)		Goleman (1998)	
1. The ability to perceive emotions accurately	1. Personal EQ	1. Accurately perceiving 2. Awareness 3. Assertiveness 4. Self-regard 5. Self-actualization 6. Independence	1. Self-awareness	1. Emotional awareness 2. Accurate self-assessment 3. Self-confidence
2. The ability to use emotions to facilitate thought	2. Interpersonal EQ	7. Empathy 8. Interpersonal relationships 9. Social responsibility	2. Self-regulation	4. Self-control 5. Trustworthiness 6. Conscientiousness 7. Adaptability 8. Innovation
3. The ability to understand emotions and their meanings	3. Adaptability EQ	10. Problem solving 11. Reality testing	3. Motivation	9. Achievement drive 10. Commitment 11. Initiative 12. Optimism
4. The ability to manage emotions	4. Stress management EQ	12. Stress tolerance 13. Impulse control	4. Empathy	13. Understanding others 14. Developing others 15. Service orientation 16. Leveraging diversity 17. Political awareness
	5. General mood EQ	14. Happiness 15. Optimism	5. Social Skills	18. Influence 19. Communication 20. Conflict management 21. Leadership 22. Change catalyst 23. Building bonds 24. Collaboration and cooperation 25. Team capabilities

(adapted from Mayer, 2001)

One such methodology was that of competency assessment as a supported model in assessing execution. Advanced by McClelland and later applied by Boyatzis in the most broad assessment to date of administrators' skills' inside individuals openly and private areas'. The competency-based technique to manage making individuals inside a firm has dug in itself. Regardless, McClelland and Boyatzis were by all record by all account not the only researchers to add to the current perception of initiative of this study through reviving and updating quality-based methodology. Salovey and

Mayer joined a ton of work from the cerebrum science disciplines into their thought and significance of Emotional Intelligence (EI).

2.7 Employee Performance

Employee performance is considered as the quality and measure of exercises, reliability at work, accommodative and strong nature and propitiousness of yield. Shahzadi et al. (2014) study on employee performance exhibited that employee performance can't be checked. He likewise validates the idea that firms can use composed rewards a lot considering singular representative execution if employee performance is conspicuous. Productivity of worker is incredibly affected by the adequacy of firm performance and its reward organization system (Frieder et al., 2018). Individuals' performance is influenced by inspiration considering the way that in the event that employees are roused, at that point they will accomplish work with more efforts, and by which will on the since quite a while ago run improve performance (Kundu et al., 2019).

Performance and its connected ideas can be characterized from various perspectives, concerning execution in business and HR, the roots reach back to the nineteenth century when Frederick Taylor's "logical administration" figured suggested that human activities could be assessed, taken apart and controlled through the activities and endeavors did by the workers. If tasks are diminished to little units, it is possible to standardize them. This gives the premise of estimating the real performance against the recommended and normalized rates (Kaplan, 1990). Numerous researchers concur that while conceptualizing performance one needs to separate between a(n) activity/conduct viewpoint and a result part of performance (Armstrong & Baron, 2011; Montano et al., 2017). The activity/social angle alludes to what an individual

accomplishes in the work circumstance while the result viewpoint thinks about the judgmental and evaluative cycles. Just activities which can be scaled and estimated are viewed as the premise of a performance appraisal framework (Obeidat & Tarhini, 2016).

Performance includes estimating people's real performance against their destinations and duties (Neale & Bazerman, 1991) and estimating the proficiency and viability of a movement. Productivity is relating to the hierarchical points and clients' requests, whilst adequacy is the usage of assets to arrive at set points (Ariyabuddhiphongs & Kahn, 2017; Wang et al., 2017). As indicated by Lee et al. (2019) performance alludes either to fruitful results or the manner in which business is led; notwithstanding, managers must adopt the two strategies into thought. Moreover, performance is additionally the gracefully of products and ventures with workers' activities where the outcomes are appraised by the clients. Ismail et al. (2019) states that performance is, basically, the open doors short the hindrances (where the open doors must be acknowledged whether inside and outer conditions are ideal).

Yan et al. (2019, p. 26) goes further and recognizes 5 individual execution standards and demonstrates the associated segments with which they can be assessed. Representative execution the executives implies a cycle which puts the accentuation on specialists' direct and attempts in their activities that can provoke hierarchical achievement. It gauges targets and progress against each worker, considering analysis and training, reviews and assessments. Kammerhoff et al. (2019) explain the standard characteristics of representatives' execution the executives by changing individual specialists' destinations and target settings to definitive goals, and where laborers are mentored towards better. The second of the five standards is endeavor representative

execution the executives which focuses on people's goal setting, appraisal and personal development organizing which engages the firm to develop individuals' capacities quickly to meet new key objectives. The people relationship the executives approach affirms to offer a response for improve laborers' exhibition through hierarchical versatility to reduce costs and make pragmatic characteristics. While workforce execution the board bases on perception, overhauling and changing representatives to the relationship by putting the accentuation on enormous business wide learning-and inspiration pay the administration. It wraps the interrelationships among the patterns of individual execution the board. In conclusion human resources the executives ensures and acknowledges that if the right individual is put into the right circumstance by making and holding this uncommonly able workforce for a drawn out it would enable maintainable hierarchical accomplishment. This again interfaces back to Aqqad et al. (2019) partition on perceiving, considering and assessing task and consistent execution freely inside workers' presentation.

Over the previous years, there has been sensational expanded regard for estimating the worker performance of public sector firms in both developed nations and developing nations. Performance is viewed as the capacity, ability and competency of an association to change the assets accessible inside the association in a productive and successful way to guarantee the general point, destinations and objectives of the association are accomplished (Wei et al., 2018). Governments has given specific consideration to performance estimation for some timeframe, this was because of the beginning of the new public management changes (Ferry & Scarparo, 2015). The above investigated hypotheses added to the improvement of a hypothetical structure which will be examined in the following part of this examination. Public sector in developing countries is characterized with lackadaisical attitude to work, traceable to

the bureaucratic rules and regulation which favors the administration of the sector more than the employees. Absence of responsibility because of these standards (culture), mentality and leadership skills and approach of bosses, additionally lacking impetuses has been a consistent grievance of workers (Han & Oh, 2020).

2.8 Conceptual Framework and Hypotheses Development

Competencies can be comprehensively ordered into two groups: personal and organizational (Taebi & Droste, 2008; Turner & Crawford, 1994). Organizational competencies are commonly incorporated inside the organization's frameworks and structures and are probably going to remain when a worker leaves. In contrast, employee competencies are implanted in the workers' qualities and characteristics. These regularly include: worker's ethical competency; self-competency; across cultures competency; communication competency; team competency; and change competency (Gopinath, 2020). The current thesis concentrates on the individual competencies since these are the ones prone to be matchless in nature and henceforth are relied upon to meet organizations with a maintainable upper hand and predict organizational performance (Elbaz et al., 2018; Otoo, 2020). Goleman and Boyatzis (2017) showed that methodologies, work cycles, services, and items can be imitated by competitors, yet aptitudes and abilities of skillful employees can't be moved or imitated. Figure 2.1 diagrams the reasonable model created in this examination. Further subtleties are given in the accompanying sub-segments.
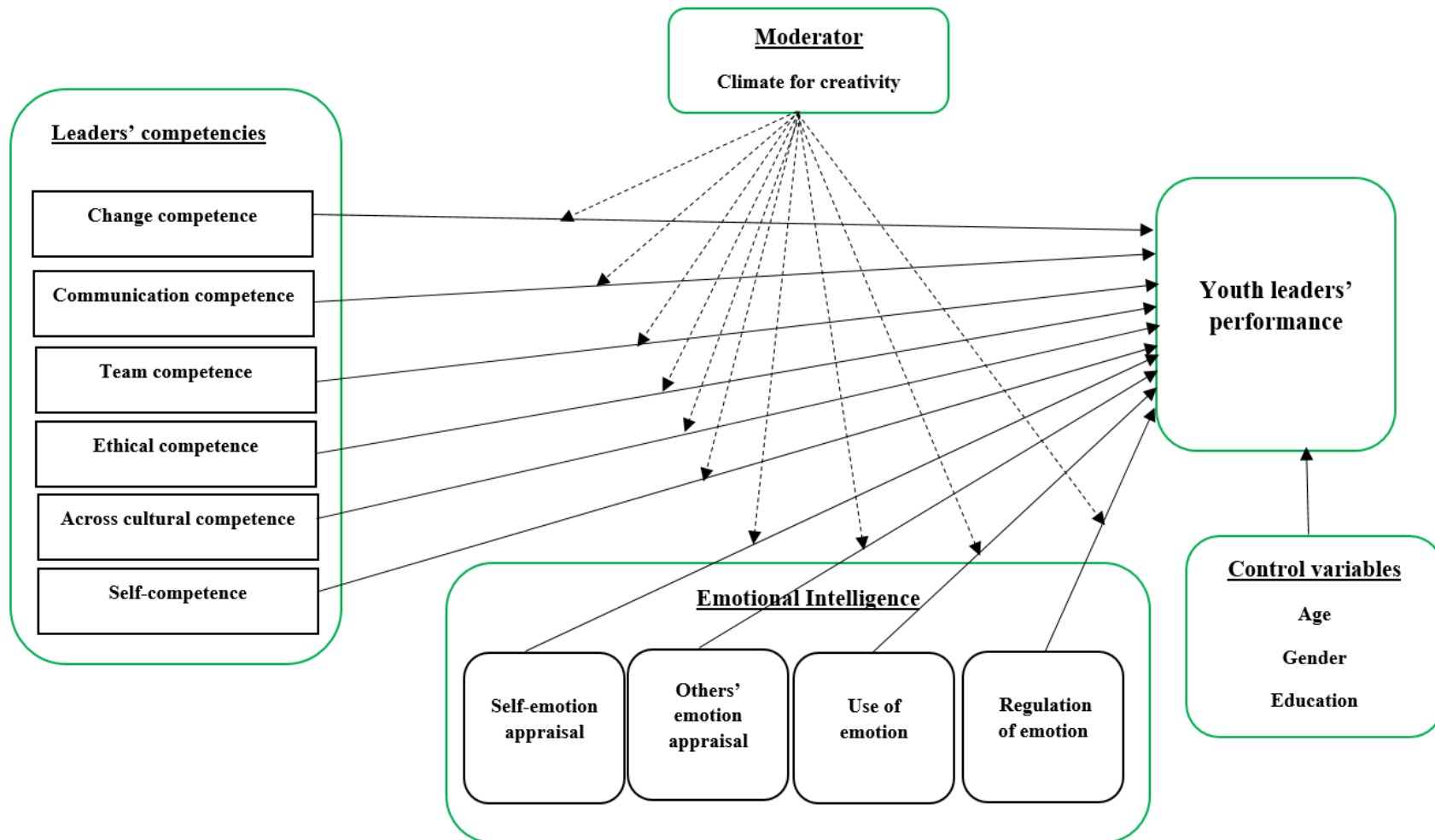
Figure 2.1: Competency-based model of youth leaders' competencies and emotional intelligence of leaders' performance

Salman et al. (2020, p. 439) defined self-competence as "knowledge, skills and abilities to assess personal strengths and weakness, set and pursue professional and personal goals, balance work and personal life, and engage in new learning". Besides, Sackett and Edwards (2019, p. 2013) characterize self-competence as "the sense of one's capability derived from multiple experiences of successful intentional goal pursuit". Self-competence has focal highlights involving KSAs of comprehending one's own character and mentalities, evaluating one's own formative, individual, and work destinations, and being liable for overseeing oneself and vocation inside distressing conditions whenever, understanding and following up on work inspirations and feelings, and finally, perceiving and assessing oneself as well as other people precisely. Having this competency would assist with making positive individual ascribes that would be required for effectively building up different competencies (Sánchez & Lehnert, 2019). For instance, it is absurd to expect to improve communication competence if workers can't perceive, to evaluate, and to clarify contrasts and perspectives between workers. Furthermore, Berdicchia and Masino (2019) expressed that self-competence may build workers' capacities, proficiency, performance, achievement, and adaption under tension. Subsequently, building self-employee competencies through creating self-HRD is a significant instrument for enhancing the performance of employees (Elbaz et al., 2018).

Employees' team competence represents employees' ability to make mutually sure arrangements, regarding the advancements of the group, creating individual capacities, enhancing the firm's group performance, and including others to produce results (Housman et al., 2018). In the public sector, cooperation is viewed as best practice with regards to HRD, yet is a delicate expertise that is regularly missing among workers (Zakaria et al., 2020). Additionally, Housman et al. (2018, p. 351)

characterize team competence as "knowledge, skills and abilities to develop, support and lead a team to achieve goals". Team competence has highlights that incorporate KSAs of workers suggesting the accompanying: deciding the explanations behind framing the group; building up the systems required for building the group; setting clear focuses for the group's performance; partaking in deciding the group's duties and assignments in general; assuming liability to accomplish the targets of the group instead of private objectives and applying strategies and procedures of dynamic coordinating with the destinations and undertakings performed by groups; evaluating the accomplishment of group objectives; surveying the execution of the arrangement; distinguishing the deterrents confronting the group and approaches to tackle these; and, ultimately, perceiving and comprehending clashes between colleagues (Osagie et al., 2016). Numerous firms resort to utilizing groups to smooth out tasks, increment the interest of labourers, and enhance quality. Individual cooperation in this sense was demonstrated to be a performance improving as it frequently prompts more clear desires and better asset designation, thus supporting a connection among cooperation and individuals' performance (Eby & Dobbins, 1997; Schäpers et al., 2020). In like manner, Gong et al. (2019) affirm that, cooperation prompts improving organizational performance, expanding position fulfilment, organizational commitment, inspirations, social changes, effectiveness, performance, inventiveness and imaginativeness, and intellectual capabilities.

Communication competence is characterized as "the ability to choose among available communicative behaviors to accomplish one's own interpersonal goals during an encounter while maintaining the face and line of fellow interactants within the constraints of the situation" (Ismail et al., 2020, p. 353). As indicated by Elbaz et al. (2018), communication competencies have highlights including KSAs of workers

to be successful in moving data, thoughts and emotions with others as they seem to be. This inclination depends on workers' capacities, abilities and practices to embrace such undertakings. Utilizing electronic communication methods such as messages and the Internet sets up an immediate correspondence between firm, workers, providers, suppliers, and clients around the globe.

As per Oelhafen et al. (2017, p. 353), ethical competence is "the ability to incorporate values and principles that distinguishes what is right from what is wrong when making decisions and choosing behavior". As Grice and Franck (2017) notice, ethical competencies have fundamental highlights, which incorporate KSAs of workers to adequately distinguish ethical decision-making standards, evaluating the significance of moral issues, upholding legislative laws and guidelines in dynamic, guaranteeing trustworthiness, nobility and regard in work, lastly executing equity standards related to the decision making (Hannah et al., 2020).

Elbaz et al. (2018) express that cross-cultural competence can be characterized as the capacity to convey effectively and reasonableness in a variety of social structures with other people who are extraordinary. As indicated by Bartel-Radic and Giannelloni (2017, p. 94), across culture competence refers to "the capacities that are required for achieving a mutual understanding, functional interaction and co-operating among people who have different cultural backgrounds". Furthermore, Charleston et al. (2018, p. 3069) pointed out that culture is "the dominant pattern of living, thinking, feeling, and believing that is developed and transmitted by people, consciously or unconsciously, to subsequent generations". Across cultures competence has focal highlights, that incorporates KSAs of workers to be successful in understanding,

rousing workers with various qualities and mentalities, deciphering how work influences the decision-making process.

Firms are settings that require relational collaboration. A large portion of these collaborations are identified with the job performance, for instance, serving clients, accepting directions and answering to administrators, or participating and planning with partners. Workers with elevated levels of EI are the individuals who can utilize the precursor and reaction centered emotional regulation effectively, and ace their connections with others in a more viable way. John and Niyogi (2019) used the suggestion that full of feeling duty towards others is an essential segment of social cooperation and contended that the appearing of good feelings and emotions is related with a high probability of progress at work. Alotaibi et al. (2020), in light of her own prior perception that idealistic protection sales reps would perform in a way that is better than cynical sales reps, suggested that EI has a positive effect on job performance. These investigations, along with the Goleman (1998) perception that EI is identified with work performance, lead to us to propose that EI is related to leader's performance. Therefore, the researchers agree with the aforementioned discussion and suggest the following hypotheses:

Hypothesis 1: Leaders' change competence is positively related to their performance.

Hypothesis 2: Leaders' communication competence is positively related to their performance.

Hypothesis 3: Leaders' team competence is positively related to their performance.

Hypothesis 4: Leaders' ethical competence is positively related to their performance.

Hypothesis 5: Leaders' cross-cultural competence is positively related to their performance.

Hypothesis 6: Leaders' self-competence is positively related to their performance.

Hypothesis 7: Emotional intelligence (i.e., Self-emotion appraisal, Others' emotion appraisal, use of emotion and Regulation of emotion is positively related to leader's performance.

From a contingency point of view, the function of moderators ought to be considered to completely comprehend the impact of high-performance HR practices on competency advancement (Atan & Mahmood, 2019). As the competency-based point of view proposes that establishing a good atmosphere is essential to help worker development (Ingram, 2016; Zhu et al., 2018), the researcher recommend that an environment for imaginativeness and inventiveness goes probably as a situational enhancer and further strengthens the positive effect of superior HR rehearses on competency advancement. Environment alludes to the discernments that workers hold about their association's practices, strategies and techniques (Morgan & Manganaro, 2016; Wei et al., 2018). Employment exercises occur inside hierarchical settings. Qualities in this unique situation (atmosphere) can accordingly shape worker observations and shared convictions with respect to the qualities and standards that govern their conduct (Chow et al., 2017). Climate gives a vital concentration and fills in as an edge of reference for workers. It manages their standardizing and versatile work conduct by giving striking instructive prompts and a persuasive premise with respect to anticipated conduct (Khalili, 2016). A positive atmosphere is thought to improve workers' inspiration and capacities, and the sorts of conduct wanted by an association (van Esch et al., 2018; Zhang et al., 2020). Climate perceptions indicate how people carry on the whole by impacting their observations and emotions about specific parts of their workplace. The researcher center around environment for imagination, characterized as workplace that upholds and encourages inventive

exercises and nonstop learning (Hughes et al., 2018; Kremer et al., 2019). Thus, the researcher suggest the following hypothesis:

Hypothesis 8: Climate for creativity moderates the relationship between leaders' competencies, emotional intelligence, and youth leaders' performance.

