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كلية التجارة  
ماجستير إدارة الأعمال

# Leadership Competencies of Middle Managers at Palestinian Media Enterprises and its Impact on Employees' Job Performance

(Case Study: *Al- Aqsa Satellite TV Channel*)

الكفاءات القيادية لدى مدراء الإدارة الوسطى في مؤسسات الإعلام  
الفلسطينية وأثرها على الأداء الوظيفي للعاملين  
(دراسة حالة: فضائية الأقصى)

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## إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

# Leadership Competencies of Middle Managers at Palestinian Media Enterprises and its Impact on Employees' Job Performance

(Case Study: *Al- Aqsa Satellite TV Channel*)

## الكفاءات القيادية لدى مدراء الإدارة الوسطى في مؤسسات الإعلام الفلسطينية وأثرها على الأداء الوظيفي للعاملين (دراسة حالة: فضائية الأقصى)

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## نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ عصام محمد عبدالله زقوت لنيل درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال وموضوعها:

الكفاءات القيادية لدى مدراء الإدارة الوسطى في مؤسسات الإعلام الفلسطينية  
وأثرها على الأداء الوظيفي للعاملين - دراسة حالة: فضائية الأقصى

### Leadership Competencies of Middle Managers at Palestinian Media Enterprises and its Impact on Employees' Job Performance Case Study: Al-Aqsa Satellite TV Channel

وبعد المناقشة التي تمت اليوم السبت 31 ذو الحجة 1437 هـ، الموافق 2016/10/01م الساعة الواحدة ظهراً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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والله ولي التوفيق ،،،

نائب الرئيس لشئون البحث العلمي والدراسات العليا

د. عبدالرؤف علي المناعمة



## Abstract

This research aims to investigate the reality of middle managers' leadership competencies and its impact on employees' job performance at al-Aqsa Satellite TV Channel in the Gaza Strip. A number of (288) questionnaires were distributed to all employees at the channel; they are (288) employees working in different departments. A total of (181) valid questionnaires were collected with a response rate of (62.84%). The 1998 Leadership Competency Model was used, translated and modified to serve the purpose of this research. As a result, a questionnaire consisting of (57) items was structured and distributed on study population. The research used the analytical descriptive approach.

Research findings revealed a strongly positive correlation (81.1%) between leadership competencies and employees' job performance. The findings revealed that the middle managers at al-Aqsa Satellite TV Channel have a medium capacity (62.54%) of leadership competencies. Likewise, the research findings proved that the 1998 Leadership Competency Model is applicable to the Palestinian media context with a modification. The findings indicated that employees' job performance was affected by three major competency categories, which are: Building Coalitions/ Communications, Business Acumen and Leading Change. More specifically, the results showed that 'Building Coalition and Communications' has been the most remarkable competency to affect the employees' job performance. The findings proved also that there are significant differences in respondents' answers toward the reality of leadership competencies and its impact on employees' job performance due to personal characteristics, age and job title.

The main recommendations of this research are as follows: First, middle managers at Palestinian media enterprises need to be aware of the importance of leadership competencies and its role in enhancing individual and organizational performance. Second, it is imperative for present and potential middle managers to assess their current leadership proficiency level with respect to the five competencies identified in this research and actively acquire knowledge and skills through appropriate training and development interventions. Third, leadership competencies of Building Coalitions/Communications, Business Acumen, and Leading Change should be taken into account when setting up future job performance development plans.

**Keywords:** Management, Media Management, Leadership, Leadership Competencies, Job performance.

## (Abstract in Arabic Language)

### الملخص

يهدف هذا البحث إلى التعرف على واقع الكفاءات القيادية لدى مدراء الإدارة الوسطى في مؤسسات الإعلام الفلسطينية وأثرها على الأداء الوظيفي للعاملين. حيث يتناول البحث قناة الأقصى الفضائية في قطاع غزة كدراسة حالة لتحقيق الغاية الرئيسية من البحث. وقد اشتمل مجتمع الدراسة على جميع الموظفين العاملين في قناة الأقصى الفضائية والبالغ عددهم (288) موظف، و تم توزيع عدد (288) استبانة على جميع الموظفين واسترداد عدد (181) استبانة كانت صالحة للتحليل الإحصائي، وبمعدل استجابة بلغ (62,84%). وجرى تحليل البيانات احصائياً باستخدام برنامج التحليل الإحصائي SPSS. حيث قام الباحث باستخدام نموذج الكفاءات القيادية الصادر عن مكتب إدارة شؤون الموظفين الأمريكي (OPM) في العام 1998 لتحقيق هدف البحث. وبالاستناد إلى هذا النموذج، استطاع الباحث تطوير استبانة مكونة من 57 مفردة، تم توزيعها على مجتمع الدراسة في قناة الأقصى الفضائية. كما قام الباحث باستخدام المنهج الوصفي التحليلي للتوصل لنتائج البحث والإجابة على تساؤلاته.

أظهرت نتائج البحث وجود علاقة ارتباطية قوية بين الكفاءات القيادية والأداء الوظيفي للموظفين بلغت (81,1%). وأظهرت كذلك أن مدراء الإدارة الوسطى في فضائية الأقصى يتمتعون بمستوى متوسط من الكفاءات القيادية بلغ (62,54%). وأثبتت الدراسة أن نموذج الكفاءات القيادية الأمريكي (1998) هو نموذج ملائم يمكن تطبيقه على بيئة الإعلام الفلسطينية. كما توصلت الدراسة إلى أن الأداء الوظيفي للموظفين قد تأثر بثلاث كفاءات قيادية رئيسية هي " كفاءات بناء التحالفات والتواصل و كفاءات الفطنة التجارية و كفاءات التغيير". وأظهرت الدراسة وجود فروق جوهرية بين آراء المستجيبين تعزى لمتغيري العمر والمسمى الوظيفي فقط.

وخلصت الدراسة إلى مجموعة من التوصيات أهمها: (1) ضرورة إدراك مدراء الإدارة الوسطى في مؤسسات الإعلام الفلسطينية لأهمية الكفاءات القيادية ودورها الحيوي في تطوير أداء الأفراد والمؤسسات وتحقيق النجاح؛ (2) ضرورة قيام مدراء الإدارة الوسطى بتقييم مستوى فاعلية الكفاءات القيادية لديهم بالاستناد إلى مجالات الكفاءات القيادية الخمسة التي جاءت في هذا البحث، والاجتهاد في اكتساب معارف ومهارات قيادية جديدة من خلال الاندماج المستمر في عملية التدريب والتطوير.

**الكلمات المفتاحية:** الإدارة، إدارة الإعلام، القيادة، الكفاءات القيادية، الأداء الوظيفي.

## **Dedication**

To my beloved father who has been executed in cold blood by Zionist occupation soldiers mid-1989 during the first Palestinian Intifada. May the Almighty Allah shower his soul with mercy and blessings.