2.9 Chapter Summary

The researcher discussed the literature review about leadership, different theories and models of leadership, the leader competences, and the emotional intelligence. The literature reviews through different scholarly arguments suggested the significance of leaders' competencies and emotional intelligence to leaders' performance. A significant link between leaders' competencies and emotional intelligence to leaders' performance was also argued. The literature demonstrates several arguments in support of and against the key part leaders' competencies and emotional intelligence to leaders' performance. The gap in the literature reviewed revealed lack of understanding on the influence of leaders' competencies and emotional intelligence on their performance. Having revised the relevant prior research as framed by the conceptual framework, the researcher has discussed and demonstrated the established hypotheses to help the author in addressing the study questions. The next chapter discusses the research methodology suggested for this study.

Chapter 3: Methodology

3.1 Overview

The main purpose of this chapter is to provide an outline of the research methods used and to explain the procedures employed to collect the data. It also discussed the theory underlying the methods used to help to understand the reasons for undertaking certain activities. The discussion has to be addressed within the context of the research setting introduced in chapter one and guided by the review of the literature in chapters two.

This chapter is divided into two main parts. The first part focuses briefly on the literature of research methodology and design; then, it covered the nature of research, its types in terms of approach and design, and finally, the differences of quantitative and qualitative research. The second part concentrates on the processes employed in the design and execution of this research in order to obtain data that achieve the research objectives. It explained the research methodology of the study, starting with justification of research methods and data collection adopted. It also explained the questionnaire design, the questionnaire rationale, the questionnaire sample, administration of the questionnaire survey, and response rate. Finally, statistical tests applied to the data are identified.

The previous chapter has provided a detailed review of literature on youth leadership, its relevance and effectiveness in organizations, its growing popularity, and various models that can help in its promotion. It offered a detailed insight into what other scholars have found out in this field. In this chapter, the researcher has focused on providing a detailed explanation of the methodology that has been used to collect,

process, and present primary data. Kaurani (2020) explained that the goal of every researcher is to fill existing research gaps, address possible contradictions on the current knowledge, and to add value to a given field of study. When reviewing literature, research gaps were identified, which are worth addressing through collection and analysis of primary data (Ahmed & Anantatmula, 2016). This chapter explained the research philosophy that will inform major assumptions and beliefs in the study. Under this section, the researcher has discussed research approach and strategies that have been used. The chapter also discusseed the variables used in the study, methods used to collect and analyze data, and the analysis approach. Research constraints and ethical considerations were also addressed in this methodology chapter.

3.2 Research Philosophy

The concept of youth leadership is gaining rapid popularity in the global community, and the UAE is no exemption. In this study, the researcher focused on a competency-based model for youth leadership development in various governmental organizations in the United Arab Emirates. In this section, the researcher provided a detailed analysis of the research philosophy that can help in collecting, analyzing, and presenting primary data. Husain and Uddin (2019) defined research philosophy as "the belief about the ways in which data about a phenomenon should be collected, analysed and used" (p. 78). It defined the assumptions that a researcher makes when collecting and analyzing data. It is the first item that a researcher should define before selecting an appropriate approach and the desirable strategies. A researcher can choose to use positivism, realism, interpretivism, or pragmatism as the preferred research philosophy based on the research aim and research questions. The researcher has chosen

positivism as the most appropriate philosophy in this study. It is necessary to discuss this philosophy in detail to understand why it was chosen to guide the study.

Positivism is one of the popular research philosophies when conducting a study. According to Eisend et al. (2019), positivism holds that a view can only be taken to be a factual knowledge if it is a quantifiable observation that can be supported by statistical analysis. It emphasizes the need for a researcher to observe and measure various variables without interfering with the way they interact. As such, the role of the researcher is limited to that of data collection, analysis, and interpretation. In this case, the researcher must be independent from the study and as such, personal interests should not influence the outcome of the investigation. One should only report what is observed and analyze data based on it without allowing personal opinions or emotions to influence the outcome (Phakiti et al., 2018).

The philosophy stems from empiricist view that factual knowledge must be based on human experience (Napitupulu et al., 2019). This philosophy is always popular when one is conducting a purely quantitative research. Its emphasis on the need for a researcher to use statistical methods of analyzing data makes it appropriate for this study (Kumar, 2019). As such, it was considered suitable to guide all the principles that will help in collecting and analyzing data. As such, a researcher should be open-minded and understand that it may be necessary to employ different methods of analyzing data. Allowing two or more approaches of interpreting data makes it possible to have a thorough understanding of an issue from different perspective. The flexibility of this philosophy made it the most appropriate one for the study (Politano et al., 2018). It would allow the researcher to employ quantitative research methods as discussed in subsequent sections.

3.3 Research Approach

When an appropriate research philosophy has been selected, the next step is to identify an appropriate research approach, as shown in the research onion above. Devi (2017) defines research approach as a plan and that consisting of the steps involved in the process of collecting, analyzing and interpreting data. It helps in outlining the procedure that one seeks to take to develop new knowledge through a given study. One should select a research approach based on the selected philosophy and the aim of the study. The approach should be in line with the research problem. Deductive approach or reasoning holds the view that knowledge development should always start with a theory. It is often referred to as an approach that involves moving from the known to the unknown. In this case, a researcher will identify a theory relevant to the area of study. As Pruzan (2016) notes, the moment a theory is selected, the focus of the researcher will be to investigate whether it holds true based on the current forces in the environment. The researcher will then embark on observation. Primary data will be collected using questions directly linked to all the hypotheses set.

Data were then analyzed to test whether the hypotheses is true or not. In most of the cases, this research approaches uses statistical analysis in testing the hypotheses. During the statistical analysis, one is able to confirm or reject the hypotheses. When the hypotheses are rejected, it means that the underlying theory does not hold true based on the current factors. The statistical nature of this research approach made it undesirable for the investigation (Deb et al., 2019). In this research, which focused on competency-based model for youth leadership in the United Arab Emirates' government organizations, there were various theories that were used to support arguments made in the study, but the focus was not to accept or reject them.

3.4 Research Design

When the research philosophy and research design for the study has been selected, the next step is to identify the research design that will be used in the process of collecting primary data. As Kumar (2019) advises, the design for the study should be identified after knowing the appropriate assumptions. It becomes easy to know for the researcher to know the right path that should be taken to gather the desired data. In this study, the mixed method research would be the most appropriate design that is in line with pragmatism philosophy and deductive reasoning approach. It involves the use of both qualitative and quantitative research design. It is necessary to discuss each of these designs to understand why they both had to be used in this study.

Quantitative research design is a method that focuses more on measuring the level of occurrence of a phenomenon or an issue based on statistics. Using numbers and calculations, one can understand the prevalence of the issue of interest. This method uses structured questions to ensure that there is a standard format of response. This is necessary to ensure that data can be coded for the purpose of statistical analysis. Using a Likert scale, such as Not at all = 1 , Once in a while = 2 , Sometimes = 3 = Fairly often = 4 , Frequently, if not always = 5 and Strongly Agree =1, Agree = 2, Neutral = 3, Disagree =4 and Strongly Disagree = 5.

Responses are assigned numerical values to facilitate this approach of analysis. Worthington and Bodie (2017) explain that quantitative data analysis seeks to answer questions such as 'how often' and 'how many' in a study. In this research, this design will be essential in providing answers that can be generalized to the entire population. For instance, the researcher will be able to explain the significance of various variables. For instance, when it is noted that technology can help enhance youth

leadership development, this design will help determine the degree to which this factor is promoting the concept.

Respondents were asked to state the degree to which they feel technology drives youth leadership. The frequency table will help to demonstrate those who believe it is a highly powerful tool and those that feel it is a less significant tool. Quantitative research design will start by identifying all the independent variables that affect the dependent variable (youth leadership development). It will then rank these variables depending on their level of relevance in promoting youth leadership. The same approach has been taken when analyzing factors that impede youth leadership. With that information, it will be easy to provide a detailed recommendation to the policymakers on how youth leadership can be promoted in the country.

3.5 Data Collection Method

The primary goal of every researcher is to develop a document that will improve the current body of knowledge in a given field. The goal can only be realized if the researcher identifies reach source of data that can help inform the study. In this dissertation, data was obtained from two main sources. Secondary data formed one of the main sources of information in the study. The researcher reviewed books, journal articles, and reliable online sources to understand the concept of youth leadership development. Information from secondary sources provided background information for the research and it formed the basis of literature review provided in chapter two of this document. Reviewing of the literature made it possible for the researcher to identify possible gaps in the current research that had to be addressed through collection and analysis of primary data. Books and journal articles were available in the school library. Online databases such as Jstor, Science Open, Education Resources

Information Center, and Google Scholar were instrumental in this investigation. Using key words and phrases such as leadership, youth leadership, and youth development, the researcher was able to access these secondary data sources.

The second source of information in this dissertation was primary data obtained from a sample of respondents. When reviewing the literature, it became apparent that most of the books and journal articles talking about youth leadership development were published in North American and European countries. As such, it was necessary to collect local data to help answer research questions more effectively. As Pruzan (2016) suggests, collecting primary data from a sample of respondents helps in answering specific questions that cannot be answered by secondary data sources. They also provide the most current information regarding the issue under investigation. The researcher collected primary data from a sample of 300 young employees between the ages of 22 and 35 over four months.

3.6 Pre-Test and Revise

Having developed the questionnaire survey, it was important to validate the instrument to make certain that it measured what was intended, gave the respondent clear and understandable questions that would evoke clear and understandable answers. This would affirm that the questionnaire was a reliable vehicle to solicit opinions on the issues under study.

In this regard, the questionnaire was reviewed first by five academic researchers experienced in questionnaire design. They were asked to provide feedback on the overall design, particularly the measurement scales. Their inputs were then considered in improving the design. The questionnaire was also given to fourn doctoral

students to make any suggestions. Next it was piloted with two leadership experts known to the researcher. The pilot took the form of an interview where the participant was first handed a copy of the questionnaire and asked to complete it and then discuss any comments or questions he/she had. The objective of this pilot was to assess time required to complete the questionnaire, clarity of instructions, simplicity, consistency of questions, clear language, and comprehensiveness.

During the piloting of the questionnaire, it was suggested by all individuals from the board that the survey ought to be steered on public organisations employees to evaluate the validity of the study variables. Albeit an example of ten is viewed as sufficient for piloting questionnaires (Saunders et al., 2003), for this examination duplicates of the questionnaires were sent to 40 public organisations employees for piloting purposes. Corrected item-total correlations were utilized to quantify the variables of the examination and its items. Items loadings somewhere in the range of 0.35 and 0.80 in remedied indicators absolute relationships are considered to show that the retained indicators are valid for evaluating the one variable in question (Netemeyer et al., 2003). As a result of this pilot, some amendments were made to improve the questionnaire.

3.7 Population and Sample

The population is the set of all objects that have some common set of predetermined characteristics with respect to some research problems (Kumar, 2000). This research has used three basic characteristics that must be presented in each person if it is to be selected in the research sample:

1. The person should have a leadership position

2. The leader should be aged 21-35 to be classified as youth leader, and

3. The person should be working in public sector.

Youth leadership performance is an issue that has attracted the attention of many stakeholders within the United Arab Emirates, including the current leadership of the country. However, this study was interested in collecting data from a specific sample of the entire population. It was necessary to collect data from youths in this country. That meant having a specific inclusion criterion that had to be observed when identifying the participants. As mentioned before, one of the conditions that participants had to meet is that they had to be aged between 21 to 35 years to be considered youths. It was preferable to have participants who are currently working in government organizations within the country such as Emeriti youth leaders working in federal organization/authority which taking and senior management (GM, Director, Executive, Charmin, Deputy Director, so that they can help in providing information about factors that promote and those that impede their ability to be leaders in their respective organizations. The sample will include both men and women who meet the criterion set above. As the number of total leaders in UAE is 2258 and the number of youth leaders who are aged 21-35 years old is 300, the researcher sends the survey to the 300 youth leaders. This census method will be appropriate as the number of youth leader is manageable. The sample will help in providing a detailed understanding of youth leadership development in public institutions within the country.

3.8 Procedure of Data Collection

After identifying the right sample from which data should be obtained, the next step is to conduct the actual data collection. The researcher intends to use pre and post

surveys. The process will start by developing a standard questionnaire that will be used in quantitative study. The questionnaire is developed using both structured and closes ended questions to help in conducting a thorough survey on the issue of youth leadership development within the United Arab Emirates. The structured questions will be developed using the Likert scale. = 5). In this online survey, the questionnaires will be established online or emailed to the respondents. The researcher plans to contact each of the participants before emailing the questionnaire to explain the significance of the study and reasons why they were chosen to take part in the data collection process. They will be given adequate time to answer all the questions in the questionnaire before sending it through the same channel. The respondents' participation in this study has been voluntary. It means that participant may choose to withdraw from the study at any point for personal reasons. It is also understood that some of these participants may fail to send their questionnaire before the set deadline. When such eventualities occur, the researcher will have to find a replacement to ensure that the sample size remains 300 respondents.

3.9 Timing During Data Collection

When conducting an academic research, Devi (2017) explains that timing is one of the factors that have to be taken into consideration. One must ensure that the entire process of collecting data from various sources is completed within a specific period. Each task should be assigned specific period within which it should be completed. The simple Gantt chart in Table 3.1 below outlines the proposed timeline within which various activities should be completed. The first part of this project was the development of a proposal. It helps in outlining the activities that should be completed in the project. This activity was started in early February and was scheduled

to be completed by February 30, 2019. The second step was the approval of the survey

from the ethical committee. The committee must be convinced that the proposed plan

will help in collecting the needed data.

Collection of primary data from the respondents will be the most time-consuming activity in this project. As mentioned above, the researcher intends to collect data from a sample of 300 people aged between 21 and 35 years. The respondents are Emeriti youth leaders working in public sector which taking and senior management (GM, Director, Executive, Charmin, Deputy Director.

There hundreds of questionnaires were given to the youth leaders. Of these questionnaires, a total of 250 questionnaires were returned including eight unusable responses. Table 3.1 provides a summary of the responses' distribution and rate.

Table 3.1: Survey response summary

Survey Statistics	Response
Total number of questionnaires distributed	300
Number of completed and returned questionnaires	250
Unusable questionnaire	8
Response rate	83.33%

3.10 Measuring of Study Constructs

The researcher considered it appropriate to identify variables that were investigated through primary data collection and analysis. Figure 3.1 below shows the suggested research model that defines the investigation. It identifies the relationship between the independent variables and the intermediate variables and how the

intermediate variables influence the dependent variables. The independent variables are the capabilities that enable youth to become responsible and successful leaders in their respective organizations (Deb et al., 2019). They include factors such as accountability, innovativeness, openness, respect, teamwork, and country driven. These capabilities (independent variables) affect a youth's (intermediate variables) develop the leadership skills. The readiness is defined by an individual's development and organizations' development. These two factors define the ability to have a future leader. This model has helped in explaining the approach through which youth in the United Arab Emirates can become leaders in government institutions. The model shows how the independent variables discussed in the literature review affect the intermediate variable and then the dependent variable.
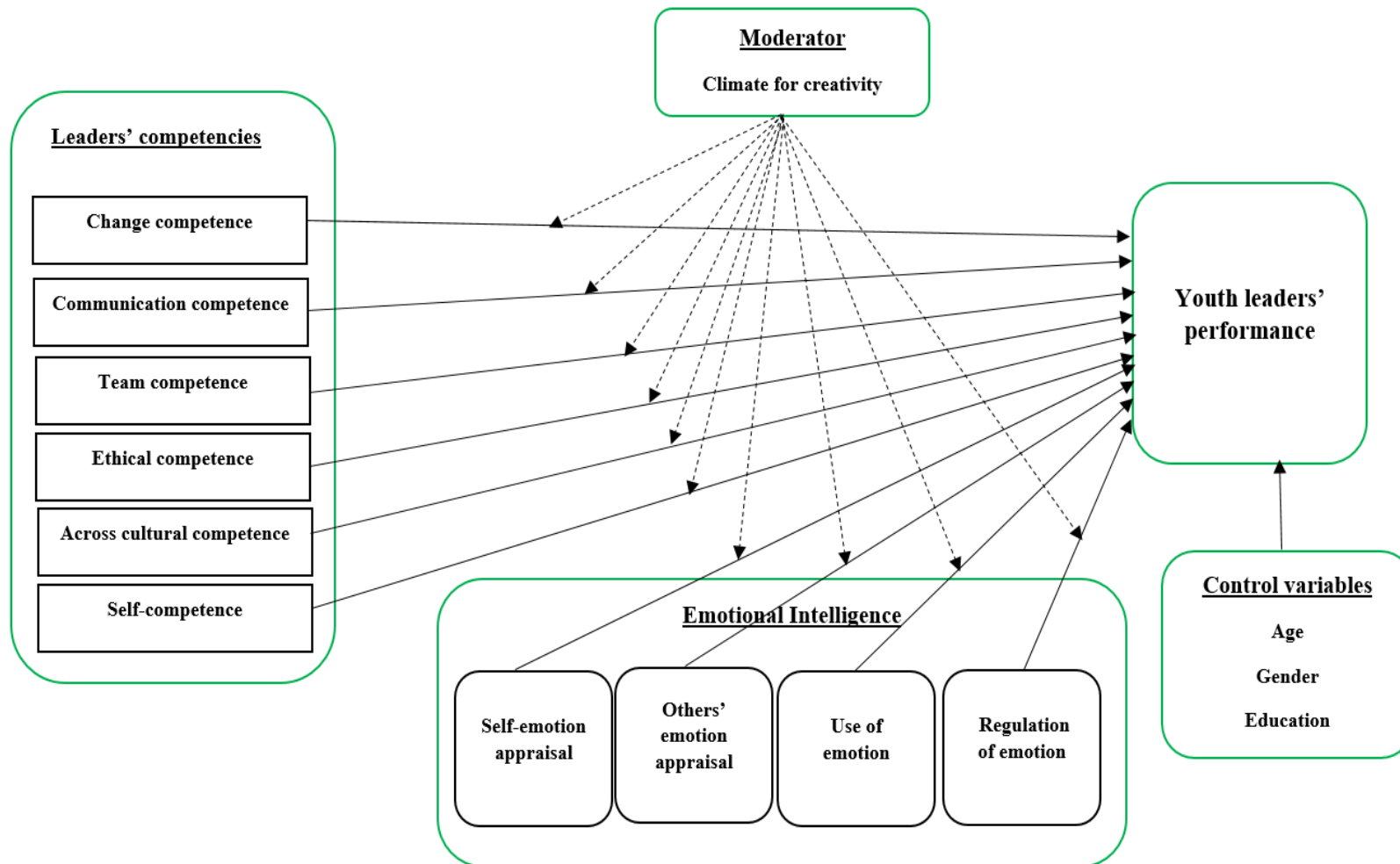
Figure 3.1: Research model

The current study research model has twelve constructs (six identified leader's competences, four identified emotional intelligence, one for climate creativity and one for youth leader's performance in addition to the demographic and socioeconomic information). Below is a list of the. The following table (Table 3.2) contains detailed information on the measures used for each construct.

Table 3.2: Measurement items used to develop the survey

Items	Variable	Sources
I can work very effectively in a group setting	Team Competence	Eby and Dobbins (1997), Potnuru and Sahoo (2016).
I can contribute valuable insight to a team project		
I can easily facilitate communication among people		
I am effective at delegating responsibility for tasks		
I can effectively coordinate tasks and activities of a group		
I am able to resolve conflicts among individuals effectively		
I do feel I can take on a leadership role in a group and be effective		
I am very good at integrating information and suggestions from individuals into a plan		
Owing to my capabilities, I have much potential	Self-Competence	Tafarodi and Swann (1995, Potnuru and Sahoo (2016)
I succeed at much		
I have done well in life so far		
I perform very well at a number of things		
I am a capable person		
I have much to be proud of		
I am talented		
I am very competent		
I am confident in my ability to deal with the planned structural changes	Change Competence	Ashford (1988), Potnuru and Sahoo (2016).
I am confident to help organization to deal with the stressful nature of organizational change		
I am confident and able to do all demands of change		
I believe I perform well in my job situation following the restructuring		

Table 3.2: Measurement items used to develop the survey (continured)

Items	Variable	Sources
Providing training, I can perform well following the change		
I am a good listener	Communication Competence	Wiemann (1977), Potnuru and Sahoo (2016)
I won't argue with someone just to prove I am right		
I generally know what type of behaviour is appropriate in any given situation		
I do not mind meeting strangers		
I can easily put myself in another person's shoes		
I have the ability to deal with moral conflicts and problems	Ethical Competence	Hellriegel and Slocum (2011), Potnuru and Sahoo (2016)
I can defend my ethical decision		
I maintain fair process at all times		
I respect the dignity of those affected by the decisions		
I have the ability to take decisions in ethical dilemmas	Cross-Cultural Competence	Chen (2015), Potnuru and Sahoo (2016)
I can cope well with whatever difficult feelings I might experience		
I can deal with the pressure of being in a new environment		
I can live anywhere and enjoy life		
Involves relevant people when planning own objectives	Job Performance	Dunnette (1993), London and Smither (1995), Smither et al. (2005), Tornow (1993)
Differentiates the important from the less important		
Plans and conduct reconnaissance		
Consistently finishes assigned work tasks and meets deadlines		
Supports and cooperates with all colleagues/departments		
Shares all relevant information with colleagues		
Helps colleagues to improve their performance/skills		
Writes documents that are clear and convincing		
Verbally expresses views that are clear and convincing		
Actively listens to what others have to say		
Asks for and listens to feedbacks of others		

Table 3.2: Measurement items used to develop the survey (continured)

Items	Variable	Sources
Presents projects recommendations well		
Seeks additional responsivity and assignments		
Demonstrates energy and enthusiasm		
Translates project briefing into actionable plans		
Challenges established procedures/practices		
Analyses issues using tools/techniques		
Effectively researches important elements of the problems s		
Seeks alternatives before deciding on a solution		
Produces creative and workable solutions to problems		
People are encouraged to solve problems creatively in this organization	Climate for Creativity	van Esch et al. (2018), Amabile et al. (1996).
My supervisor serves as a good work model		
There is free and open communication within my work group		
Generally, I can get the resources I need for my work		
I feel challenged by the work I am currently doing		
I have the freedom to decide how I am going to carry out my projects		
There are many political problems in this organization		
I have too much work to do in too little time		
My area of this organization is innovative		
My area of this organization is effective		
I have a good sense of why I have certain feelings most of the time	Self-emotion Appraisal	Wong and Law (2002), Law et al. (2004).
I have good understanding of my own emotions		
I really understand what I feel		
I always know whether or not I am happy		
I always know my friends' emotions from their behaviour	Others' Emotion Appraisal	
I am a good observer of others' emotions		
I am sensitive to the feelings and emotions of others		
I have good understanding of the emotions of people around me		

Table 3.2: Measurement items used to develop the survey (continued)

Items	Variable	Sources
I always set goals for myself and then try my best to achieve them	Use of Emotion	
I always tell myself I am a competent person		
I am a self-motivated person		
I would always encourage myself to try my best		
I am able to control my temper and handle difficulties rationally	Regulation of Emotion	
I am quite capable of controlling my own emotions		
I can always calm down quickly when I am very angry		
I have good control of my own emotions		

3.11 Field Access

In this study, data was be obtained from two sources, primary and secondary sources, as was mentioned above. The researcher has collected information from journal articles and books to help in explaining a competency-based model for youth leadership development in the United Arab Emirates governmental organizations. It means that some of the studies that are used must focus on local youth leadership. The second source of data are from sampled participants. Besides the 300 youths aged 21 to 35 years as discussed in the sampling section above, the researcher also included some human resource coordinators and youth leaders to shed more light into the issue. It would have been desirable for the researcher to visit the field and conduct a face-to-face interview with each of the sampled respondents (Ahmed & Anantatmula, 2016). However, time was a major concern. The fact that the researcher had a large sample of over 300 participants meant that physical interview in the field would be time consuming. As such, it was more advisable to use online surveys. The information obtained from these participants helped to develop a representation of youths in the

UAE and their leadership capabilities. The information can be used to help them overcome the identified challenges so that they can become effective leaders.

3.12 The Analysis Process

The flow-chart shown in Figure 3.2 provides an overview of the way in which the analysis processes were utilized in the current study. A sequence of steps was followed in developing the constructs' scales. It involves a number of exploratory factor analyses and examines the internal reliability of the data set using item-to-total correlations and Cronbach's alpha coefficients. Items which fulfilled all requirements in the exploratory factor analysis were then submitted to a reliability analysis to measure the item-total correlations and Cronbach's alpha before using them in further analysis. This procedure was undertaken to sustain the reliability and validity of the data. Then, as indicated above, structural equation modelling (path analysis) was used to test the hypotheses.

The data analysis in this study has three main objectives:

1. To investigate the effect of youth leaders' competencies on their performance.
2. To examine the effect of emotional intelligence on youth leaders' performance.
3. To examine the moderating effect of climate for creativity on the link between youth leaders' competencies, emotional intelligence, and youth leaders' performance.

More detailed information about the reliability and validity, structural equation modelling analysis and moderation analysis is given in the following section.

Primary Data from Surveys

Descriptive Analysis of Data

Reliability and Validity Testing

Item(s) Removal/Purification Process

- Exploratory Factor Analysis
- Item-to-total correlation (Rejection of items if correlation is less than 0.30)
- Cronbach's alpha coefficient (Acceptance of dimensions of constructs with a minimum Cronbach alpha equaling and above 0.65)

Analysis of Data for Three Purposes

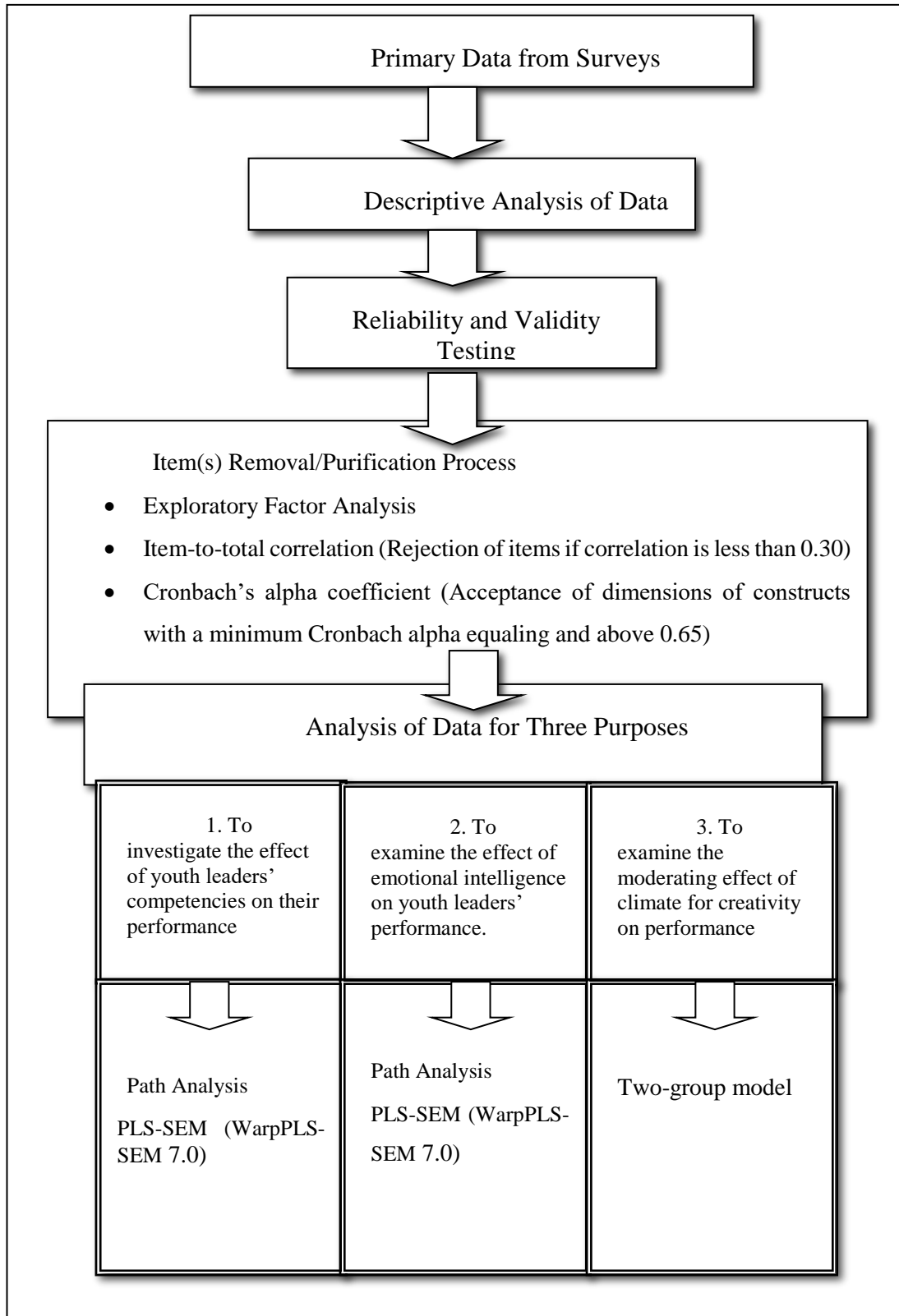| 1. To investigate the effect of youth leaders' competencies on their performance	2. To examine the effect of emotional intelligence on youth leaders' performance.	3. To examine the moderating effect of climate for creativity on performance
Path Analysis PLS-SEM (WarpPLS-SEM 7.0)	Path Analysis PLS-SEM (WarpPLS-SEM 7.0)	Two-group model

Figure 3.2: Model of the data analysis process

3.12.1 Reliability and Validity

3.12.1.1 Reliability

Reliability is defined as "the amount of agreement between independent attempts to measure the same theoretical concept" (Bagozzi & Heatherton, 1994, p. 17). Reliability has two different meanings, referring to (1) the scale's internal consistency; and (2) its stability over time. Since this study uses cross-sectional data, only the reliability of the scale's internal consistency was tested. Internal consistency reliability refers to the degree to which the items jointly measure the same construct (Henson, 2001).

To assess the reliability of the scales used in this study, item-to-total correlations and Cronbach's (1951) coefficient alpha (Henson, 2001) were calculated. The latter indicates the internal consistency of a scale. An item-to-total correlation of 0.30 and above is considered enough for an item to have high reliability (Cooper & Emory, 1995). The value of 0.65 is recommended as the minimum level of Cronbach's alpha. If an item's Alpha is less than 0.65, it is recommended to remove the item. To prepare the constructs for these procedures of reliability assessment and also establish their validity, exploratory factor analysis was used (see Chapter 4). It should also be noted at this point that the validity of the scales was also assessed by confirmatory factor analysis (see Chapter 4). Furtermore, the values of Cronbach's alpha for the study variables including leaders' competencies (i.e., change competence, communication competence, team competence, ethical competence, across cultural competence, and self-comeptence), emptional intelligence (i.e, self-emotion appraisal, others emotional appraisal, use of emotion, and regulation of emotion), and youth

leader performance were between 0.8094 and 0.9317. These values highlight the reliability of the constructs in the questionnaire form.

3.12.1.2 Validity

Validity refers to "a process of accumulating evidence to support inferences". There are three types of validity check, namely, checks of content, construct and criterion validity (Malhotra, 2002).

Certain requirements had to be fulfilled before factor analysis could be successfully employed. One of the important requirements was to measure the variables by using interval scales. Using a 5-point Likert scale in the survey questionnaire fulfilled this requirement. A number of reasons account for this use of Likert scales. First, they communicate interval properties to the respondent, and therefore produce data that can be assumed to be interval-scaled (Madsen, 1989; Schertzer & Kernan, 1985). Second, in the strategic management literature, Likert scales are almost always treated as interval scales (Aaker & Fournier, 1995; Bagozzi, 1994; Kohli & Jaworski, 1990; Narver & Slater, 1990; Tansuhaj et al., 1989).

Another important requirement is that the sample size should be more than 100; a researcher generally cannot use factor analysis with fewer than 50 observations (Hair et al., 1998). Bartlett's Test of Sphericity and the Kaiser-Meyer-Olkin Measure of Sampling Adequacy were used to assess if the sample size was enough to carry out exploratory factor analysis.

Factor extraction results using Principal Component Analysis (PCA) are given in the tables in Chapter 4. It should be noted that an eigenvalue of 1.0 is used as the benchmark in deciding the number of factors (Hair et al., 1998; Norusis, 1993). The

Varimax technique for rotated component analysis was used with a cut-off point for interpreting the factors at 0.40 or greater.

Content validity measures "the degree to which the content of the items adequately represents the universe of all relevant items under study" (Cooper & Schindler, 2001, p. 211). This study tried to maximize content validity as follows. First, the items used in this research were adopted/adapted from the relevant literature. Previous researchers had validated these items. The newly developed items (i.e., four items for strategic control and four items for organizational competitiveness) were also based on the current literature (Ruekert et al., 1985; Schreyögg & Steinmann, 1987) and were carefully worded. Once the final pool of scale items had been generated, content validity was then assessed by four academics familiar with the strategic management literature. This is consistent with prior research (Cooper & Schindler, 2001, p. 211; Narver & Slater, 1990). Each person worked independently and assessed the statements of each variable for clarity and relevance. Their task was to identify any overlapping, ambiguous or irrelevant items and to assess whether the scale items generated captured the nuances of the brand orientation construct and the salient activities associated with managing brand identity, architecture, communications and value. Second, the survey instrument was pre-tested with senior executives who are experts in strategic management in their respective organizations. These managers further checked the questionnaire items.

Construct validity is defined as the extent to which an instrument measures the concept that it aims to measure (Churchill & Iacobucci, 2002). Campbell and Fiske (1959) proposed two aspects of construct validity: convergent and discriminant validity. Convergent validity refers to "the degree to which multiple attempts to

measure the same concept are in agreement" (Bagozzi et al., 1991, p. 423). Thus, the items that are indicators of a specific construct should converge or share a high proportion of variance (Campbell & Fiske, 1959; Hair et al., 2006). Discriminant validity involves demonstrating whether a construct can be differentiated from other constructs that may be somewhat similar (Malhotra, 2002). This study used exploratory (see Chapter 4) and confirmatory factor analysis (see Chapter 5) to test both convergent and discriminant validity. The underlying premise was that items purporting to measure distinct constructs should not load onto the same factors when subjected to factor analysis.

Criterion-related validity refers to the extent to which one measure estimates or predicts the values of another measure or quality (Reynolds & Fletcher-Janzen, 2007). There are two types of criterion-related validity: predictive validity and concurrent validity. The main difference between these two types is the time when predictor and criterion data are collected. In this study, since all the data were collected at the same time, only concurrent validity was assessed. Concurrent validity can be assessed by checking the correlation between the measuring instrument and the criterion variable. When the correlation is high, the instruments are considered to have criterion validity (Churchill & Iacobucci, 2002).

During the piloting of the questionnaire, it was suggested by all individuals from the board that the survey ought to be steered on public organisations employees to evaluate the validity of the study variables. Albeit an example of ten is viewed as sufficient for piloting questionnaires (Saunders et al., 2003), for this examination duplicates of the questionnaires were sent to 40 public organisations employees for piloting purposes. Corrected item-total correlations were utilized to quantify the

variables of the examination and its items. Items loadings somewhere in the range of 0.35 and 0.80 in remedied indicators absolute relationships are considered to show that the retained indicators are valid for evaluating the one variable in question (Netemeyer et al., 2003).

3.12.1.3 Structural Equation Modelling

As indicated earlier, this study used path analysis, a type of structural equation modelling (SEM) technique. PLS-SEM (WarpPLS-SEM 7.0) has been used and both measurement model and structural model were examined. Measurement model is utilized to evaluate the reliability and validity of the study constructs; however, structural model was used to evaluate the relationship between the study constructs (e.g., Path coefficients, R squares, P values, and effect sizes) in order to test the proposed hypotheses. Eventually, the moderating role of climate for creativity on the study constructs has been tested. The results of this study were based on data gathered from the governmental organization in the UAE.

3.12.1.4 Moderation Analysis

In this study, the researcher also examined the moderating effects of climate for creativity on the link between youth leaders' competencies, emotional intelligence, and youth leaders' performance. A moderator is a variable that influences the direction and/or strength of the relationship between an independent variable and a dependent variable (Baron & Kenny, 1986). Figure 3.3 below illustrates a moderator model.