"This work is to make his dream come true"

To my beloved mother, the sea of kindness and givenness, without her endless support and encouragement this work would not have been possible. All love to her.

To all of my brothers and sisters, for all of their support and care.

To my beloved wife, for her continual support and patience.

To my lovely daughters, Ranim & Maram, who always cover me with the warmth of their love.

To those who sacrificed their souls for the sake of truth, freedom and liberation, to martyrs of journalism in Palestine and everywhere else in this tiny world.

To the great people of Palestine and the Islamic nation.

To You All

With Love

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## **List of Abbreviations**

**AWRAD** Arab World of Research and Development

**UNESCO** United Nations Educational, Scientific and Cultural Organization

**UNRWA** United Nations Relief and Works Agency

**OPM** Office of Personnel Management

**IREX** International Research and Exchanges Board

**PRDC** Personnel Resources and Development Center

**ECQs** Executive Core Qualifications

**HRD** Human Resource Development

**PSR** Palestinian Center for Policy and Survey Research

**Chapter 1**  
**Research General**  
**Framework**



# Chapter 1

## Research General Framework

### 1.1 Introduction:

Leading enterprises towards success and entrepreneurship in the 21<sup>st</sup> century requires well-qualified and creative managers. Those managers considered as vital component for the success of their enterprises. Hence, it's imperative for them to be armed with the highly required skills, abilities, knowledge and other personal characteristics that mark high levels of proficiency. Leadership competencies include leadership behaviors and skills that contribute to excellent job performance. Palestinian media enterprises can better recognize and develop their next generation of leaders by using a competency-based approach to leadership. Although some leadership competencies are crucial to all organizations, it is imperative also for an enterprise to determine what leadership attributes are special to the particular enterprise to create competitive advantage.

Modern trends in human resource management assert widely on the development and application of the term competency, especially the serious role it plays in increasing competitiveness, job performance and economic (Velde, 2001; Cardy & Selvarajan, 2006; Ibrahimkhan, 2006; Abu Al Nasser, 2007). On the other hand, several studies have asserted on the positive correlation between leadership competencies and subordinates' job performance (Mackenzie, Podsakoff & Podsakoff, 2011; Jyoti & Bhau, 2015). It is believed that change management has recently received a great deal of attention as key part of leadership. However, the most successful enterprises in contemporary time are those described as strongly open to change (Mierzejewska & Hollifield, 2006).

Arguably, studies that have explored the impact of change management on the media environment were few in number (Killebrew, 2003; Perez-Latre & Sanchez-Taberner, 2003). In other words, recognizing the influence of leadership competencies on the job performance of journalists and professionals in media enterprises could assist

in improving productivity and quality service (Mierzejewska & Hollifield, 2006). Nonetheless, in order to be able to solve the poor leadership skill problems, today's enterprises are strategically obliged to adopt the path of "leadership development" and focus on preparing middle managers to be eligible for holding future leadership positions (Leskiw & Singh, 2007; Nguyen, 2014 ).

Indeed, the majority of Palestinian media enterprises are characterized by bad performance resulting from several shortcomings, represented in the absence of skillful managers, self-funding, media management training programs and eventually the absence of political and economic stability. These challenges have often deprived many public and private Palestinian media enterprises from achieving sustainability and survival (UNESCO, 2014).

For their most important role, middle managers at Palestinian media enterprises have no way other than responding positively to the big challenges they face during their daily operations. However, they can often improve their leadership effectiveness by acquiring the needed leadership competencies that lead them, their subordinates and enterprises towards success and distinction.

As a matter of fact, strategy implementation depends essentially on the creative thoughts generated by conscious middle managers (Kanter, 1982; Wooldridge, Schmid & Floyd, 2008). This goes along with another authors' arguments asserting that middle managers can often achieve enterprises' strategic goals through having a clear strategic vision (Dutton et al., 1997).

Overall, leadership competencies could be used as the basis for strengthening an enterprise's leadership team and determining the types of educational and leadership development opportunities that are needed for future leaders. However, there is no empirical studies addressed the reality of leadership competencies of middle managers and its impact on subordinates' job performance at Palestinian media enterprises before.

The researcher in this study intends to fill this lacuna through exploring the leadership competencies of middle managers at al-Aqsa Satellite TV Channel by applying the 1998 Leadership Competency Model with 27 competencies grouped into five clusters.

For the purpose of this study, middle managers involve those who mediate between the top level management group in al- Aqsa Satellite TV Channel and the first-line managers and front-line employees.

## **1.2 Research Problem Statement:**

Managers of private Palestinian media enterprises especially the audio-visual are mostly incompetent to fill in their positions. This refers to the fact that they lack the required managerial skills that enable them to manage their media enterprises successfully. However, many media development organizations have recently realized the need for developing media management skills in order to fill up this significant lacuna (UNESCO, 2014). In a recent survey conducted by the Arab World for Research and Development (AWRAD), 66% of Palestinian media employees confirmed that employment in media enterprises is not based on competency (64% in the West Bank and 68% in the Gaza Strip). 10% only said that recruitment depends largely on competency, while 39% said that it does not. The surveyed employees have referred the low productivity of media enterprises to the disregard of competency as a prerequisite benchmark for hiring new people (UNESCO, 2014).

Another study conducted by Ahmad Turk (2009) found that a handful of Palestinian journalists had obtained sufficient and professional training to empower them to accomplish their jobs appropriately and skillfully. The study also indicated that 85% of Palestinian journalists do believe that media work needs an extensive "specialized and practical training", and 91% of them confirmed that journalists looking forward to receiving training within a workplace environment. Further evidence of the poor management of media enterprises in Palestine is that:

“In the section relating to business management of the IREX Media Sustainability Index, Palestine has a low score of 1.4 out of 4, placing it in the category of “unsustainable mixed systems” (IREX, 2010/2011).

It is also argued that media enterprises in Palestine are often hesitant to spend money to develop the capabilities of its staff. However, this hesitation was justified by the expensive commission imposed by profitable training centers on professional training courses such as general management and marketing. Nonetheless, crucial specializations such as media management courses are not included among these training programs, despite the high value that can be achieved through receiving these important courses (UNESCO, 2014).

To a great degree, many authors have agreed that the more middle managers are involved in strategy setting and policy, the more their enterprises will be able to create a competitive advantage (Kanter, 1982; Dopson & Stewart, 1990; Frohman & Johnson, 1993; Floyd & Wooldridge, 1997; Smith, 1997). Al-Madhoun and Analoui (2003) demonstrated that the Palestinian Authority and UNRWA have asserted that several administrators lack the ability to manage their enterprises effectively, and that coaching and development is considered as one of the everlasting means to stimulating the progress of the Palestinian economy and mitigate the crisis of perpetual unemployment in Palestine.

Middle managers at Palestinian media enterprises are not an exception out of this context, two recommendations by Salah (2014) study on the media industry sector in Gaza are to improve the managerial competencies of managers at all levels at al- Aqsa Satellite TV Channel, as well as to use on-the-job training to enhance the efficiency of employees.