To test the moderating role of climate for creativity, a two-group model was utilized because it could determine whether climate for creativity moderates the effect of youth leaders' competencies and emotional intelligence on youth leaders'

performance. The researcher used Chin et al. (2003) formula to evaluate the differences in paths coefficient between the two subsamples.

The model has three causal paths that feed into the outcome variable: the impact of the focal predictor (Path a); the impact of the moderator (Path b), and their interaction (Path c). The moderating effect is supported if the interaction (Path c) is significant. Although the main effects of the focal predictor and moderator (Paths a and b) could be significant, they are not directly relevant conceptually to examining the moderating effects (Baron & Kenny, 1986).
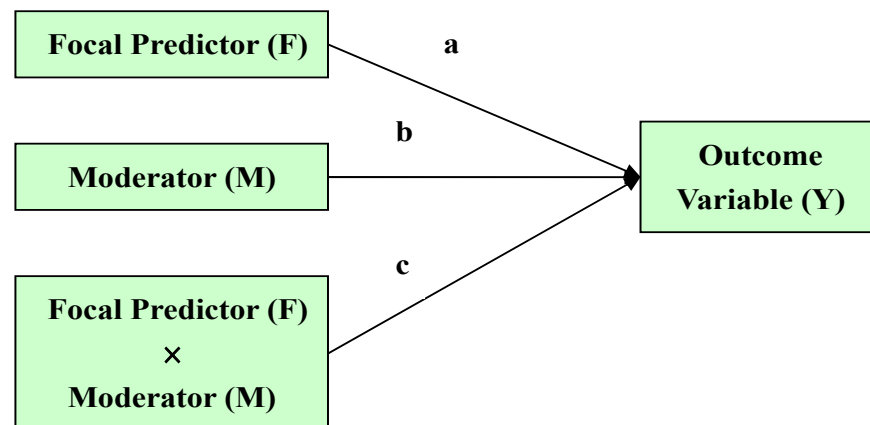
Figure 3.3: Moderator model
Source: based on Baron and Kenny (1986)

Baron and Kenny (1986) define a moderation relationship or mechanism as "The moderator function of third variables, which partitions a focal independent variable into subgroups that establish its domains of maximal effectiveness in regard to a given dependent variable". Baron and Keeny (1986) illustrate that, generally speaking, in social science studies a moderator might be qualitative (e.g., gender, race, class) or quantitative (e.g., level of reward) variable that affects the direction and/or strength of the relationship between an independent or predictor variable and a dependent or criterion variable. Mediator mechanisms are defined as "the mediator

function of a third variable, which represents the generative mechanism through which the focal independent variable is able to influence the dependent variable of interest" (Baron & Keeny, 1986). Using generational membership as a mediator, the moderation hypotheses of the present study were tested through the Macro process of Hayes and Preacher (2014), a macro which is very useful for testing models with indirect or interaction effects.

3.12.2 Handling the Missing Data

This part presents some popular missing data treatment methods and the chosen method that has been utilized in this study. There are two conventional methods that deal with the missing data. First, case deletion that eliminates those questionnaires with missing data and does analysis on the remains. However, although it is the most common method, it has two problems: 1) A significant decrease in the size of cases available for the analysis. 2) Data are not always missing completely at random. This method will bias the data distribution and statistical analysis (Briggs et al., 2003). Second, the imputation method that replces each missing value for a reasonable guess, and then carry out the analysis as if there were not missing values. Based on this method, a calculated means of the non-missing values are used to impute missing values.

However, the imputation method is one of the most common used methods (Tabachnick & Fidell, 2007). Therefore, in this study the missing data for a given feature is replaced by the mean of all known values of that attribute in the class where the instance with the missing feature belongs.

Chapter 4: Data Analysis and Results

4.1 Introduction

The results from the quantitative approach analysis were presented in this chapter. Descriptive statistics on the study ample, respondents' demographic variables, data preparation (e.g., dataset distributions, editing, coding, and screening), missing values, and outliers were demonstrated at the beginning of this chapter. PLS-SEM (WarpPLS-SEM 7.0) has been used and both measurement model and structural model were demonstrated. Measurement model is utilized to evaluate the reliability and validity of the study constructs; however, structural model was used to evaluate the relationship between the study constructs (e.g., Path coefficients, R squares, P values, and effect sizes) in order to test the proposed hypotheses. Eventually, the moderating role of climate for creativity on the study constructs has been tested. The results of this study were based on data gathered from the governmental organization in the United Arab Emirates. The sample size was 242.

4.2 Partial Least Square (PLS) Technique

PLS is a difference-based method utilized for testing underlying condition models. PLS is a second-age multivariate technique equipped for distinguishing both direct and nonlinear connections among factors/develops (Wetzels et al., 2009). It centers around augmenting the change of the measure variable clarified by the indicator factors (Hair et al., 2019). PLS, as indicated by Hair et al. (2012), is variance focused, forecast situated, and non-parametric, can show in both developmental and intelligent connections, and is equipped for precise expectation, even with complex conceptual frameworks. PLS programming is more effective for exploratory utilize (Tan, 2020). The general model, in PLS, comprises of two sections: the inner

(structural) and the outer (measurement). While the structural part inspects the connections among inactive factors, the measurement part takes a gander at the connections between the idle factors and their show factors (markers) (Danks et al., 2020). That is, the structural part alludes to how each set of pointers identifies with the inert variable. Dissimilar to covariance-based SEM, which assesses first model boundaries and afterward case esteems, PLS begins by computing case esteems. Therefore, latent variables (LVs), in PLS, are estimated as precise straight mixes of their observational markers (Danks et al., 2020). As indicated by Urbach and Ahlemann (2010), PLS can be utilized either for hypothesis affirmation (corroborative factor investigation) or hypothesis advancement (exploratory factor examination). The product considers the utilization of numerous elective re-testing calculations: "stable, bootstrapping, jackknifing, blindfolding and parametric" (Kock, 2013). In the stable technique, for instance, which has been embraced in this examination, P esteems are determined through non-direct fitting of standard mistakes to experimental standard blunders produced with the other re-inspecting strategies accessible (So et al., 2018). At the end of the day, in stable strategy, P esteems that would surmise the 'normal' P esteems are produced by the product's other re-examining strategies. The stable technique, in any case, yields genuinely solid outcomes for way coefficients related with direct impacts.

There are numerous highlights of PLS which can be utilized and embraced through various investigations (Kock & Hadaya, 2018; Rasoolimanesh et al., 2015; So et al., 2018). Of these highlights, PLS:

1. Makes no distributional supposition.

2. Doesn't need an enormous example size. PLS could be performed with an example size as little as 50 (Kock & Hadaya, 2018).

3. Can gauge complex frameworks with a few inactive and show factors.

4. Can manage formative and reflective factors.

5. Is appropriate for prediction-oriented examination.

For a few reasons this investigation chose the PLS procedure over different methodologies as a technique for examination:

1. The investigation's model is intricate, with an enormous number of LVs and marker factors. In this investigation, the guessed model could be delegated an intricate model; it has 12 dormant factors which are estimated with 80 marker factors.

2. The connection among markers and LVs must be displayed in various modes (for example developmental and intelligent estimation models). The recommended model in this examination has 12 factors. These are called intelligent measures wherein the entirety of the markers are relied upon to be profoundly related with the dormant variable score (Kock, 2017).

3. The investigation of developmental builds utilizing the covariance-based SEM strategy is certainly not a simple errand since developmental develop includes distinguishing proof principles, though the PLS way considers simple treatment of these develops (Kock, 2017).

4. Assessment Assumption. PLS did not depend on a particular dissemination, which shows that it is fitting for information from non-typical or obscure appropriations (Verma & Abdel-Salam, 2019). In this examination there were a

few builds that are not regularly appropriated. Therefore, it was viewed as desirable over apply PLS.

5. Expectation assessment for the model is fundamental. The proposed model is known as a prescient model in which all dormant factors have not recently been tried together in a solitary model. In light of the above rules, and because of its amazing prescient capacity, the PLS procedure has been utilized in a wide assortment of controls (Ali et al., 2020) including the board, advertising, data frameworks, and money and financial aspects. Subsequently, it was utilized by this investigation to create model fit files and general model components.

This investigation utilized SPSS software 22 and WarpPLS 7.0 to analyse the collected dataset. Segment subtleties of members, which might be essential for deciphering results, uses SPSS programming. The hypothetical model of this examination is a way model that formalized the estimated connections between the study variables. This hypothetical model was genuinely examined utilizing way examination with WarpPLS 7.0, an underlying condition demonstrating programming bundle. SEM is a blend of corroborative components and way examination, which permits the consideration of dormant factors that are not straightforwardly estimated (Tomarken & Waller, 2005). Besides, as opposed to regression, SEM takes into consideration the synchronous evaluation of numerous autonomous and ward develops, involving multi-step ways (Kock, 2018) and intervening impacts. As per Chin (1998), PLS expands the clarified difference of ward factors by disaggregating the by and large causal model into incomplete conditions which are settled at the same time.

4.3 Data Preparation

To decipher the outcomes seriously, the information is needed to be sensibly good (Kock, 2019). In the beginning phase the information are portrayed as crude information. This information couldn't be utilized to arrive at resolutions until they were changed over into data in a configuration that may be prepared and proper to empower the scientist to settle on a choice. Change of the crude information into helpful data for this examination included "data editing, data coding, data entry, reversing negatively-worded items, and data analysis". In the accompanying areas the various phases of information methods are talked about and expounded. Figure 4.1 shows the main steps included in the data preparation in this thesis.
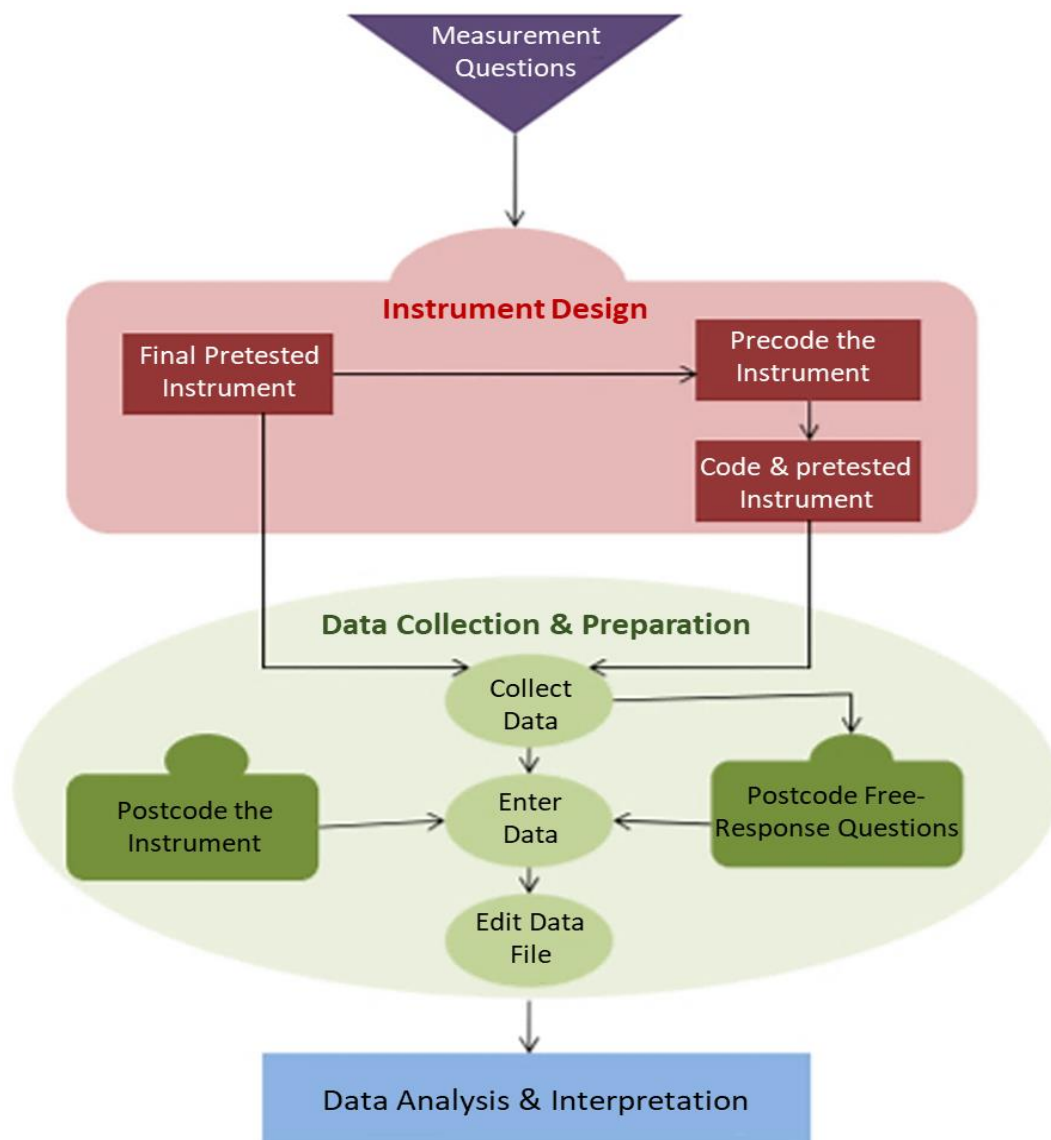
Figure 4.1: Data preparation in the research process

4.4 Data Editing and Coding

The initial phase in the data-analysis investigation measure involved "editing the raw data". As per Kock (2019) the reason for of editing is "to guarantee that data are accurate, consistent with the intent of the question and other information in the survey, uniformly entered, complete and arranged to simplify coding and tabulation" (Sholihin & Ratmono, 2013, p. 120). In this examination, the information was altered by checking for "errors and omissions, ensuring legibility and consistency in order to

achieve completeness, consistency, and readability of the data". To embrace these errands the "frequency distribution' in SPSS version 20" was utilized.

The coding step included appointing numbers or images to a respondent's answer to assemble them into classifications. In this undertaking, the coding was performed to appoint variable names to every estimation proclamation in the survey. Each question in the poll spoke to an estimation thing for its delegate build or LV. Coding can be embraced before the poll is finished (pre-coding), or after the survey has been finished (post-coding) (Kock, 2019). In this theory, the analyst embraced the post-coding methodology as follows:

1. The raw-data document recorded the information as per the quantity of each question; this progression utilized mathematical qualities, for instance CHC1, CHC2, CHC3, CHC4, CHC5, and so on.
2. The number for each question was coordinated with the estimation things of the develop. "For instance the five questions above measured the individualized influence construct".

4.5 Data Screening

Following "editing and coding", the following stage was "data screening" in which screening for missing information and exceptions was led. At this stage the information record was checked for exactness. An audit was directed to guarantee that the data had been entered effectively and to affirm that there was no missing information. While the information that had been gotten from oneself managed surveys and the sent polls were physically entered into the PC by the specialist, someone else

checked that the information had been entered effectively and precisely. Other information acquired from the web poll were entered electronically into the PC.

4.6 Missing Data Evaluation

During "the data-preparation process", scholars may experience missing information for an assortment of reasons. Participants may decide to skip question, and some neglect to finish all the inquiries. Moreover, they may decline to address individual inquiries or neglect to give a reaction because of an absence of information with respect to a specific point (Meyers, 2005). Hence, the analyst's essential worry at this stage is "to identify the patterns and relationships underlying the missing data in order to maintain as close as possible the original distribution of values when any remedy is applied" (Kumar & Purani, 2018). The writing depicts a few different ways of tending to missing information (Gupta et al., 2018; Moqbel et al., 2013). At first, the scientist ought to decide the purpose behind the missing information with the goal that he/she can choose a proper cure. There is a four-step measure for distinguishing missing information and utilizing a reasonable method (Kumar & Purani, 2018):

1. Stage one: there are two sorts of missing data. The main kind can be overlooked and there is no compelling reason to apply a cure. The subsequent kind, where members neglect to finish all the inquiries, can't be disregarded.

2. Stage two: decide the degree of missing information. The sensible method to survey the degree of missing information is by examining the level of factors of missing information and by ascertaining the quantity of cases with missing information for every factor (Kumar & Purani, 2018). The 'general guideline' proposes that paces of short of what one percent of missing information are viewed as immaterial, paces of 1-5 percent are mediocre (Afthanorhan et al., 2014), 5-10

percent requires complex strategies to deal with, and rates greater than 10% may seriously affect any sort of translation for a record – and maybe the actual file is characterized as absent for that member (Kock et al., 2018).

3. Stage three: "diagnose the randomness of the missing data". There are three clarifications for information to be missing: "missing completely at random (MCAR), missing at random (MAR), or missing not at random (MNAR)". Missing information are viewed as MCAR if the information esteems missing are free of different factors of interest or some surreptitiously factor (Schafer & Graham, 2002) and are totally passing up on because of arbitrary possibility. At the end of the day, perceptions are supposed to be MCAR if none of the factors in the informational collection (counting all indicator and model factors) contain missing qualities identifying with the estimations of the variable under investigation (Jerez et al., 2010). Blemish is the following clarification, and as indicated by Brown and Kros (2003) missing information esteems are not subject to the missing information itself. At the end of the day, information are supposed to be MAR if the way that they are missing is inconsequential to real estimations of the missing information. Utilizing the previously mentioned model where a scientist appropriates and gathers 300 polls and 20% are returned fragmented; if the unanswered inquiries were haphazardly not finished, these missing information could be viewed as MAR. On the off chance that the researcher can induce that the information are absent aimlessly (i.e., MCAR or MAR), at that point the non-reaction is considered unimportant as it would not predisposition the outcomes (McKnight et al., 2007). The last explanation behind information to be missing is known as MNAR; this depicts a circumstance where the states of the past two classes (i.e., MCAR or MAR) were not surviving. In this class, information

esteems are missing yet not at irregular. Their nonattendance (or 'missingness') depended on the nature or estimation of the missing figures (McKnight et al., 2007). Besides, with MNAR, nonattendance of information relies upon imperceptibly information (Graham & Coffman, 2012).