Identifying leadership competencies is the most crucial function of leadership development process (Tubbs & Schulz, 2006). Hence, the need for new entrepreneurial leaders in Palestinian media enterprises, and the reality that leadership competencies

have never been identified before in media industry sector in Palestine, all this led the researcher to explore the impact of leadership competencies of middle managers on subordinates' job performance at al- Aqsa Satellite Channel as an effective Palestinian TV that broadcasts news related to the Palestinian cause locally and internationally.

Therefore, this study attempts to answer the following main question:

**"What is the reality of leadership competencies of middle managers at Palestinian media enterprises (al- Aqsa Satellite Channel as an example), and what impact do these competencies have on employees' job performance?"**

### **1.3 Research Questions:**

**The following research questions will be answered during the progress of the study:**

- What is the reality of leadership competencies of middle managers at al-Aqsa Satellite Channel (from the perspectives of employees)?
- What is the relationship between leadership competencies and subordinates job performance?
- What impact do middle managers' leadership competencies have on subordinates' job performance (from the perspectives of employees)?
- What are the most influential competencies on subordinates' job performance?
- Are there significant differences among participants regarding the reality of leadership competencies and its impact on job performance due to their personal characteristics (gender, age, years of service, qualifications and job title)?

### **1.4 Importance of the Study**

Leadership appears to be the most neglected field of research and theory development in media management (Mierzejewska & Hollifield, 2006). This is very consistent with the Palestinian media enterprises, where leadership competencies of middle managers have been investigated inadequately by academic research. Hence, this

will be the first study of its type in Palestine that aims at responding to the needs of Palestinian media enterprises and also contributes to providing better understanding of the reality of leadership competencies of middle managers and its impact on employees' job performance at al- Aqsa Satellite TV Channel.

Findings of this study will benefit many groups:

#### **1.4.1 Media enterprises:**

First of all, findings of this research will enable private and public Palestinian media enterprises to achieve sustainability and survival through the concentration on development and training as an effective strategies for increasing performance and productivity. Second, findings of this study will help Palestinian media enterprises identify the weaknesses and strengths of its middle managers' leadership competencies and improve those competencies that lead to the increase of performance quality in contrast. Third, findings of this study will help senior, and middle managements to increase the performance and productivity of their employees by practicing and reinforcing the concept of leadership competency within the organizational environment. Fourth, findings of this research will assist senior management of al-Aqsa Channel, and other Palestinian media enterprises in field, to enhance their recruitment policy to choose among the best eligible candidates who have the best mix of leadership competencies. Fifth, findings of this study will help media enterprises enhance their media performance, content, societal function and discourse directed to local and international audiences to become more powerful and effective.

#### **1.4.2 Society:**

The significance of media stems from the fact that it represents the power of a "Fourth Estate" that has a persuasive authority overall. Therefore, improving the leadership competencies of middle managers at Palestinian media enterprises will benefit the Palestinian local society through unleashing the freedom of opinion and

expression, strengthening the culture of plurality, dialogue and respect of differing and opposing viewpoints, in addition to fostering domestic policies, strengthening stability and national identity.

#### **1.4.3 Academic institutions and future researchers:**

To the researcher's best knowledge, the area of leadership competencies at al-Aqsa Satellite TV Channel was not investigated by local studies before. Thus, the researcher believes that this research will contribute to accumulate the knowledge of university and sustain the rule of the university as leader academic facility in the society. On the other hand, future researchers can use study findings as a foundation as they carry out more in-depth and broader studies in this field.

#### **1.4.4 Managers:**

Findings of this study can be used by managers and human resource development experts as a reference for constructing competency models of their own enterprises, setting up middle management advancement strategies and accommodate other human resources purposes according to the competency models.

#### **1.4.5 Researcher:**

For the researcher, this study will be a first step in recognizing the leadership competencies and effectiveness of developing activities for middle managers in media enterprises in the Gaza Strip. Furthermore, the study findings will help the researcher to learn more about how the leadership competencies of middle managers at Palestinian media enterprises can impact the subordinates' job performance. In addition, the researcher through this study will have the ability to acquire more knowledge about the implementation of the leadership competencies criterion in public and private enterprises.

## **1.5 Research Objectives:**

The research objectives can be identified as follows:

1. To recognize the reality of leadership competencies of middle managers at al-Aqsa Satellite Channel.
2. To examine the impact of leadership competencies possessed by middle managers on the job performance of employees.
3. To examine the applicability of the "1998 Leadership Competency Model" to the Palestinian media enterprises.
4. To fulfill the gap in the literature concerning middle managers' leadership competencies and its impact on employees' job performance at Palestinian media enterprises in the Gaza Strip.
5. To draw conclusions and recommendations that may help decision makers and human resources professionals in recognizing and improving middle managers' leadership competencies.

## **1.6 Research Variables:**

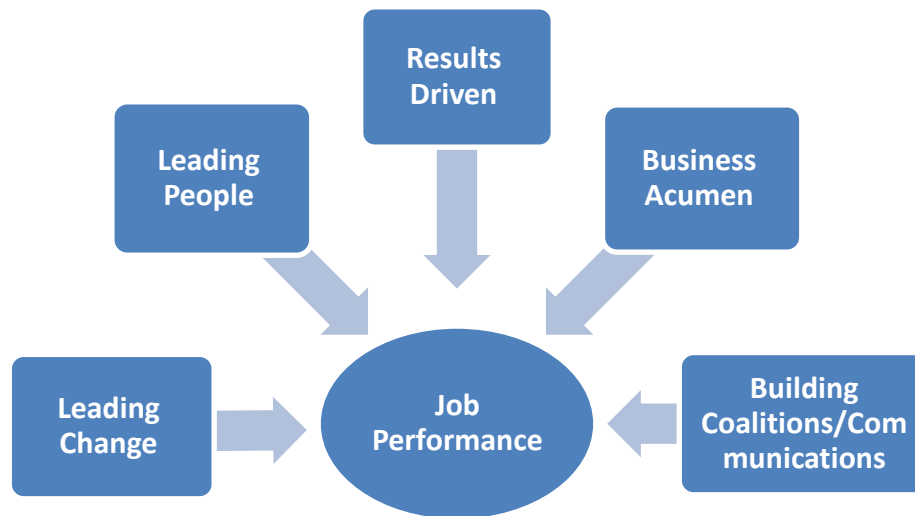
### **1.6.1 Dependent Variable:**

Employees' job performance

### **1.6.2 Independent Variables:**

1. Leading Change.
2. Leading People.
3. Results Driven.
4. Business Acumen.
5. Building Coalitions/Communication.





**Figure (1.1): Conceptual Framework:**

**Source:** Designed by the researcher according to: *1998 leadership Competency Model*, 2016.

## **1.7 Research Hypotheses:**

### **1.7.1 First main hypothesis:**

There is a statistical relationship at  $\alpha \leq 0.05$  between leadership competencies and job performance.

### **1.7.2 The following hypotheses stem from the first main hypothesis:**

**H1:** There is a statistical relationship at  $\alpha \leq 0.05$  between Leading Change and job performance.

**H2:** There is a statistical relationship at  $\alpha \leq 0.05$  between Leading People and job performance.

**H3:** There is a statistical relationship at  $\alpha \leq 0.05$  between Results Driven and job performance.

**H4:** There is a statistical relationship at  $\alpha \leq 0.05$  between Business Acumen and job performance.

**H5:** There is a statistical relationship at  $\alpha \leq 0.05$  between Building Coalitions/Communications and job performance.

### **1.7.3 Second main hypothesis:**

There is a statistical impact at  $\alpha \leq 0.05$  of leadership competencies on job performance.

### **1.7.4 Third main hypothesis:**

There are no significant differences among participants at ( $\alpha= 0.05$ ) regarding the reality of leadership competencies and its impact on job performance due to their personal characteristics (gender, age, years of service, qualifications and job title).

## **1.8 Research Scope:**

### **1.8.1 Place -Case Study:**

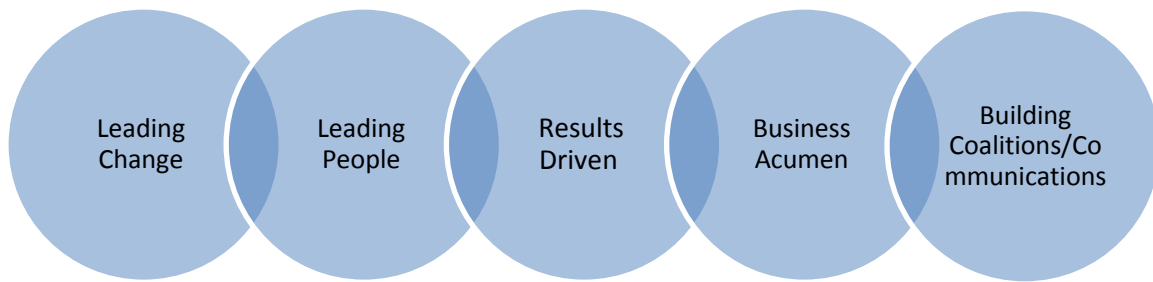
Al-Aqsa Satellite TV Channel in the Gaza Strip, was taken as a case study to conduct this research.

### **1.8.2 Subject Parameter:**

#### **1.8.2.1 The OPM's 1998 Leadership Competency Model**

The 1998 Leadership Competency Model developed by the U.S. Office of Personnel Management (OPM) will be used as a foundation for this study. However, the model was created by the U.S. Office of Personnel Management (OPM) in the year 1998, and served as an efficient measurement and development tool to all managers at all levels within the federal government. The model consists of 27 leadership competencies grouped into five major competency categories; leading change, leading people, results driven, business acumen and building coalitions and communications. In 2006, the model was updated by the Office of Personnel Management (OPM) and

renamed the Executive Core Qualifications (ECQ). Figure (1.2) shows the five major leadership competency categories of the OPM's 1998 Leadership Competency Model, that will be explored comprehensively in this study.



**Figure (1.2): Major Leadership Competency Categories.**

**Source:** Articulated by the researcher based on the OPM's 1998 Leadership Competency Model, 2016.

# **Chapter 2**

## **Literature Review**

## **Chapter 2**

### **Literature Review**

#### **2.1 Introduction:**

This chapter aims to review the literature related to the essential concepts of this study, especially the leadership competencies, middle managers and subordinates' job performance. This literature includes books, studies, articles and journals. Therefore, the researcher aims to discuss and define these terms according to different authors and researchers. Particularly, this chapter consists of four major sections.

The first section introduces various definitions and discussions of leadership and leadership competency, it also includes an exploration of the OPM's 1998 Leadership Competency Model; the second section contains a summary and discussion of the leadership competencies of middle managers; the third section introduces various definitions and discussions of employees' job performance; and the fourth section reviews a general overview of al-Aqsa Satellite TV Channel.

## **Section 1**

### **Leadership Competencies**

#### **2.1.1 Leadership definition:**

Several studies have been conducted to explore leadership (Bass, 1990; Parker, 2001; Evans & Evans, 2002; Covey, 2006; Northouse, 2007; Maxwell, 2011). According to Northouse (2007), leadership is defined as the process of inducing subordinates to attain a mutual goal. Precisely, (1) leadership is a process; (2) leadership comprises influence, (3) leadership takes place in a group context, and (4) leadership includes goal achievement (Northouse, 2007). Leadership is defined as: “the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives” (Yukl 2002, p.7). This is supported by the definition of Bolman and Deal (2008) that leadership is the process of interacting and inducing individuals, groups, or societies to fulfill organizational goals.

In addition, Maxwell (2011), and Covey (2006) agreed that leadership is essentially about influencing subordinates to achieve enterprise's vision, mission and general goal. "Leadership, like other social formula, is socially built through successful interaction with other leaders and also the subordinates that the leader must deal with on a day-to-day basis" (Parker 2001, p.44).

"Leadership aims at establishing priorities and marshaling resources to achieve meaningful goals. Managers and supervisors are responsible to determine not only what is important in their organization but also how to get it done by motivating their team members for performing the task. Thus leader must clarify the organizational goals and objectives and to be successful, he must ensure that the team knows both the goals and the strategy" (Hayyat Malik, 2012).

Leadership is the capability to instill confidence and support the subordinates who have to achieve the goals of organizations (Dubrin, Dalglish & Miller 2006; Alexakis, 2011). On the other hand, Evans and Evans (2002) demonstrate that leadership as a process includes leading, conducting, escorting, guiding, tracing, steering and managing others. Gondongwe (2014) argues that most definitions of leadership reproduce the assumption that it includes a process whereby purposeful influence is exercised by an individual over a group of individuals to direct, design and facilitate actions and interactions in an enterprise or a society. He continues to argue that leadership is "a matter of setting direction, being clear about where you want to go, creating alignment". As well as it comprises "getting and keeping everyone on board, and facing the adaptive challenges that arise"(Evan 2002, p. 19). However, according to Boonyachai (2011), leadership is the process through which individuals are able to structure and define the reality of the workplace environment and beyond.

In conclusion, for the purpose of this study, leadership can be defined as the process of inducing subordinates so that they apprehend and decide about what activities can be taken, how the activities can be performed efficiently, and how to stimulate individual and collective efforts to achieve common goals.

### **2.1.2 Leadership in Media Context:**

It is obvious that few studies have discussed the issue of leadership in the media environment. Küng (2007) recommends that the motive behind reviewing media management should be based on constructing a bridge between the broad discipline of management and the limitations of the media business and media enterprises. As a function of management, leadership in media has been perceived as a source of influence and inspiration. Küng (2006, p.13) indicates that "Leaders not only influence subordinates but the overall culture of newsrooms as well" and also believes that: "The leader of the media firm often has an unusual ability to influence what is published." This proves the key role of leadership in developing and shaping the media landscape. However, contemporary media supremacy represents a necessity and an invitation to

demonstrate strategic leadership in cooperation with regulators, audiences, commercial competitors and other stakeholders (Küng, 2006, p. 6).