WarpPLS programming utilized in this study checks and consequently right any missing information found in the document. WarpPLS programming implement five primary steps in the measurable investigation. In step three, it pre-measures the information and checks for missing information preceding performing SEM examination. Figure 4.2 demonstrates the screen shot and the missing information check performed by WarpPLS programming. No missing information was found. WarpPLS additionally checked whether zero change issue, indistinguishable segment names and rank issue were presence in the examination record.
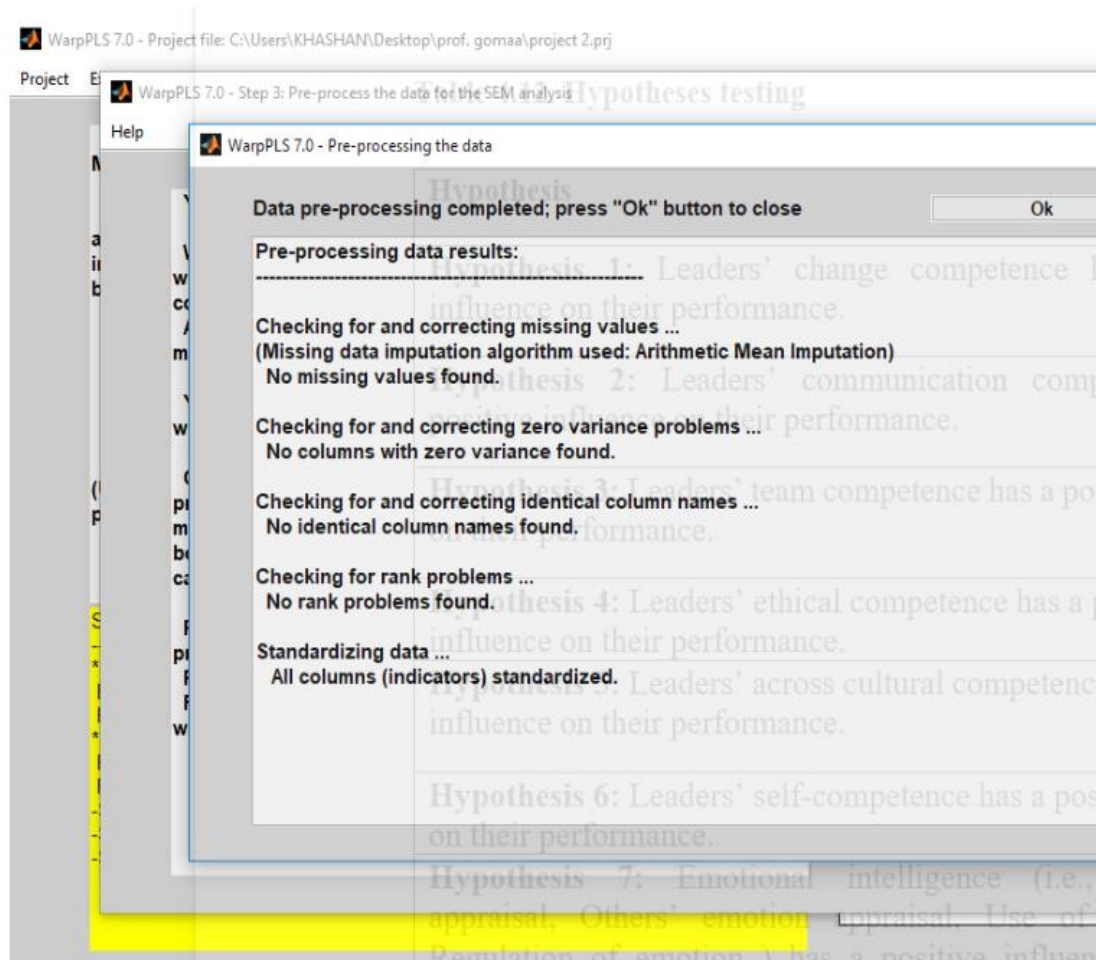
Figure 4.2: Missing information check

The information utilized in the investigation in this study, didn't endure with any of above issues. Therefore, there was no prerequisite to survey the examples of missing information as recently depicted. Moreover, WarpPLS gives a highlight which consequently rectifies any missing qualities utilizing the "column average method". As per Hair et. al., 2017, if no missing information is introduced, there is no issue with the information and hence the dataset can be investigated further.

4.7 Outliers Assessment

Subsequent to treating for missing data, the following stage was to analyse for the presence of "outliers" which show up with cases with surprising or extraordinary values on:

1. A single factor (univariate) – scores which are a long way from the mean on that factor.

2. A bizarre mix of estimations of factors (multivariate). Consider a circumstance where one variable is knowledge in years and another is age. A 25 years is positively not an interesting regard for experience, and thirty years is unquestionably not an unpredictable motivation for age, anyway a case with assessments of a 25 years for experience and thirty years for age would be an unprecedented mix of qualities. There are four explanations for the presence of anomalies in information (Brooks et al., 2012).

"Data-entry errors or improper attribution coding", which can be found in the information cleaning process. 2. A few outliers might be an element of phenomenal occasions or uncommon conditions. For instance, in a human-memory try, a member may review all improvement things accurately (Shpitser et al., 2015), yet he/she may give very various reactions when he/she returns following a week or so to complete the meeting. Accordingly, in such cases the most secure course is to erase the information (ibid). A scholar ought to ask himself/herself if this outlier speaks to the example. In the event that the appropriate response is 'yes' at that point the outlier ought to be kept, else it ought to be erased. 3. outliers happen with no clarification, which chooses them for erasure. 4. There are multivariate exceptions whose uniqueness happens in their example of mix of values on a few factors, for example, those found

in number 2 above. In this investigation, outliers were recognized utilizing the Box and Whisker (BoxPlot) approach and 19 cases were distinguished and eliminated. The remaining 242 responses were examined to test the suggested model.

4.8 Non-Response Bias

Among the methods accessible to assemble people's insights and practices, sample surveys have the disposition to create results material to enormous populations. Be that as it may, such a worth relies upon the degree to which the non-response bias "also known non-response errors" could be decreased (Cheung et al., 2017). Fricke et al. (2020) characterized the "non-response error as the result of people who respond to a survey being different from sampled individuals who did not respond, in a way relevant to the study". In such manner, Boniface et al. (2017) contended that if in a mail overview respondents vary altogether from non-respondents, one would not have the option to sum up the investigation's outcomes. Consequently, it is vital to test "non-response bias" to guarantee the generalizability of the outcomes. Various strategies exist to evaluate "the non-response error" (Boniface et al., 2017). Nonetheless, checking on the business writing has uncovered that the most ordinarily utilized technique is contrasting late and early respondents (McGovern et al., 2018). The reason behind such a procedure is that people reacting at a later stage are relied upon to react along these lines to non-respondents. This strategy is called "extrapolation" (Boniface et al., 2017).

In the current study, utilizing a t-test strategy in the Statistical Package for the Social Sciences (SPSS), the researcher have looked at the methods for 40 late respondents (addressing non-respondents) with 40 early respondents utilizing 80 arbitrarily chose items (Mulvany et al., 2019). The t-test is utilized when there is a

need to think about the scores of two gatherings "late and early respondents for this situation" (Ramke et al., 2018). Nonetheless, it is imperative to take note of that albeit the t-test requires the normality of the distribution of the data; this test can in any case be utilized with the current data. Indeed, according to Wagner and Elliott (2019), huge examples (40+) would not reason a significant issue regarding non-normality.

The acquired outcomes demonstrated that the importance value for Levene's test is greater than 0.05 and subsequently, it tends to be accepted that the two subsamples share similar changes. For this situation, the t-values of the "equal variances test is assumed" are utilized. Likewise, it tends to be noticed that the t-values "Sig. (2-tailed)" are non-significance (p value higher than 0.05) for practically all items accepting that there is no huge contrast between the two subsamples. In this manner, it very well may be reasoned that the two samples utilized in the current research are to be sure delegate of the entire population.

4.9 Common Method Variance Assessment (CMV)

The information for independent and dependent factors were acquired from the same source inside each firm, thus the researcher focus on the chance of CMV. To start with, a marker variable (MV) was utilized, following Lindell and Whitney (2001). A MV is a hypothetically disconnected variable in the survey that ought not have a significant connection with in any event one of the examination's factors. In the event that any connection between the MV and the examination's variable is noticed, that relationship will be utilized to change the connections among the investigation's builds and their significance (Kock, 2017). The MV in this study exploration is a thing estimating financial confidence: "How much confidence do you have in your public economy today"? This thing isn't hypothetically identified with the factors in this

investigation and has recently been utilized as a MV in the marketing writing (Huang et al., 2019). The relationships between the MV and the key factors went from −0.27 to 0.06 with a normal size of 0.02. None were significant (p < 0.05). One methodological preferred position of a MV is that it very well may be utilized as a filtering question that isolates the flow of inquiries from indicators to result factors (Kock, 2019). Since this fleeting partition diminishes the probability that the respondents' responses to the resulting questions are propelled by their earlier reactions, the potential for regular technique fluctuation is decreased. Different contemplations lessen the effect of CMV in this investigation. These incorporate the utilization of proficient respondents and ensuring respondents complete anonymity. The researcher additionally have communication terms and allude to Kock (2019) examination of the influence of CMV on interaction effects. They reason that regardless of whether CMV were available: "…finding significant interaction effects…should be taken as strong evidence that an interaction effect exists" (p. 470). Furthermore, all the constructs items in this study were chosen from different sources. The scales were embraced from those examinations with valid and reliable proportions of relating builds. Further, the course of action of constructs items inside the survey were likewise blended. "A Harman one-factor test" was directed to decide the degree of the normal technique difference. As per Podsakoff et al. (2003), normal technique inclination is an issue if a single factor represents most of the clarified change. In this study, the un-pivoted factor investigation indicated that the principal factor represented just 23.18 % of the all-out difference, henceforth the normal technique predisposition was not a genuine danger for the data to be dissected further.

4.10 Response Rates and Sample Characteristics

As the researcher demonstrated in the Methodology Chapter, the 242 respondents in this thesis were employees from different firms in the public sector in the UAE. Data were collected during November and December 2020. Various demographic factors have been used in this study survey to demonstrate the characteristics of the sample. It included questionnaire age, employees experience, gender, level of education, the organization name, and the position of the employees in the organization. The participants were approached to demonstrate their gender, the outline in Table 4.1 indicating that 59.9 percent were male and 40.1 percent female. Genuinely, nonetheless, the associations were overwhelmed by female and in this manner it was foreseen that there would be a larger number of female than male.

Table 4.1: Information on participants' gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	145	59.9	59.9	59.9
	Female	97	40.1	40.1	100.0
	Total	242	100.0	100.0	

The second question on the demographic variables is concerned age. As demonstrated in Table 4.2, the biggest age gathering of members was the 25 to 30 years accomplice (40.9 percent), trailed by the 31-35 (31.8 percent); these two included more than 80% of the responses. The segment between 21-24 represents 27.3 percent of members. The age dissemination of the sample appears to have been sensible.

Table 4.2: Information on participants' age

	Frequency	Percent	Valid percent	Cumulative percent
21-24	66	27.3	11.5	27.3
25-30	99	40.9	60.7	68.2
31-35	77	31.8	27.8	100
Total	242	100	100	

The educational degrees of the respondents shaped five categories. It tends to be found in Table 4.3 that the general degree of education was high; around 36.4 percent had a master degree, 52.9 percent had bachelor degree, and 10.7 percent were at the doctorate level. It very well may be inferred that the sample has a significant level of education, empowering them to comprehend the points of this study and to answer the survey fittingly.

Table 4.3: Information on participants' level of education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	128	52.9	52.9	52.9
	Master	88	36.4	36.4	89.3
	PhD	26	10.7	10.7	100.0
	Total	242	100.0	100.0	

Respondents were additionally required to offer some details about their work experience in their particular firms. The investigation demonstrates (Table 4.4) that greater than 20.7% have 7-10 years of experiences, 4 percent has over 10 years of experiences, 13.6 percent had under five years, 47.5 % has between 3-6 years of experiences, and 31.4 percent has less than 3 years of experience. This is additional proof of the low paces of turnover in government firms where around 85 % of the employees had spent somewhere in the range of 7-10 years working in the same firm.

Table 4.4: Information on participants' work experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 3 years	76	31.4	31.4	31.4
	3-6 years	115	47.5	47.5	78.9
	7-10 years	50	20.7	20.7	99.6
	Above 10 years	1	0.4	0.4	100.0
	Total	242	100.0	100.0	

Respondents were required to provide information regarding their occupation inside their firms. Six alternatives were given: minister, general manager, executive, director, deputy director, and Chairman. The examination shows (Table 4.5) that more than 29.8 percent were in the category of director, 24.4 percent were executive, 9.1 percent were chairman, and 6.2 percent were in the classification of minister.

Table 4.5: Information on participants' occupation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Minister	15	6.2	6.2	6.2
	General manager	26	10.7	10.7	16.9
	Executive	59	24.4	24.4	41.3
	Director	72	29.8	29.8	71.1
	Deputy director	48	19.8	19.8	90.9
	Chairman	22	9.1	9.1	100.0
	Total	242	100.0	100.0	

The target respondents were withdrawn from different public organizations in the UAE. Table 4.6 shows the various organizations and the number of employees from each organization.

Table 4.6: Information on participants' organizations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Central Bank of the UAE	8	3.3	3.3	3.3
	Emirates Real state Corporation Federal	8	3.3	3.3	6.6
	Competitiveness and Statistics Authority	8	3.3	3.3	9.9
	Federal Customs Authority	8	3.3	3.3	13.2
	Federal Demographic Council	7	2.9	2.9	16.1
	Federal Electricity and Water Authority	8	3.3	3.3	19.4
	General Authority of Islamic Affairs and Endowments	6	2.5	2.5	21.9
	General Authority of Sports	7	2.9	2.9	24.8
	General Civil Aviation Authority	8	3.3	3.3	28.1
	Minister of State for Artificial Intelligence, Digital Economy and Remote Work Applications	7	2.9	2.9	31.0
	Ministry of Cabinet Affairs and the Future	8	3.3	3.3	34.3
	Ministry of Climate Change and Environment	7	2.9	2.9	37.2
	Ministry of Community Development	4	1.7	1.7	38.3
	Ministry of culture and youth	4	1.7	1.7	40.5
	Ministry of Defence	6	2.5	2.5	43.0

Table 4.6: Information on participants' organizations (continued)

		Frequency	Percent	Valid Percent	Cumulative Percent
	Ministry of Education	3	1.2	1.2	44.2
	Ministry of Energy and Industry	4	1.7	1.7	45.9
	Ministry of Finance	3	1.2	1.2	47.1
	Ministry of Foreign Affairs and International Cooperation	3	1.2	1.2	48.3
	Ministry of Health and Prevention	5	2.1	2.1	50.4
	Ministry of Human Resources and Emiratisation	35	14.5	14.5	64.9
	Ministry of Infrastructure Development	12	5	5	69.8
	Ministry of Interior	8	3.3	3.3	73.1
	Ministry of Justice	5	2.1	2.1	75.2
	Ministry of Presidential Affairs	7	2.9	2.9	78.1
	National Media Council	7	2.9	2.9	81.0
	Securities and Commodities Authority	7	2.9	2.9	83.9
	Telecommunications Regulatory Authority	8	3.3	3.3	87.2
	The Emirates Centre for Strategic Studies and Research	8	3.3	3.3	90.5
	The National Emergency and Crisis Management Authority	8	3.3	3.3	93.8
	UAE Red Crescent	5	2.1	2.1	95.9
	UAE Space Agency	7	2.9	2.9	98.8
	Zakat Fund	3	1.2	1.2	100
	Total	242	100	100	

4.11 Descriptive Statistics

Table 4.7 demonstrates the means and standard deviations of all the study constructs. Means in table 4.7 show that the youth leaders' competencies dimensions (e.g., Change competence, Communication competence, Team competence, Ethical competence, Across cultural competence, Self-competence) were all greater than 4 except Team competence and Across cultural competence. Furthermore, Emotional intelligence dimensions (e.g., Self-emotion appraisal, Others' emotion appraisal, Use of emotion, and Regulation of emotion were above 4 except Others' emotion appraisal and Regulation of emotion.

Table 4.7: Latent variables means and standard deviation

Variables	Means	Std. Deviation
Change competence (CHC)	4.038	0.730
Communication competence (CMT)	4.129	0.693
Team competence (TMC)	3.280	0.589
Ethical competence (ETC)	4.102	0.738
Across cultural competence (ACT)	3.289	0.651
Self-competence (SLC)	4.128	0.673
Self-emotion appraisal (SLA)	4.039	0.735
Others' emotion appraisal (OEA)	3.295	0.592
Use of emotion (UEM)	4.038	0.689
Regulation of emotion (RGE)	3.267	0.654
Climate for creativity (CLC)	3.890	0.773
Youth leaders' performance (YLP)	4.128	0.613

4.12 Model Assessment

In structural equation modelling it is imperative to recognize "measurement model and structural model". While the previous is about the connection between the latent factors and their items (Hair et al., 2017), the last relates the link between the latent variables (Sarstedt et al., 2017). Hult et al. (2018) expressed that a PLS model is by and large investigated and deciphered in an arrangement of two stages, (1) the measurement model evaluation and (2) the evaluation of the structural model. The reason behind such a qualification is the need to build up appropriate determination for the measurement model to get a significant examination (Hair et al., 2017). The study model is assessed in utilising the two steps of SEM/PLS method.

4.12.1 Measurement Model

The measurement model is first evaluated and then the structural model was evaluated. "Measurement model" is evaluated through the reliabilities of individual items, latent variables, and the discriminant and convergent validity of the factors (Sarstedt et al., 2017). In a broad methodological audit of marketing research, Sarstedt et al. (2017) revealed that "the proportion of studies that do not report reliability and validity measures is disconcerting". The researcher added that the absence of "reliability" and "validity measures" will lead the structural model to be significantly biased and consequently unreliable. Preceding continuing to the "measurement model", Table 4.8 outlines the examination factors included and their allocated codes.