In the media context also, leadership is defined as communication which affects individuals' behaviors positively to fulfill required goals (Catt & Miller, 1985). Küng continues to add that the mission of media managers is to handle businesses and enterprises that have an effective public presence and are therefore consistently engaged in, and targets for, negotiating complicated communications with political, business and community leaders. According to Gershon (2009), it is imperative for media managers nowadays to be able to develop the tone and setting for the workplace atmosphere, establishing a constructive and innovative environment where content makers can freely produce new media productions within the specific time.

In the same regard, Küng (2006) continues to suggest that efficient media managers should master the following six important competencies: (1) planning, (2) organization, (3) leadership, (4) staff management, (5) control and (6) communication. Frankly, managers and leaders at media enterprises should acquire the needed leadership skills that enable them to encourage and implant effective work practices in their personnel. Nonetheless, despite the number of research conducted and aimed to explore the reality of management in media enterprises (Polansky & Hughes, 1986; Frame, Nielsen & Pate, 1989; Lewis, 1997), still little empirical studies are plain on leadership and its role in the developing media landscape.

In conclusion, leaders in media enterprises are considered as main contributors to success in that they mobilize their employees around a common vision and strategy in order to achieve the desired results. Further, leadership talent is regarded as critical to managers' success in a rapidly changing environment.



### **2.1.3 Competency definition:**

Competency has been studied adequately in the human resources management (Spencer & Spencer, 1993; Shippmann et al., 2000; Bartram, 2002; Zhang, Wang, & Li, 2010; OPM, 2016). The Office of Personnel Management (OPM, 2016) defines a competency as "A measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles or occupational functions successfully." According to Eyde, et al., (1999), competencies "serve as a bridge" to a set of human resource management behaviors. Hence, competencies identify the "how" of executing job responsibilities, or what an individual needs to accomplish the work effectively (Shippmann et al., 2000).

However, Zhang, Wang, and Li (2010) define the competencies as the combination of individual features that stimulate employees to attain an outstanding performance, whereby an individual can be determined competent or incompetent. Bartram (2002) defined competencies as a set of individual behaviors that lead to the accomplishment of expected outcomes. According to OPM (2016) competencies are classified into two different categories: general and technical competencies. The general competencies deal with the intellectual and social abilities such as: (interpersonal skills and problem solving) necessary for job performance in different works. In contrast, technical competencies deal with specific knowledge and skill required for a particular occupation.

From the definitions above, competency can be described as the set of employee's knowledge, skills, abilities and attributes that lead to high performance in accomplishing individual and organizational goals. It also aims at helping organizations reach the requested results and outcomes.

#### **2.1.4 Leadership competency:**

An adequate number of studies conducted and tried to identify the leadership competencies in an attempt to enhancing the organizational and individual leadership performance (Turner & Müller, 2005). Leadership competency, in essence, aims to explain “the attributes of high performing leaders needed to produce results” (Eyde, Gregory, Muldrow, & Mergen, 1999, p. v). This definition has been adopted by the US Office of Personnel Management, and likewise it serves the purpose of this study.

To add on, several studies on leadership competencies have significantly concluded that competency is a learnable item (Dulewicz & Higgs, 2005; Müller & Turner, 2010). The term "competency is learnable" means that it can be developed through education, training and practice. Therefore, leadership competencies were described as a set of measurable attitudes that contribute in determining the efficiency of leaders (McClelland, 1973). Leadership competencies are concerned with the qualifications of leadership styles that are a set of correlated knowledge, skills, and personal attributes (Parry, 1998; Bass & Bass, 2008).

Likewise, Buckingham (2001) demonstrates that leadership competencies contribute in fostering the manner of harmony rather than diversity at an individual level.

Indeed, the extensive exploration of leadership competencies has contributed in providing better understanding of the activities needed for developing leaders (Pryor, Humphreys, Taneja, & Toombs, 2011). Although various studies (Mendenhall & Osland, 2002; Jokinen, 2005) agreed that numerous leadership competencies could be described as vital leadership competencies, this study aims to concentrate on general and technical leadership competencies as demonstrated by the 1998 Leadership Competency Model.

In conclusion, leadership competencies are, in essence, descriptions of expected behavior that should provide employees with a holistic picture of the most critical knowledge, behaviors, abilities, skills, attitudes, values and tasks required for their enterprises' success.

### **2.1.5 Leadership Development:**

“Leadership development is becoming an increasingly critical and strategic imperative for organizations in the current business environment. Recent historical events and emerging trends emphasize the need to invest in the active development of leaders” (Leskiw & Singh, 2007). In addition, Zhao Hongmei (2004) indicates that organizational leadership development is an organized process, which is related to all affiliates of an organization, and all personnel should get engaged in leadership development.

To sum up, leadership development as a strategic choice for many contemporary enterprises can be defined as a continuous process whereby employees and their managers take part collectively in acquiring new knowledge, skills and abilities that enable them to improve the performance of their own and their enterprises.

The next topic will introduce a comprehensive explanation of the *1998 Leadership Competency Model* used in this study.

### **2.1.6 The 1998 Leadership Competency Model**

Numerous studies have attempted to explore the concept of leadership competency in several ways at different times. But very few studies have explored the relationship between leadership competencies and subordinates' job performance in the media context. In order to do so, the researcher used the 1998 Leadership Competency Model as a foundation for this study. The model was first developed by Eyde et al., (1999) where according to him, the US Office of Personnel Management's Personnel Resources and Development Center (PRDC) studied both public and private sector management and leadership literature and carried out a large-scale Leadership Effectiveness Survey of over 10,000 Federal executives, managers, and supervisors to recognize competencies compulsory for effective job performance.

As a result, the 1998 model produced and included 27 competencies, clustered (using factor analysis) under five meta-competencies based on similarities associated to importance and content: Leading Change, Leading People, Results Driven, Business Acumen, and Building Coalitions/Communication. The meta-competencies likewise function as the basis for the Executive Core Qualifications (ECQs) which demonstrate the experiences required to succeed in the Senior Executive Service (Eyde *et al.*, 1999).

According to Eyde et al., (1999), this framework was applicable to all ranks of leadership within the US federal government, including senior managers, middle managers and frontline supervisors. Wang (2006) argues that the model was applicable to a diversity of organizational situations and has been examined in several culture contexts. The model was applied in different countries (Meadows, 2015) and specific job classifications (Nelson, 2015) and had been proved to be a dependable instrument. Although it is currently in use by the U.S. federal government, it has been proven that the framework likewise fits the private sector context (Wang, 2006). Therefore, this model will be translated and modified to serve the purpose of this study.

In conclusion, the 1998 Leadership Competency Model developed by OPM was a broadly used research-based model. It provided a framework for use in succession management and for developing a leadership crew of supervisors, managers, and executives.

The following competencies were officially defined by the US. Office of Personnel Management. Figure (2.1) shows the 1998 leadership competency model.

**Table (2.1): The 1998 Leadership Competency Model.**

<b>Main Competency</b>	<b>Sub-Competency</b>
<b>Leading Change</b>	Continual Learning, Creativity and Innovation, External Awareness, Flexibility, Resilience, Service Motivation, Strategic Thinking, Vision.
<b>Leading People</b>	Conflict Management, Leveraging Diversity, Integrity/Honesty, Team Building.
<b>Results Driven</b>	Accountability, Customer Service, Decisiveness, Entrepreneurship, Problem Solving, Technical Credibility.
<b>Business Acumen</b>	Financial Management, Human Resources Management, Technology Management.
<b>Building Coalitions/ Communication</b>	Influencing/Negotiating, Interpersonal Skills, Oral Communication, Partnering, Political Savvy, Written Communication.

*Source:* Eyde, L., Gregory, D., Muldrow, T., & Mergen, P. (1999). *High-performance leaders: A competency model*. Washington, DC: Office of Personnel Management.

**Note:** \* see 1998 Leadership Competency Model Definitions in (Appendix A).

## **Section 2**

### **Middle Managers**

#### **2.2.1 Introduction:**

The management literature revealed in the past 25 years that the area of strategic management research has been increased to comprise not only top managers but also middle managers and other mid-level experts whose actions and activities have significant values for how strategy forms within enterprises. Investigation concentrated on middle managers has added much to our understanding of strategy and transformation and bids abundant promise for creating future vision (Wooldridge, Schmid & Floyd, 2008).

Indeed, the lack of research regarding the literature of recognizing the actual impact of leadership competencies of middle managers on subordinates' job performance at Palestinian media enterprises, undoubtedly, motivated the researcher to address this significant gap. Thus, this research seeks to explore how subordinates' job performance can be influenced by the leadership competencies of their managers during their day-to-day operations in newsrooms environment in the Gaza Strip.

In this section, the researcher aims to shed light on the literature of leadership competencies of middle managers in business organizations in general and in media enterprises in particular. In addition, different definitions of middle managers will be reviewed, including characteristics, roles and responsibilities.

#### **2.2.2 Middle manager definition:**

In literature, many authors have defined the term "Middle Manager", apparently, according to Hayyat Malik (2012, p. 358) "middle managers are key players in achieving organizational objectives by motivating employees, removing obstacles, clarifying paths to goal and rewarding them accordingly".

"The distinguishing feature of middle management, however, is not where they sit in the organization chart. Rather, what makes middle managers unique is their access to top management coupled with their knowledge of operations" (Wooldridge, Schmid & Floyd, 2008, p. 1192). However, middle managers are regarded as vital players of corporate performance and change. Their responsibilities represent in converting the general goals and plans of the top management into more precise objectives and actions (Bateman and Snell, 2007). Wooldridge, Schmid and Floyd (2008) continue to point out that middle managers could play a better role than top-level managers in actions related to competency improvement. Likewise, he adds that middle management is an essential point of observation from which to study the organizational process related to developing abilities.

On the other hand, middle managers in the hierarchical enterprises are frequently defined as heads of particular departments or business units; they are in the middle location between senior management of the enterprise and front line employees serving as group leaders, but also being led by their own managers (Stoker, 2006). This indicates that they contribute as mediators between the top- level management and lower- level management. Stoker's definition of the middle manager perfectly fits the purpose of this study because the focus is on the middle managers who are responsible for leading departments and units at Al Aqsa Satellite TV Channel. Their role is to coordinate and mediate between the top management and lower management at the Channel. According to Bartol et al., (2003) middle manager is: an individual who has the authority to manage, plan, organize and control the work of lower-level managers, while at the same time, he receives instructions directly from the top-level managers.

From the literature above, middle managers at Palestinian media enterprises can be defined as those agents who keep a vital connection between the upward and downward levels, hold responsible for managing unites and departments in the enterprise. As such, middle managers almost hold accountable to translate organizational strategy into actions and provide competent outcomes at the suitable time.

### **2.2.3 Characteristics of Middle Managers:**

As stated by Huy (2001, p.72) middle managers have four major characteristics:

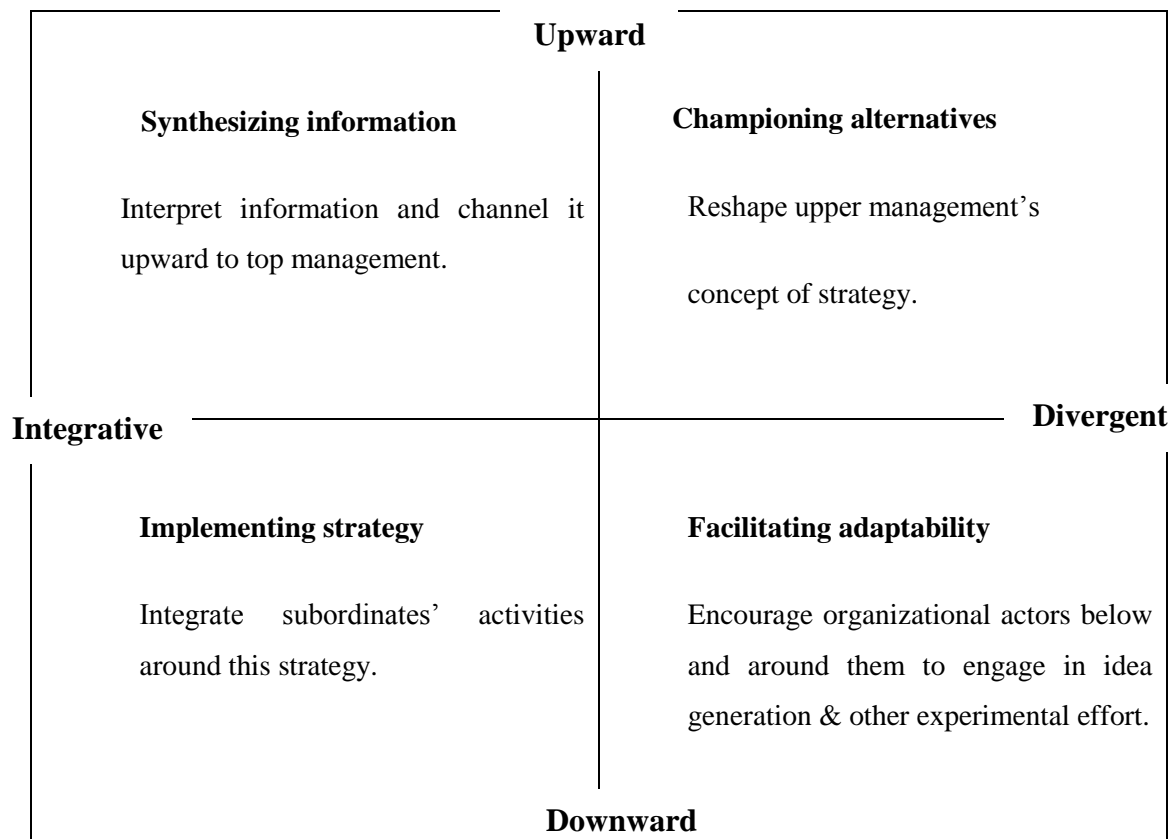
- 1) "Middle managers always have good ideas and they are willing to finish organizational goals.
- 2) Middle managers have a closer relationship with staff than senior executives.
- 3) Middle managers always help their staff to reduce tension in the organization.
- 4) Middle managers always help their staff during organizational change."