Table 4.8: Study constructs and their codes

Constructs	Codes
The Independent Variable:	
Change competence	(CHC)
Communication competence	(CMT)
Team competence	(TMC)
Ethical competence	(ETC)
Across cultural competence	(ACT)
Self-competence	(SLC)
Self-emotion appraisal	(SLA)
Others' emotion appraisal	(OEA)
Use of emotion	(UEM)
Regulation of emotion	(RGE)
Youth leaders' performance	(YLP)
Climate for creativity	(CLC)

4.12.1.1 Individual Item Reliability

As per Hai et al. (2017), the "individual item reliability" of reflective items is assessed by the assessment of the loadings of items. It is progressed that as a dependable guideline, scholars should just hold pointers with loadings with 0.70 or higher. This would infer that the item imparts more change to its build than "error variance". Notwithstanding, it is additionally acknowledged that in the observational writing, it is regular to run over loadings with under 0.70. Accordingly, the general guideline has been diminished to 0.50 (Hai et al., 2017). Kock (2018) additionally announced an edge of 0.50. Hair et al. (2014) added that p values for every one of items' loadings ought to be critical (under 0.05). Hair et al. (2017) clarifies that a low stacking could be the outcome of an ineffectively phrased or an immaterial item and a wrong exchange of a pointer starting with one setting then onto the next. The items'

loadings and their p values are indicated in Table 4.9. In the wake of erasing the things with loadings beneath 0.7, almost 3 all the joined loadings of the held pointers got more noteworthy than the limits 0.7, consequently affirming that the items utilized in the sample of this study present a good individual reliability. The excluded items are: SLC4; CHC3; CMT2; CMT3 in the sample of this study. These excluded items were belonging to reflective constructs and therefore excluding them will not influence the factors measurement.

Table 4.9: Measurement statistics of construct scales

Construct/Indicators	Standard Loading	Cronbach's α	CR	VIF	AVE
Youth leaders' performance (YLP)		0.907	0.922	2.290	0.518
	0.89				
YLP1	0.90				
YLP2	0.89				
YLP3	0.93				
YLP4	0.97				
YLP5	0.94				
YLP6	0.98				
YLP7	0.90				
YLP8	0.93				
YLP9	0.92				
YLP10	0.94				
YLP11	0.97				
YLP12	0.93				
YLP13	0.90				
YLP14	0.97				
YLP15	0.96				
YLP16	0.94				
YLP17	0.93				
YLP18	0.90				
YLP19	0.94				
YLP20	0.92				
Change competence (CHC)		0.864	0.936	1.783	0.688
CHC1	0.89				
CHC2	0.90				
CHC3	0.95				
CHC4	0.93				

Table 4.9: Measurement statistics of construct scales (continued)

Construct/Indicators	Standard Loading	Cronbach's α	CR	VIF	AVE
Communication competence (CMT)	0.89 0.94	0.735	0.850	1.904	0.654
CMT1	0.92				
CMT2					
CMT3					
Team competence (TMC)		0.829	0.876	1.780	0.540
TMC1	0.89				
TMC2	0.94				
TMC3	0.92				
TMC4	0.90				
TMC5	0.93				
TMC6	0.91				
TMC7	0.90				
TMC8	0.92				
Ethical competence (ETC)		0.775	0.856	2.038	0.598
ETC1	0.94				
ETC2	0.92				
ETC3	0.91				
ETC4	0.92				
Across cultural competence (ACT)	0.90 0.89	0.718	0.825	1.028	0.542
ACT1	0.90				
ACT2	0.88				
ACT3					
ACT4					
Self-competence (SLC)		0.928	0.946	2.018	0.779
SLC1	0.89				
SLC2	0.90				
SLC3	0.93				
SLC4	0.93				
SLC5	0.89				
SLC6	0.94				
SLC7	0.88				
Self-emotion appraisal (SLA)		0.724	0.879	1.027	0.784
SLA1	0.90				
SLA2	0.89				
SLA3	0.93				
SLA4	0.92				

Table 4.9: Measurement statistics of construct scales (continued)

Construct/Indicators	Standard Loading	Cronbach's α	CR	VIF	AVE
Others' emotion appraisal (OEA)		0.838	0.903	1.784	0.756
OEA1	0.92				
OEA2	0.91				
OEA3	0.89				
OEA4	0.87				
Use of emotion (UEM)		0.923	0.951	1.290	0.667
UEM1	0.97				
UEM2	0.93				
UEM3	0.91				
UEM4	0.92				
Regulation of emotion (RGE)		0.934	0.953	1.783	0.636
RGE1	0.89				
RGE2	0.90				
RGE3	0.92				
RGE4	0.90				
Climate for creativity (CLC)		0.913	0.947	2.039	0.719
CLC1	0.93				
CLC2	0.95				
CLC3	0.94				
CLC4	0.92				
CLC5	0.94				
CLC6	0.90				
CLC7	0.94				
CLC8	0.93				
CLC9	0.97				
CLC10	0.89				

4.12.1.2 Construct Reliability

"Construct reliability" is viewed as a gauge of "construct's internal consistency" (Ramayah et al., 2018). The reliability shows whether the items utilized to gauge the latent factors are perceived likewise by various respondents. Evaluating reliability should be possible utilizing two measures, specifically: "composite reliability and Cronbach's alpha coefficients" (Kock, 2018; Ledermann & Kenny,

2017). An agreeable build's "composite reliability" ought to be somewhere in the range of 0.60 and 0.70 in exploratory examination and 0.70 and 0.90 in logical exploration. For the Cronbach's alpha basis, Ramayah et al. (2018) contended that values higher than 0.70 addresses a palatable reliability. Tables 4.9 shows the "composite reliability and Cronbach's alpha measures" for all the variables utilized in this study. As Table 4.9 demonstrates, "both composite reliability and Cronbach's alpha coefficients" are greater than 0.7. therefore, the results indicated satisfactory of reliability for the study variables.

4.12.1.3 Constructs' Validity

Validity alludes to the capacity of an instrument to gauge what it is planned to gauge (Cheah et al., 2018). "Convergent validity" is a proportion of how well the indicators in a scale merge or 'load together,' on a solitary latent variable (Cheung & Wang, 2017). The author assessed "Average Variance Extracted" (AVE) which was the mean fluctuation removed for the indicator loadings on a variable (Kock, 2018). AVE ought to be more prominent than 0.50. Table 4.9 shows that, for each latent construct, the AVE is more noteworthy than 0.50. Henceforth, this measure is reliable with the standard of convergent validity. "Discriminant validity" alludes to the degree to which each variable contrasts from different variables (Kock, 2018). "Discriminant validity" exists if there is no solid connection between the study variables (Cheah et al., 2018). "Discriminant validity" is assessed by the AVE square root, which should be more noteworthy than the relationships between the variables (Kock, 2017). On the off chance that the AVE for each build is more noteworthy than its shared difference (which is the measure of change that a variable (develop) can clarify in another variable) with some other build, "discriminant validity" was supported. Table 4.10

shows that "the square root of the AVE is greater than the correlations between the constructs" (Kock, 2017). This condition is fulfilled for all variables. The connection framework revealed, additionally, that there were critical relationships between the variables were significant.

Table 4.10: Discriminant validity of the correlations between constructs

Construct	Correlations and square roots of AVE											
	YLP	CHC	CMT	TMC	ETC	ACT	SLC	SLA	OEA	UEM	RGE	CLC
YLP	0.719a											
CHC	0.387b	0.908										
CMT	0.510	0.376	0.808									
TMC	0.365	0.461	0.326	0.734								
ETC	0.309	0.449	0.126	0.372	0.773							
ACT	0.518	0.237	0.447	0.110	0.326	0.736						
SLC	0.277	0.264	0.371	0.528	0.112	0.153	0.882					
SLA	0.409	0.569	0.112	0.209	0.290	0.226	0.332	0.885				
OEA	0.612	0.327	0.226	0.326	0.437	0.489	0.418	0.217	0.833			
UEM	0.278	0.221	0.339	0.126	0.126	0.125	0.309	0.390	0.327	0.869		
RGE	0.431	0.127	0.440	0.489	0.320	0.326	0.218	0.418	0.217	0.430	0.904	
CLC	0.278	0.326	0.126	0.227	0.126	0.129	0.217	0.225	0.278	0.278	0.340	0.910

Note: a Composite reliabilities are along the diagonal, b Correlations

4.12.1.4 Full Collinearity VIFs and Q-squared Coefficients Assessment

Warp PLS delivers "full collinearity Variance Inflation Factors" (VIFs) for every single latent factor (see Table 4.9). It is utilized to gauge discriminant validity and by and large collinearity. VIFs are assessed dependent on a full collinearity test which assists the identification of vertical as well as, likewise, horizontal collinearity. It empowers the testing of collinearity including all inactive factors in a model (Hair et al., 2019). "Vertical, or classic, collinearity is predictor-predictor latent variable

collinearity in individual latent variable blocks. Lateral collinearity is a new term that refers to predictor-criterion latent variable collinearity; a type of collinearity that can lead to particularly misleading results" (Hair et al., 2017). n overall rule of full collinearity VIFs is 3.3 or lower to propose no multicollinearity in the model (Hair et al., 2017). Table 4.9 shows that, for each and every inactive factor, the full collinearity VIFs was lower than 3.3. Accordingly, the dormant components had no issue of multicollinearity and there was discriminant legitimacy for these elements. Additionally, "Q-squared" coefficient is utilized to assess the "predictive validity" of the frameworks' endogenous latent factors. To get adequate "predictive validity", a "Q-squared coefficient" ought to be over zero while the "Q-squared coefficient" of under 0 implies that the model is poor in "predictive validity" (Kock, 2019). In this research, the "Q-squared coefficients" for youth leaders' performance were 0.723, which are over zero. In this way, the model added to help predictive validity.

4.12.2 The Structural Model Results

Having evaluated the "measurement model" and guaranteed the reliability and validity of all variables applied in this examination, the following stage is to dissect the "structural model" to evaluate the connections between the researched factors. Hair et al. (2018) recognized that a solid and a "reliable and valid measurement model" is the premise of a precise gauge of the structural model. It is contended that the primary strides to survey the underlying model are first to assess the importance and pertinence of the underlying connections, second to evaluate the estimations of R^2, third to assess the "effect size" $f2$ lastly to audit the Q2 (Kock, 2018). In this manner, following the previously mentioned steps, the current segment surveys the structural model.

4.12.2.1 Model Fit Indices

Evaluating the model fit in the PLS-SEM is shown through three indices, from which: "average path coefficient" (APC), "average R-squared" (ARS) and "average variance inflation factor" (AVIF). Hair et al. (2018) proposed that for an agreeable model fit indices, both p values of APC and ARS ought to be significant (under 0.05) and an AVIF lower than 5. Concerning the general decency of-fit measures (GoF), various creators have contended that this may not be pertinent in PLS-SEM (Kock, 2018). Indeed, Kock (2019) clarified that such a measure possibly thinks about intelligent develops and henceforth when utilizing the PLS-SEM which permits both developmental and intelligent markers, the integrity measure become immaterial. Kock (2017, p. 185) expressed "Since the GoF is also not applicable to formatively measurement models…researchers are advised to not use this measure". Table 4.11 present the model fit lists for the current model. It tends to be plainly seen that the quality indices do all conform to the measures of a fit model. In this research, the author utilized the "stable re-sampling method". It was probably going to deliver more steady resample way coefficients which were more solid P values. Hair et al. (2018) expressed that it was best not to utilize this technique when the "sample sizes" were little (lower than 100).

Table 4.11: Model fit indices

Indices	Results	Criteria
Average path coefficient (APC)	0.104 P<0.001	P value less than 0.05
Average R-squared (ARS)	0.673 P<0.001	P value less than 0.05
Average adjusted R-squared (AARS)	0.659 P<0.001	P value less than 0.05
Average block VIF (AVIF)	2.921	acceptable if <= 5, ideally <= 3.3
Average full collinearity VIF (AFVIF)	4.124	acceptable if <= 5, ideally <= 3.3

4.12.2.2 Hypotheses Testing

Since the "measurement model" assessment gave proof of unwavering quality and legitimacy, the "structural model" was analyzed to assess the guessed connections among the variables in the proposed model (Kock, 2018). As per Hai et al. (2018) suggestions, the "structural model" in the current examination was assessed with some measures, the conceptual framework explains 67% of variance for youth leaders' performance. The structural equation modelling results in Figure 4.3 and Table 4.12 were used to test the hypotheses 1-8. The findings demonstrate that all the study hypotheses were supported except H2 & H7. According to the study results, change-competence and team competence were the strongest drivers of youth leaders' performance ($\beta = 0.43$, 0.50, $P < 0.001$, respectively). Furthermore, the findings of this study indicated that ethical competence, across cultural competence, and self-competence have significant influence on youth leaders' performance ($\beta = 0.14$, 0.18, 0.14, $P < 0.001$). Contrary to the suggestion of this study, communication competence has no influence on Youth leaders' performance ($\beta = 0.02$, P=37). Finally, the influence of emotional intelligence (i.e., Self-emotion appraisal, Others' emotion

appraisal, Use of emotion, and Regulation of emotion) on youth leaders performance was examined. The results of the analysis indicate that only others' emotion appraisal has a significant influence on youth leaders' performance (β = 0.36 P < 0.001, respectively). Therefore, the results of this study support H1, H3, H4, H5, H6, while H2 & H7 were rejected.
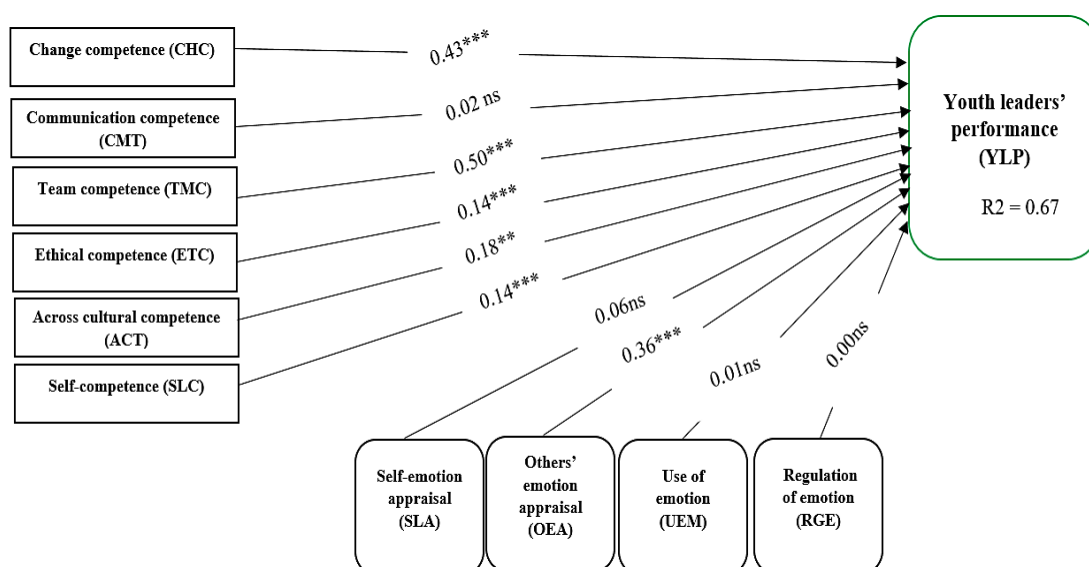

Figure 4.3: Estimated coefficient of the path analysis

Table 4.12: Hypotheses testing

Hypothesis	Result
Hypothesis 1: Leaders' change competence has a positive influence on their performance.	Supported
Hypothesis 2: Leaders' communication competence has a positive influence on their performance.	
Hypothesis 3: Leaders' team competence has a positive influence on their performance.	Supported
Hypothesis 4: Leaders' ethical competence has a positive influence on their performance.	Supported
Hypothesis 5: Leaders' across cultural competence has a positive influence on their performance.	Supported
Hypothesis 6: Leaders' self-competence has a positive influence on their performance.	Supported
Hypothesis 7: Emotional intelligence (i.e., Self-emotion appraisal, Others' emotion appraisal, Use of emotion, and Regulation of emotion) has a positive influence on leader's performance.	Partially Supported

4.12.2.3 Moderator Testing

To test the moderating role of climate for creativity, a two-group model was utilised because it could determine whether climate for creativity moderates the effect of youth leaders' competencies and emotional intelligence on youth leaders' performance. The researcher used Chin et al. (2003) formula to evaluate the differences in paths coefficient between the two subsamples. The results in Table 4.13 indicates the moderating role of climate for creativity on the study variables. The findings demonstrated that the relationships between youth leaders' competencies dimensions (e.g., Change competence and Team competence) and youths' leaders' performance were stronger for high climate for creativity group. Furthermore, the effect of Emotional intelligence dimensions (e.g., Self-emotion appraisal and Use of emotion) on and youths' leaders' performance were stronger for low climate for creativity group. Furthermore, the results of this study indicated that none of the control variables (e.g., age, gender, education) has a significant effect on youth leaders' performance.

Table 4.13: Moderating effect of climate for creativity

Path	β	S.E	C.R	P Moderating effect
CHC⟶YLP				
Low CLC	0.294	0.402	0.239	0.004
High CLC	0.503	0.217	0.421	0.000
CMT ⟶YLP				
Low CLC	0.107	0.320	0.210	0.000
High CLC	0.382	0.116	0.478	0.003
TMC⟶YLP				
Low CLC	0.320	0.062	0.128	0.032
High CLC	0.217	0.526	0.053	0.109
ECT ⟶YLP				
Low CLC	0.056	0.129	0.302	0.084
High CLC	0.020	0.304	0.110	0.129
ACT⟶YLP				
Low CLC	0.030	0.185	0.329	0.210
High CLC	0.127	0.320	0.120	0.184
SLC ⟶YLP				
Low CLC	0.378	0.028	0.237	0.000
High CLC	0.125	0.473	0.174	0.007
SLA ⟶YLP				
Low CLC	0.378	0.271	0.339	0.043
High CLC	0.562	0.026	0.217	0.018
OEA⟶YLP				
Low CLC	0.027	0.307	0.120	0.115
High CLC	0.037	0.110	0.327	0.093
UEM⟶YLP				
Low CLC	0.089	0.237	0.118	0.064
High CLC	0.016	0.402	0.028	0.089
RGE ⟶YLP				
Low CLC	0.029	0.338	0.129	0.106
High CLC	0.011	0.254	0.309	0.065

Chapter 5: Discussion and Conclusion

5.1 Introduction

The prior chapter has introduced and talked about the results discoveries of the examination comparable to the impact of leaders' competencies on their performance in the public organizations in the UAE. The section additionally gave key discoveries from this examination. In this part, the author will make suggestions concerning the discoveries of the investigation and give meaningful conclusions to the research. This chapter starts by introducing the findings summary in Section 5.2, trailed by the study gap and research questions in Section 5.3. In Section 5.4, the summary of the study findings were discussed, theoretical implications were demonstrated in section 6.5., managerial implications also indicated in section 5.6. Section 5.7 presents the study limitations for improving future public organizations in UAE and the conversation on potential limits and recommendations for future investigation.