### **2.2.4 Middle managers' strategic roles:**

The distinctive position of middle managers between leadership and operations, results in a role which is growing in significance and difficulty (Balogun & Johnson, 2004; Fronda & Moriceau, 2008).

According to Wooldridge, Schmidt, & Floyd (2008) middle managers have four strategic roles. The first role deals with implementing strategy downward by encouraging subordinates towards achieving the strategic goals of the enterprise. The second role refers to synthesizing information upward by translating the information in favor of top management. The third role relates to championing alternatives, where middle managers are responsible for affecting the senior management's view of strategic change. The fourth strategic role of middle managers deals ultimately with their ability to facilitate adaptability within the enterprise by motivating the human capital towards achieving innovation and entrepreneurship. Figure (2.2) shows the four strategic roles of middle managers.





**Figure (2.1): Shows the four strategic roles of middle managers**

**Source:** (Floyd & Wooldridge, 1994; Wooldridge, et al., 2008)

In conclusion, middle managers participate in strategy advancement and execution by the way they act and how they think. Further, they take actions that have both upward and downward impacts on strategy development.

### **2.2.5 Responsibilities of middle managers:**

Middle managers have several responsibilities and tasks to fulfill during their hard work within an uncertain and dynamic environment such as media. Whereas identifying these responsibilities might introduce a deep understanding of the nature of their work.

Hales (2006, p.7) indicates that the responsibilities of middle managers are as follows:

- 1) Direction, coordination and control of the operation of the unit.
- 2) Deployment of resources within the unit.
- 3) External relations with others inside the organization and external parties.
- 4) Reporting and accounting for smoothness of operations and/or level of business performance that ensued.

In conclusion, the various responsibilities of middle managers within enterprises enable them to affect their managers upward and their subordinates downward. Consequently, shortage of time identifies the ordinary role of middle managers, which is why they do not have as much time to practice the leadership role as they wish (Todd, 2002; Wang, 2006). Though, it is imperative that middle managers would have more time to lead their subordinates. This is because leadership competencies of middle managers have a significant impact on the job performance of their subordinates (Yang, Zhang & Tsui, 2010).

#### **2.2.6 Middle managers' roles and functions within media context:**

Middle managers in media enterprises have more specific functions and roles. According to Albarran (2013) the functions of middle managers at media enterprises are represented in the following seven essential processes (tasks they perform): planning, organizing, motivating, controlling, facilitating, communicating and negotiating. He continues to point out that media middle managers play three various roles while cooperating with different audiences: as leader (to their department or enterprise), representative (to the public and local community) and liaison (to their parent enterprise).

### **2.2.7 Middle manager as a leader in the media context:**

Middle managers have been recognized as vigorous in leadership of personnel. However, their unique position between leadership and operations, results in a role which is growing in significance and intricacy (Balogun & Johnson 2004; Fronda & Moriceau, 2008). According to Wang (2006) and Gershon (2009), it has become imperative that middle managers play the role of leader for four major reasons; the critical position of the middle manager, leadership continuity, motivation issues and communication. While there are various related issues, these four are the most persuasive reasons for the leadership competencies of middle managers to be a key topic with social and academic importance.

Consequently, contemporary media enterprises are keenly aware of the serious need for developing leadership competencies of middle managers (Lowe & Brown, 2016). This also justifies why middle managers at Palestinian media enterprises are in critical need for mastering new leadership competencies.

The first reason why today's middle managers do need to play the role of leader is the nature of their critical position in the enterprise. Middle managers seemed to be having an important position in enterprises (Jia, Li, Song, Tsui, & Zhang, 2008). They are active mediators who take part mostly in facilitating operations between the strategic apex and the operational core of the enterprise. They have at least official access, without barriers, to the top level management. Even more, middle managers' daily contact with subordinates and supervisors enable them to develop the individual and organizational performance effectively. Taking the role of leader by middle managers enable them likewise in fulfilling their responsibilities efficiently; building teams and motivating subordinates, managing change, building optimal working environments, attaining organizational goals by interpreting and fulfilling organizational strategic plans and running operations smoothly (Delmestri & Walgenbach, 2005; Wooldridge, Schmidt, & Floyd, 2008). In other words, middle managers at Palestinian media enterprises should be leaders because they are repeatedly perceived as entrepreneurs

(Lassen et al., 2009), emotional managers (Labianca et al., 2000; Huy, 2002), innovators, developers and implementers of business strategy (Wooldridge, Schmidt, & Floyd, 2008).

The second reason related to middle managers' leadership role is the leadership continuum. This is very consistent with the idea that middle managers have to be leaders instead of being administrators. According to Zhu, Chew and Spangler (2005), possessing a clear vision by the leader enables him to achieve that vision efficiently in collaboration with subordinates. Indeed, successful leaders are usually described as being visionary, equipped with strategic plans and desire to motivate their subordinates towards achieving strategic goals (Mahoney, 2001). Being involved in strategic planning process, media managers will be able to contribute immensely in innovating business models, developing new technological competencies and media networks (Lowrey, 2012), facilitating continuous change (Gade & Raviola, 2009), or making decisions about participation and collaboration in media production (Westlund, 2012).

Motivation is the third reason why today's middle managers need to master new leadership competencies and play the role of leader. Leaders' key role in motivating subordinates is to recognize them for who they are, and to support them find their own way forward by making best use of their own strengths and capabilities (Palmer, 2012). Motivation is all about stimulating employees to perform their responsibilities and tasks well. Deuze (2011) asserts that there obviously is a necessity for more research on change management, job satisfaction, and motivation issues. He also suggests that there is a necessity to extend these research streams beyond journalists and newsrooms in order to explore how change and motivation are influencing media specialists and media performance in other sectors of the media production.

Arguably "communication skills" is another essential factor related to middle managers' leadership. Gershon (2009) illustrates that media managers spend as much as 80 % of their workday communicating with others. He also adds that it is imperative for today's media managers to communicate efficiently in diverse but routine media,

including written texts, public speaking, making presentations, interpersonal interaction and so forth. In other words, according to Gershon, a media manager who is unable to communicate effectively with others is fundamentally "a lame duck".