5.2 Overview of the Study

This investigation tried the conjectured connections among the youth leaders competencies, emotional intelligence, and youth leaders performance. These factors are recorded in Table 4.12 the testing of these estimated connections was measurably broke down utilizing way investigation with WarpPLS 7.0, an underlying condition displaying programming bundle. The way model addressing these connections is formalized as shown in Figure 2.1. WarpPLS 7.0 was utilized to genuinely investigate this way model in light of the fact that the software was exceptionally intended to distinguish nonlinear connections among factors. This investigation utilized displaying instrument WarpPLS (ver. 7). Partial Least Squares (PLS) has various preferences: (1) the ability to manage complex models, (2) produces loadings, normalized relapse

coefficients, and R2 for every single endogenous build (Kock, 2017), and (3) gives loosened up suspicions with respect to the dissemination of the information (Kock, 2019). WarpPLS recognizes such nonlinear connections by leading straight and non-direct (or "twisted") relapse examination (Kock, 2019). The results of this study were based on data gathered from the governmental organization in the United Arab Emirates. The sample size was 242.

The independents factors in the hypothetical model are the youth leaders' competencies and emotional intelligence measurements. The main dependent construct in the hypothetical model is youth leaders' performance. The climate for creativity was used as a moderator. A missing data examination was performed before the measurable investigation. The autonomous, intervening, and subordinate factors were inside the 10% missing data edge as recommended by Saunders and Bradbury (2006). No missing information was found. WarpPLS additionally checked whether zero change issue, indistinguishable segment names and rank issue were presence in the examination record. The information was broken down for multicollinearity. High connection coefficients among factors in the model may mean multicollinearity (Kock, 2019). The presence of a high connection coefficient between at least two factors is a potential pointer of multicollinearity. While high relationship coefficients don't definitively mean multicollinearity, such high connection coefficients are by and large conflated with collinearity (Saunders & Bezzina, 2015). Along these lines, a full collinearity test was performed on the dataset. In the multivariate examination writing, a moderate suggested edge for VIF esteems when dissecting models without inactive factors is VIF=5 as recommended by Saunders and Bezzina (2015). Utilizing this suggested edge of VIF=5, the VIF esteems for the information recommend that no vertical multicollinearity exist. The graphic insights for the information were

determined utilizing SPSS. The investigation's hypothetical model was dissected utilizing way model examination with WarpPLS 7.0 which searches for non-straight connections among factors. The consequences of this model and information were utilized to test the theories of the investigation. The consequences of the theories testing are sketched out in Table 4.12. The aftereffects of the results investigation were introduced in Chapter 4.

5.3 The Research Gap and Research Questions

The expanding attention to the advantage of overseeing HR proactively and adjusting reward frameworks to corporate methodology has prompted an expanding center around the production of competency models (Zaim et al., 2013). These models, which are utilized to inspire staff towards wanted conduct, ought to be gotten from, and be steady of, the business system (van Esch et al., 2018). In the course of recent years there has been expanding acknowledgment anyway that there is a need to coordinate the competencies to the business setting, and that as conditions change so does the significance of various abilities (Haddad, 2017).

The resource and capability theory, which has become a predominant worldview in the business writing (Atan & Mahmood, 2019), appreciates broad hypothetical and observational help, yet not in a similar measure (Swanson et al., 2020). As a feature of a company's asset base (Yamali, 2018), particular abilities are the abilities, information and capacities which, as per Agnihotri et al. (2018) share the qualities of being obvious to clients, better than those of adversary firms and hard to mirror. At the point when deliberately actualized, these unmistakable capabilities can prompt supportable upper hands. All things considered, as Haddad (2017) recommends in his examination, upper hands are losing pertinence inside the current

tempestuous worldwide monetary climate. They propose to add development measures as an approach to protect company market position.

Be that as it may, in spite of the wide proof of the job of such competencies in predicting job performance, the helpfulness of the present experimental writing for organizations and managers stays restricted. Truth be told, while it has been demonstrated that predominant performance regularly comes from a gestalt of a few interconnected and commonly strengthening variables (Ibidunni et al., 2018), the surviving writing is quiet with regards to distinguishing the blends of abilities liable to predict performance. So far, most past works have zeroed in on the single impact of every competency and have disregarded the joined impact of these elements. This is a significant constraint, since revealing such blends would be critical in helping companies in sending the pertinent asset procedures. In this regard, firms by and large convey their assets and abilities in packs all together execute their capacities (Nwaeke & Obiekwe, 2017). Thusly, restricted viable direction can be provided to strategy creators and mangers or companies trying to create competitive advantages (Veliu & Manxhari, 2017).

Consequently, trying to address the previously mentioned inadequacies in the observational writing, the current examination has proposed and tried a theoretical model that finds the connections between youth leaders' competencies, emotional intelligence, and youth leaders' performance (see Figure 3.1). It likewise investigates moderating role of climate for creativity on the study variables. Close by this model, a bunch of exploration questions were created to address the weaknesses distinguished in the leadership in the public organisations. Since this part connects the investigation's

results to the examination questions, it would hence be valuable to review these inquiries:

RQ1. To investigate the effect of leaders' competencies on their performance.

RQ2. To examine the effect of emotional intelligence on leaders' performance.

RQ3. To examine the moderating effect of climate for creativity on the link between leaders' competencies, emotional intelligence, and leaders' performance.

5.4 Summary of the Study Findings

In principle, worker competencies are deemed as the rule predictors for business performance (Elbaz et al., 2018), to a great extent because of their supreme nature (Van Nguyen et al., 2019). Subsequently, a plenty of studies have explored the job of different representative competencies, including innovative, showcasing and integrative skills, in improving employees' performance (Dolot, 2017). For instance, factors, for example, organization, cross-culture, between firm association, collusion, and intercultural correspondence capabilities (Silva & Madushani, 2017); PC and language abilities, sentiments and morals, group work and administration, information and abilities (Nawangsari & Sutawidjaya, 2019) were totally demonstrated to be significant determinants of the performance of firms. Associations would be not able to accomplish their objectives without the presence of equipped representatives, particularly under the current workspace (Jerman et al., 2020).

Nonetheless, regardless of the wide proof of the part of such competencies in predicting business performance, the significance of the present writing for managers and organizations stays restricted. Indeed, while it has been demonstrated that prevalent execution ordinarily comes from a gestalt of a few interconnected and

commonly fortifying elements (Silva & Madushani, 2017), the surviving writing is quiet with regards to recognizing the mixes of skills prone to drive job performance. Up to this point, most past works have zeroed in on the single impact of every competency and have ignored the joined impact of these components. This is a significant constraint, since uncovering such mixes would be pivotal in helping companies in sending the applicable asset techniques. In this regard, firms for the most part send their assets and abilities in groups all together execute their capacities (Jerman et al., 2020). Thus, restricted functional direction can be offered to strategy producers and firm administrators looking to create upper hands (Karnouskos, 2017).

Work climate is portrayed by escalated rivalry and fast mechanical turn of events (Naim & Lenka, 2017). Because of worldwide rivalry; interest for qualified representatives has been expanded (Kinkel et al., 2017). The focal thought of HR improvement (HRD) hypothesis is that HRD impacts hierarchical effectiveness through improving representative responsibility just as Knowledge, Skills, and Abilities (KSAs). In this way, upgrading worker abilities and capacities are expected to make likely returns through expanding yield and business execution (Karnouskos, 2017). Worker KSAs and inspiration are distinguished as the main intention in the relationship of HRD and representative execution (Karnouskos, 2017). Able representatives would accomplish elite levels by managing work difficulties, being imaginative and creative, and having remarkable abilities (Kinkel et al., 2017).

Past examinations place that equipped workers are a major issue for accomplishing authoritative upper hand (Kinkel et al., 2017). As indicated by Anvari et al. (2016, p. 192), ability-based execution alludes to "what people expected to do in their role as well as the knowledge and understanding required to carry out the work".

In addition, Rozhkov et al. (2017, p. 109) defined competencies as "behaviours that are associated with the knowledge and skills required to implement a certain mission effectively, and those behaviours can be a set of personal traits or a set of standardized and performance traits". In the public organisations setting, youth leaders are the key achievement factor of the business, as workers are responsible for giving citizens administrations (Kinkel et al., 2017). Baum (2007) contended that accomplishment of such undertakings relies upon a few elements, for example, restoration, course and the executives of the HR, human asset preparing, prize, acknowledgment and assessment of HR and human asset uphold through keeping learning and profession improvement. Skills are related with the representative's attributes driving him/her to perform proficiently in his/her work (Swanson et al., 2020). These qualities incorporate abilities, information, patterns, inspiration and conduct (Delcourt et al., 2017). Additionally, skills are fundamental to associations' seriousness (Swanson et al., 2020). Through such skills, organizations can build effectiveness, accomplish the destinations and usage of their techniques (Wessels et al., 2017), improve profitability, quality and dynamic (Swanson et al., 2020) and in the long run improve business performance (Delcourt et al., 2017). Wessels et al. (2017) reasoned that abilities containing accomplishment direction, collaboration and participation and insightful reasoning affect authoritative execution. Henceforth, as demonstrated by Wessels et al. (2017), people who have skills will go before and lead to prevalent performance. Delcourt et al. (2017) clarified that social attributes, for example, self-assurance, affectability, proactivity, and endurance can have an effect between satisfactory performance and unrivalled performance. Wessels et al. (2017) added that there is a connection between vocation abilities and profession fulfilment, which would at last prompt expanding performance. Utilizing capabilities will think about emphatically

the two representatives and associations, particularly when these are effectively used in the labour force key arranging, enlistment and determination, preparing and advancement, execution the executives, advancements and motivations (Swanson et al., 2020). Similarly, Veliu and Manxhari (2017) affirmed that building representatives' skills and serious capacities is viewed as one of the vital components for building a solid association. Representatives' capabilities improve performance through expanding position fulfilment, making and sharing information (Trivellas et al., 2015), and encouraging hierarchical advancement (Gudanowska et al., 2018), and high profitability (Delcourt et al., 2017).

The RBV clarifies varieties in business performance by varieties in firms' HRs and capacities (Swanson et al., 2020). Human resources ascribes have been contended to be a basic asset of performance (Kruyen & Van Genugten, 2020) on the grounds that organizations that can create firm-explicit, significant and one of a kind mastery, and abilities are believed to be in a better position that empowers them than outflank their adversaries and prevail in a powerful business climate (Kruyen & Van Genugten, 2020). One approach to create firm-explicit human resources is the inside improvement of representatives' skills (Gawrycka et al., 2020). Workers who have created and have a wide range of capabilities, including specialized, conduct and business abilities and information, are better ready to fulfil their work needs both inside and remotely (Otoo, 2020).

Alberton et al. (2020) proposes that probably the most ideal approaches to distinguish initiative attributes is by profiling the characters of fruitful administrators. They contemplated initiative profiles and abilities in designing, media transmission, and development tasks and afterward introduced them in four distinct measures;

application territory, intricacy, significance, and agreements. In doing that, they utilized authority advancement survey gauge the competency of undertaking directors through the predefined capabilities by prior investigations. They utilized the fifteen measurements recognized before in the changing tasks on the grounds that, as per Muller and Turner (2007), in the event that distinctive initiative styles are suitable for authoritative change projects, at that point they are proper for different kinds of ventures too. Results demonstrated that basic reasoning and impact, inspiration, and principles are significant in a wide range of undertakings. Turner and Müller (2005) likewise based on Dulewicz and Higgs (2004) work, and the aftereffects of their examination demonstrated that there is a relationship between initiative abilities and colleague characters and practices. In any case, with regards to this exposition, the emphasis will be on the enthusiastic authority abilities and its relationship with the venture achievement.

Exploration on skills went to dissect, comprehend and clarify the significance of administrative capabilities in the associations. Numerous examinations demonstrated that capabilities is a group of the connected information, abilities qualities and mentalities that associates with powerful execution and can be estimated assessed, and strength through preparing and advancement programs it is consider as a typical term for representatives to declare their working and show the genuine exercises (Dirani et al., 2020). Each business association need compelling directors to be fruitful in the present exceptionally serious and dynamic business climate. It is essential for a business relationship to perceive, make, and hold fit people. Each productive and feasible boss has a couple of abilities that enabled him to perform profitably and effectively at different managerial levels. The executives happen inside a hierarchical setting where human and actual assets are joined to accomplish certain

goals. Administrative abilities assume today a significant part in various kinds of associations. The Competencies can recognize the contrasts among normal and talent leaders. The connection between administrative skills and business achievement actually stays a significant issue inside hierarchical writing (Yakob, 2020). Capabilities can give organizations their upper hand over their rivals. This can be accomplished through organizations creating capabilities that are not effectively adaptable starting with one business then onto the next. Capabilities can likewise be called developing when they are not, at this point applicable to the association's essential situating. Some center skills that are hard to copy can be created through the company's standing, administration, customs and picture (Yakob, 2020).

Administrative Competences are significant on the grounds that they are forward looking, depict the abilities and mentalities the staffs need to address future difficulties, help explain assumptions and give a sound premise to steady and target performance norms by making a shared language about what is required and expected in an association. Associations applying a few administrative capabilities which drowse thoughtfulness regarding the need to see how unique these skills are functioning in associations. This needs to feature the best competency to improve it for a superior performance. Abilities are estimated regarding significance and recurrence. By estimating how significant a competency is, chiefs can show how basic these skills can be inside a specific calling. It is additionally imperative to perceive how frequently abilities are utilized in a specific work. Expanding on McClelland's (1973) see, Competency term that was characterized by Boyatzis (1982) as fundamental attributes that the individual has led to accomplish remarkable performance. Skill has been characterized as the capacity and ability to play out an undertaking (Dossena et al., 2020). Capabilities have been characterized by Boyatzis

(1982), as "a basic attribute of an individual in that it very well might be an intention, characteristic, expertise, part of one's mental self-view or social job, or assortment of information which the person in question utilizes (Dossena et al., 2020). Drucker (1985) characterized capability at singular level as a capacity of representatives to offer prevalent execution in assignments. Competency is utilized as an umbrella term to cover nearly whatever may straightforwardly or by implication influence the work execution (Woodruffe, 1992). Administrative abilities are a bunch of comparative information, abilities and traits that are fundamental for compelling work performance (Dossena et al., 2020). Henderson (2000) characterizes competency as a blend of information and abilities needed to effectively play out a task. Its achievement is proven by the capacity of a person to assemble information, measure it into helpful data, access it and show up at a suitable and valuable choice to start the activities important to achieve the task in a satisfactory way. Boyatzis (2000) depicts administrative capabilities as fundamental attributes of an individual that the person uses to take care of issues that emerge at a workplace. As per Kayes et al. (2005), administrative capabilities include inside and remotely dealing with the host individuals and different ostracizes in the association. This interior administration ability serves to determine clashes between neighbourhood workers and exiles and keep a cosy connection between them. Sims et al. (2020) characterized competency as a mix of unsaid and unequivocal information, conduct and abilities that gives somebody the potential for adequacy in errand performance.

Emotional intelligence (EI) is a huge indicator of key authoritative results particularly in the hours of 'emotional upset' in administration examines. In spite of the fact that it is by and large acknowledged that feelings are an inborn piece of the work environment, yet job related feelings actually establish an immature zone of study

(Pesha & Panchenko, 2020). Versatility of workers is likewise a key factor which is known to affect authoritative results like Job fulfilment and Job performance (Vainieri et al., 2019). A versatile worker is a resource for the association (Hernandez-de-Menendez et al., 2020) and client (Oberländer et al., 2020) on the grounds that it known to affect business performance (Som et al., 2020). Past exploration has created and tried the overall model of worker flexibility (Tomczak, 2020). Cutting edge workers are basic to association achievement (Oberländer et al., 2020) and these representatives are exposed to pressures which are not found in different positions (Bygvraa et al., 2020). Subsequently, the overall model of worker flexibility can't be utilized to clarify bleeding edge representative versatility. Numerous specialists have conceptualized worker flexibility to be multidimensional marvel (Oberländer et al., 2020). Emotional intelligence has been propounded as a significant contributing element for the exhibition of representatives and it add to more uplifting perspectives, practices and results (Sabuhari et al., 2020). Studies have likewise investigated the significance of Emotional insight on the cutting-edge representative exhibition (Som et al., 2020).

The findings of this study indicated that team competence and change competence play a critical role in predicting youth leaders' performance in the UAE public organization. Prior research by Palacios-Marqués et al. (2019) pointed out that self-competence is the most critical variable that enhance job performance. Furthermore, self-competence plays a critical role in influencing workers capabilities, success, abilities, performance, and efficiency (Tafarodi & Swann, 1995). Organizational performance can be enhanced by teamwork, which in turns can improve organisational commitment, satisfaction, efficiency, motivations, and innovative behavior (Saban et al., 2020). Change competencies play an important role in the ability of employees to resist changes (Salman et al., 2020). Moreover, Elbaz et

al. (2018) revealed that change competence, ethical competence, team competence are key drivers of job performance. The results of this study are consistent with prior research by Elbaz et al. (2018) who indicated that job performance can be identified by change competence, team competence, and ethical competence.