In conclusion, the critical position and the leadership continuity require middle managers at Palestinian media enterprises to take on the role of leader, while they have no choice other than being effective leaders who are able to achieve high levels of quality performance, innovation and entrepreneurship.

## **Section 3**

### **Job Performance**

#### **2.3.1 Definition of Job Performance:**

The term job performance is defined differently by many authors (Dorah, 2003; Motowidlo, 2003; Berghe & Hyung, 2011; Peng, 2014). Job performance is commonly defined as the ability of employees to perform tasks and responsibilities effectively while at work (Peng, 2014). Dorah (2003) defined it as: "...that achieves some terms and conditions which reflect the result or group of certain result for the behavior of a specific person or persons." Additionally, Berghe & Hyung (2011) pointed out that job performance refers to how well employee performs at his work.

In literature, job performance is related to the value of high proficiency in the work environment by looked upon on the enterprises' behaviors impact. On the same regard, many authors indicated that job performance is a focal work or concentrated behavior. Consequently, in order for contemporary enterprises to succeed, survive and achieve profitability, they have to pay more attention to employees' job performance (Ferris et al., 2010). Johari & Yahya (2009) defined job performance as one of the major criteria in assessing organizational performance. In addition, it is defined as one of the most significant components that mirror both, the objectives and resources essential to success (Abdel-Razek, 2011).

However, according to Motowidlo (2003) job performance is the overall prospective value to the enterprise of discrete behaviors that an individual conducts over a standard duration of time. This is supported by several authors (Campbell et al., 1993; Saeed & Asghar, 2012) who indicated that job performance reflects the expected individual behaviors that contribute in achieving the objectives of the enterprise. Accordingly, job performance can't be described as a single set of unified behaviors, but rather it can be described as a multidimensional construct that includes multiple kinds of individual behaviors (Van Dyne & LePine, 1998; Abdulsalam & Mawoli, 2012).

Based on the existing literature, job performance can be defined as the total expected value that employees provide to their enterprises through accomplishing their tasks and responsibilities properly and on the specific time. It is the sum of individual behaviors that are related to the job, which can be often measured qualitatively and quantitatively during performance appraisal process.

### **2.3.2 Types of Job Performance:**

According to (Green & Haywood, 2008; Peng, 2014) job performance can further be broken down into two different types:

#### ***(1) Task performance***

Task performance illustrates an individual's implementation of the essential responsibilities that might be officially enumerated in his or her job description. (Peng, 2014).

#### ***(2) Contextual performance***

Contextual performance concerns with individual's behaviors or actions through which an employee improves the workplace atmosphere and brings about organization's goals (Peng, 2014).

Organizational efficiency appears to be having a strong bond with task performance and contextual performance; they both add value for the organization (Peng, 2014).

### **2.3.3 Elements of Job Performance:**

In order to improve and develop the efficiency of subordinates' job performance, elements of job performance were identified. According to Dorah (2003) performance elements "are efficient employees, requirements work, and environment regulations." However, "efficient employees" refers to the high ability of performing tasks and duties

within workplace. While "requirements work" refers to the tasks and responsibilities needed to be performed or accomplished. Eventually, "environment regulations" refers to the rules and guidelines that govern the organization's internal and external relationships and serve its purposes as well.

#### **2.3.4 Factors Affecting Subordinates' Job Performance:**

There are several factors that affect job performance of subordinates. According to Madan & Bajwa (2016), subordinates' job performance can be influenced by many factors such as leadership, training, stress, capacity building, administrative practices, financial rewards, and motivation. However, Saeed et al., (2013) pointed out that the factors which contribute to the job performance of employees are organizational culture, manager's attitude, financial rewards, personal problems, and job content. These factors were described by numerous studies that affect the job performance of subordinates at workplace. This study aims to concentrate on two important factors, the leadership and manager's attitude, which are both included in the vast notion "leadership competency".

#### **2.3.5 Performance Management Process:**

"Performance management has become such a key process in eyes of HR professionals that the function is tempted to put more and more things it would like to address into this process" (Hirsh et al., 2011, p.1). This is to say that performance management includes all actions and procedures aim to develop and enhance the job performance of employees. Armstrong (2009) defined performance management as a regular process aims to advance organizational performance through increasing the performance of employees. Performance management is considered as a systematic process that associate development, goal setting, and performance evaluation into a particular, shared system whose object is to ensure that the employee's performance is serving the enterprise's long term objectives and setting aims that make sense in relation to enterprise's strategic goals (Dessler, 2008).



In short, the notion of performance management seemed somewhat self-explanatory. It associated with observing employees' job performance and attaining enterprises' goals and objectives overall.

### **2.3.6 Leadership Competencies and Employees' Job Performance:**

Undoubtedly, the dynamic interaction between leaders and their subordinates contributes in advancing individual performance and turns the workplace into an innovative and constructive environment. It was also said that "In the new era of leadership, it is suggested that leader and subordinate become more closed together in contrast to traditional leadership" (Monil & Tahir, 2011). Numerous studies have revealed that leadership competencies are positively correlated to the employees' job performance. Jyoti and Bhau (2015) found positive relationship between leadership competencies and employees' job performance. In addition, Mackenzie, Podsakoff & Podsakoff (2011) conducted a study on 477 sales agents working for a large insurance enterprise and found a positive correlation between leadership competencies and job performance.

Indeed, leadership means, for instance, appearing to be an exemplary for the activities necessary for the process of change (Dessler, 2013). Leadership is ever more relevant to the impact it makes on other leaders, subordinates, and society (Yukl, 2002). Originally, "the effectiveness of a leader is determined in great part by the perception of what others have about him or her" (Torres, 2009, p.4). This demonstrates that the leaders' efficiency relies mainly on their competency to fulfill the leadership practices their subordinates do appreciate (Haslam, 2004). However, Torres (2009) continues to point out that persons who are able to meet the outlooks and needs of the subordinates will be considered as leaders, leaders whose efficiency depends on their ability to accomplish these requirements.

According to several authors, the impression of leadership in the workplace is regularly used by scholars when studying leadership competency (Velde, Jansen & Vinkenburg, 1999). Tsui and Ashford (1994) further argued that the approach in which managers were perceived and appraised was significant to managerial accomplishment. Kelley (1998, p.201) explains that: “leaders are partners who simply do different things than followers. But both add value and both contributions are necessary for success.”

The leadership behavior of managers is often appraised by subordinates in terms of the prospective impact the leadership behavior has on the subordinates' sense of well-being and self-esteem (Erez & Early, 1993; Gondongwe, 2014). Mostly, leaders who contribute to the fulfillment of the requirements of the subordinates are valued favorably as they initiate feelings of approval and stimulate subordinates to contribute to the enterprise. This developed and increased subordinates' job performance serves as a motivation to the leader, who then continues to show the individual leadership behavior that stimulated the improved job performance (