As per ongoing examination by Zhang et al. (2018), and upheld by comparable exploration by Sabuhari et al. (2020), EI is a key to administrative abilities that add to project achievement. In the interim, Ekmen (1992) referenced that feelings are something that can't be denied and are affected by human. Goleman (1997) expressed, EI as a mechanism for an individual to keep away from ineffective exercises which will bring about an undesirable way of life and burdensome demeanor. Kruyen and Van Genugten (2020) additionally referenced that EI is required in creating quality work, giving positive effect on the connection among worker and managers just as improving the association's presentation. In assessing the part of EI in impacting representatives' presentation, Kruyen and Van Genugten (2020) focused on that high EI in workers will prompt more noteworthy execution. Though, the exhibition level will diminish if the workers need EI. This is on the grounds that, with high EI representatives will have more noteworthy certainty than the individuals who cover their sentiments (Kruyen & Van Genugten, 2020). Then again, because of the interest of accomplishing more noteworthy theoretical clearness, a few specialists have contended that EI ought to be recognized by two discrete models: (a) a 'capacity based' model and (b) a blended model (characteristics with capacities) (Chong et al., 2020). Kruyen and Van Genugten (2020) named the capacity model as the key trademark model that deals with one's own and other's feelings and empowers the formation of contemplations and practices. While the blended model (attributes with capacities) is a mix of keenness and different proportions of character and influence (Othman &

Muhsin, 2020). Associations are where people are coordinated to work. To that degree, the work expects representatives to have collaboration among people and manage feelings, for example, fervour, outrage and dread which are imperative in encouraging the participation. In certain associations, feeling is needed for representatives particularly for the individuals who work in bleeding edge administrations. The EI-execution connect has been proposed and confirmed in a couple of studies. Othman and Muhsin (2020) who considered the EI connect in the working environment found a positive connection among EI and occupation execution. What's more, the four elements of Wong and Law Emotional Intelligence Scale (WLEIS) are secured identified with position execution. To start with, self-feeling examination (SEA) which identifies with the capacity in the evaluation and articulation of feelings normally has been discovered by analysts and sociologists to be critical to an individual mental and even actual prosperity. As per Elfenbein (2016), feeling examination can't be utilized in confinement, however it can at the same time be coordinated toward oneself as well as other people. It is important to communicate one's feeling and give a precise evaluation for individuals to build up an advantageous relational relationship, to improve correspondence with others about their requirements and to achieve their objectives through significant level occupation execution. Second, the capacity to evaluate others' feeling (OEA) empowers workers to comprehend other's feelings and react properly as per their perspectives and practices. This capacity makes a high chance of being acknowledged by others, procuring their trust and acquiring other's collaboration. These models are essential particularly for the individuals who work in groups and in authoritative settings (Ma et al., 2020). Third, guideline of feelings (ROE) is the capacity to change feeling and the capacity to return rapidly to ordinary mental states in the wake of cheering or being vexed. People with this capacity can

suit their feeling dependent on the circumstance. Nonetheless, representatives with low ROE can't endure undesired enthusiastic effects in the workplace, for example, rude practices from clients, distressing requests from the chief, uncooperative practices from peers, and so forth. The present circumstance, subsequently, would influence their exhibition (Schlaegel et al., 2020). Therefore, the component 'utilization of feeling' (UOE) will decidedly affect worker's presentation. These representatives can coordinate their feelings toward good results. In addition, in hierarchical settings, the workers with high EI or especially UOE consistently know to change their temperament to finish the work that would influence their exhibition (Schlaegel et al., 2020). In the current examination, all components of EI are required to impact representatives' work execution, in any case, the level of impact is relied upon to be distinctive dependent on the sorts of administration that they are advertising.

The study also indicated that self-emotion appraisal and other's emotion appraisal play a critical role in predicting youth leaders' performance. As of late, emotional competencies have become a famous subject among authority analysts (Schlaegel et al., 2020). Mayer et al. (1999) keep up that passionate insight can be perceived as psychological knowledge applied to enthusiastic inquiries. While insight concerns the capacity that an individual has to acclimatize data and information and apply them in different settings, enthusiastic knowledge is identified with the capacity to see feelings, get them and apply them to circumstances that emerge (Prentice et al., 2020). In spite of the fact that there is significant discussion in the writing viewing passionate knowledge as a build and its importance for initiative (Sembiring et al., 2020), van Esch et al. (2018) shield the thought that the more social viewpoints there are in a movement, the more enthusiastic insight will be expected of the person who will be placed in control. In this manner, pioneers who can see their feelings and

comprehend their effects on their activities and on those of others ought to have a more prominent likelihood of giving viable initiative (Sembiring et al., 2020). Meta-scientific examinations have proposed that emotional competencies are a more significant indicator of individual accomplishment than character qualities (Atan & Mahmood, 2019).

The analysis of this study also demonstrated that the climate for creativity plays a moderating role in the link among youth leaders' competencies and their performance. In a work environment with a positive climate for creativity, youth leaders are more willing to establish competencies that are a tool to improve their performance. These results are in line with the notion that the organizational climate develops an environment that can enhance the levels of needed behaviors and competencies (Shalley et al., 2009; Swanson et al., 2020).

5.5 Theoretical Implications

The discoveries of this investigation have a few significant ramifications for public organizations and researchers. To begin with, the researcher give a more profound comprehension of what youth leaders competencies and emotional intelligences rehearses mean for youth leaders performance. By recognizing representative skills as a go between and authoritative environment for inventiveness as a mediator, the researcher broaden past examinations on the youth leaders' competencies and emotional intelligences rehearses for youth leaders' performance, which were portrayed by powerless and conflicting outcomes (Fleetwood & Hesketh, 2008; Paauwe, 2009; van Esch et al., 2018). The discoveries of this study propose that it isn't the simple presence of superior HR rehearses however the capabilities created by elite HR rehearses that empower firms to upgrade their presentation. These

discoveries are in accordance with key HR researchers' view that firm-level HRM rehearses are not all by themselves the wellspring of upper hand. Or maybe, it is the firm-explicit workers' abilities that are chosen, compensated, propelled and created through these practices that empower firms to acquire economical preferences over their rivals (Collins, 2020). Subsequently, creating representatives with undeniable degrees of firm-explicit specialized, social and business skills is the thing that improves an association's presentation. On the side of this study discoveries, the unique RBV hypothesis. Nandi et al. (2020) additionally state that asset sending through superior HR rehearses, which stresses the ability to package, coordinate, arrange and reconfigure HRs, causes firms to prevail notwithstanding quickly changing client and mechanical necessities (Nagano, 2020).

Second, the emphasis here on workers' capabilities adds esteem and broadens the surviving writing which centers basically around the more extensive and general elements of human resources (for example schooling, experience). In examination, the researcher center around workers' abilities as a kind of explicit company's human resources connecting superior HR practices to firm execution. But little, the expansion and spotlight on workers' skills gives another heading to elite HR rehearses authoritative execution research (Chahal et al., 2020).

Third, the outcomes of this study additionally affirm that the connection between competencies, emotional intelligence and youth leaders' performance can be reinforced by a positive environment for creativity. A work setting that is strong for imagination is significant for urging representatives to ceaselessly learn through the procurement of new information, abilities and skills. This examination hence offers help for a possibility point of view in SHRM research that with a positive environment

for imagination, the impacts of superior HR rehearses on the improvement of representatives' abilities can be upgraded (Sony & Aithal, 2020; Sukaatmadja et al., 2021). By showing that the environment for imagination directs the elite HR rehearses authoritative abilities relationship, this examination expands on a new stream of exploration looking at the RBV from a possibility viewpoint (Indrajaya et al., 2020).

At long last, this investigation expands the use of youth leaders' competencies, emotional intelligence, youth leaders' performance to another unique situation (for example the public organizations in UAE). The current investigation shows that in developing societies, described by ecological choppiness and vulnerabilities, developing employees' competencies assists associations with performing better by expanding the levels of their workers' capabilities.

In order to explain the position of behavioural competencies, the study rendered a theoretical extension from established emotional intelligence theory. While several studies have shown that leaders' emotional competencies are positively linked to concrete outcomes such as job success (Boyatzis & Soler, 2012), none have empirically shown this. By focusing on firms with high performance metrics, this study looked at what factors influence increasing emotional intelligence competencies emerge. Since not all top leaders' activities have an impact on organisational success, Yukl's (2008) theory may help understand which types of youth leaders' behaviours can have an impact. These findings may explain why many successful companies lack a charismatic CEO, as well as why having a visionary CEO is no guarantee that a company can escape financial disaster. In short, the findings of this study contribute to the upper echelons hypothesis by determining a psychological aspect of leaders' intelligence that needs more attention.

5.6 Practical Implications

The discoveries of this study additionally have pragmatic applications. This examination encourages public organizations to look for methods of expanding the advantages of their employees' competencies and emotional intelligence. As the discoveries of this study propose, given the essential significance of abilities, associations should plan and build up superior HR rehearses in such a manner to gain, propel, create and improve their youth leaders' skills and competencies to enhance their performance. Accordingly, public associations should zero in on and contribute their resources for developing the firm-unequivocal abilities of their middle divisions or units. Likewise, seeing the basic imagined by progressive climate in empowering the effects of prevalent HR practices, affiliations should manage their push to building a positive climate that enables them to make, gather and develop irrefutable levels of laborers' capacities because as the results of this study found, youth pioneers abilities joined with a huge, purposely drew in climate will be best in developing the abilities central for youth pioneers' execution. At last, the discoveries of this examination give significant bits of knowledge into the UAE public organizations where the utilizations of youth leaders competencies and emotional intelligence may in any case be at an incipient stage (Davis & DeWitt, 2020; Kim et al., 2010).

All the more significantly, the investigation revealed an equifinality wonder and showed that, regarding worker abilities, at any rate two particular courses can bring about better exhibitions among youth leaders in UAE public organizations. As indicated by past research (Palacios-Marqués et al., 2019), hypothesis proposes that organizations' assets and capabilities are probably going to be utilized in packs; consequently, uncovering ideal blends prone to drive execution is a significant

expansion to the current information. Here, as per Elbaz et al. (2018), while past examinations showed the definitive part of the employees' skills for improving organizational performance, negligible proof was noted with regards to the joined impacts of such capabilities on hierarchical execution, which has somewhat influenced the handiness of the surviving writing.

This examination edifies the policymakers in the UAE public sector of the current act of abilities. It likewise brings issues to light of the significance of capabilities as a significant vital capacity, which could help UAE public associations to accomplish their essential objectives, and it gives a superior comprehension of how competency structures regarding approach and execution. Having recognized and broke down the flow position of abilities, concerning the best practice and new scholarly examination, this investigation gives valuable rules to help public associations in UAE in determining a superior comprehension of the job of skills in associations' turn of events and achievement. As indicated by Parasuraman et al. (1988), upper hand is the association's capacity to offer superb client care, which prompts consumer loyalty and maintenance (Gracia et al., 2016; Karedza & Govender, 2020). Discoveries from this investigation propose that the public associations can accomplish upper hand by adjusting their HRM system and the competency structure to accomplish the ideal objectives of the public association. This recommends that interest in the competency system pays off. Nonetheless, to receive the full rewards of such venture, public association should guarantee the competency structure isn't utilized in disengagement, the mindfulness and favorability of the competency system by open association youth pioneers, the competency structure should be very much conveyed and executed to guarantee the labor force comprehend and draw in with the structure lastly standard assessment of the competency structure. In light of the

abovementioned, the investigation will illuminate the UAE public area concerning viable competency approach.

The results of this report, which elucidate the relationship between behavioural competencies and success, should be noted by leaders. Furthermore, as their organisations represent their attitudes, leaders should be mindful that the mechanism by which their competencies become success is a multi-level process. Most significantly, they should be mindful that, as the model of this study demonstrates, the organisation should not only be considered an enhancer of leaders' behaviour while functioning as a filter, allowing only a subset of their competencies to emerge. Leaders, according to this viewpoint, need more than just conventional leadership skills; they often need mission-and relationship-oriented emotional intelligence. Finally, the findings of this study indicate that certain emotional intelligence-behavioral competencies, especially those that are mission-and relationship-oriented, should be taught to youth leaders.

5.7 Limitations and Future Research

There are many limitations that warrant consideration when deciphering these discoveries. The cross-sectional nature of the examination may restrict the derivation of causality among youth leaders' competencies, emotional intelligence, and youth leaders' performance. Future investigations should utilize a deliberately planned longitudinal strategy to affirm the causal connections between these factors and to expand the discoveries of this study. A three -stage plan might be compelling, gathering firm-level information when the reception of youth leaders' competencies and afterward gathering performance information after a specific period. This strategy will empower to catch the powerful improvement of youth leaders' competencies, the

advancement of authoritative capabilities and the resulting impacts on job performance. Further, the concentration of this study was to look at the effects of youth leaders' competencies on the improvement of youth leaders' competencies and emotional intelligence all in all, which thusly, influence their performance. Future investigations could inspect in more detail how each kind of competency is created by singular HR rehearses. Finally, data in this examination were acquired from public organizations in UAE. Despite the fact that it very well may be said that the examples address a cross-part of countless organizations, it is valuable to get a more extensive and more extensive testing outline from different nations. Since respondents' insights, perspectives, and conduct are affected by their societies, it is significant to test whether the effect of youth pioneers' capabilities and enthusiastic knowledge on youth pioneers execution can be summarized to conditions in various countries. The replication of this assessment on a broader scale with different public social orders is essential for the further hypothesis of the disclosures.

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Appendix

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Examining the Influence of Youth Leaders' Competencies and emotional Intelligence on their Performance in the UAE Governmental Organizations

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Dear Sir/Madam,

We are currently conducting a research project regarding A Competency-Based Model for Emirati Youth Leadership Development in the United Arab Emirates in Public Sector. Our main objective is to investigate the significant role of Youth leaders' competencies and emotional intelligence in improving their performance in the United Arab Emirates Governmental organisation.

The first part (PART A) is concerned with demographic factors; requests general information from the respondents; this includes the respondent's years of experience, his/her age and most recent academic qualification, and the occupation of the employee. The second part of the questionnaire (PART B) focuses on the perceptions of leaders regarding the conceptual framework variables (i.e., Leaders' competencies, emotional intelligence, climate for creativity, and job performance).

There are no right or wrong answers. This research is purely for academic use within United Arab Emirates university. All responses will be kept strictly confidential. If

you have any queries regarding this survey, please don't hesitate to contact me at 0508886680.

Many thanks for your assistance. The researcher looks forward to receiving your completed questionnaire.

Instructions:

- Most questions require just tick-box answers occasionally;
  - You are required to write an answer in the space provided;
  - All the questions in the questionnaire refer to your perceptions about the study variables;
- Where questions ask for your opinion, there are no right or wrong answers. All we are interested in are your perceptions about the study variables;
- Please complete all the questions, even if they appear similar;
- You are allowed to leave blank or omit any questions you prefer not to answer;
- All the information that you provide will be kept strictly confidential.
- Kindly note that participation is voluntary, accordingly you may withdraw at any time from the study.
- There is minimal risk in participating in this study since all data collected will be anonymous.

Sincerely,

Shamsa Almarri

United Arab Emirates University, Al-Ain, United Arab Emirate

Tel:0508886680

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Section (A)

Please answer the below statements about you by choice the number best reflect you or writing up where it is needed.

1- Your gender

1	2	
Male	Female	

2- Your age

3- Your Educational level

1	2	3	4	
Bachelor	Master	PhD	Other	

Other (specify)……………..

4- Your marital status

1	2	3	4	
Single	Married	Divorced	Widowed	

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I can work very effectively in a group setting					
I can contribute valuable insight to a team project					
I can easily facilitate communication among people					
I am effective at delegating responsibility for tasks					
I can effectively coordinate tasks and activities of a group					
I am able to resolve conflicts among individuals effectively					
I do feel I can take on a leadership role in a group and be effective					
I am very good at integrating information and suggestions from individuals into a plan					
Owing to my capabilities, I have much potential					
I succeed at much					
I have done well in life so far					
I perform very well at a number of things					
I am a capable person					
I have much to be proud of					
I am talented					
I am very competent					
I am confident in my ability to deal with the planned structural changes					
I am confident to help organization to deal with the stressful nature of organizational change					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am confident and able to do all demands of change					
I believe I perform well in my job situation following the restructuring					
Providing training, I can perform well following the change					
I am a good listener					
I won't argue with someone just to prove I am right					
I generally know what type of behaviour is appropriate in any given situation					
I do not mind meeting strangers					
I can easily put myself in another person's shoes					
I have the ability to deal with moral conflicts and problems					
I can defend my ethical decision					
I maintain fair process at all times					
I respect the dignity of those affected by the decisions					
I have the ability to take decisions in ethical dilemmas					
I can cope well with whatever difficult feelings I might experience					
I can deal with the pressure of being in a new environment					
I can live anywhere and enjoy life					
People are encouraged to solve problems creatively in this organization					
My supervisor serves as a good work model					
There is free and open communication within my work group					
Generally, I can get the resources I need for my work					
I feel challenged by the work I am currently doing					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I have the freedom to decide how I am going to carry out my projects					
There are many political problems in this organization					
I have too much work to do in too little time					
My area of this organization is innovative					
My area of this organization is effective					
Involves relevant people when planning own objectives					
Differentiates the important from the less important					
Plans and conduct reconnaissance					
Consistently finishes assigned work tasks and meets deadlines					
Supports and cooperates with all colleagues/departments					
Shares all relevant information with colleagues					
Helps colleagues to improve their performance/skills					
Writes documents that are clear and convincing					
Verbally expresses views that are clear and convincing					
Actively listens to what others have to say					
Asks for and listens to feedbacks of others					
Presents projects recommendations well					
Seeks additional responsivity and assignments					
Demonstrates energy and enthusiasm					
Translates project briefing into actionable plans					
Challenges established procedures/practices					

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Analyses issues using tools/techniques					
Effectively researches important elements of the problems					
Seeks alternatives before deciding on a solution					
Produces creative and workable solutions to problems					
I have a good sense of why I have certain feelings most of the time					
I have good understanding of my own emotions					
I really understand what I feel					
I always know whether or not I am happy					
I always know my friends' emotions from their behaviour					
I am a good observer of others' emotions					
I am sensitive to the feelings and emotions of others					
I have good understanding of the emotions of people around me					
I always set goals for myself and then try my best to achieve them					
I always tell myself I am a competent person					
I am a self-motivated person					
I would always encourage myself to try my best					
I am able to control my temper and handle difficulties rationally					
I am quite capable of controlling my own emotions					
I can always calm down quickly when I am very angry					
I have good control of my own emotions					

5- Your occupation

1	2	3	4	5	6	
Minister	General manager	Executive	Director	Deputy director	Chairman	

6- Years of experience in your current job.

1	2	3	4	
Below 3 years	3-6 years	7-10 years	Above 10 years	

Please use the following scale to describe your opinion towards the following questions: 5= Strongly Agree (SA), 4= Agree (A), 3= Neutral (N), 2= Disagree (D) and 1= Strongly Disagree (SD).

Thank you for taking the time to complete this questionnaire.

Your assistance in providing this information is very much appreciated. If there is anything else you would like to tell us about this survey or other comments you wish to make that you think may help us to understand the analysis of the study variables, please do so in the space provided below: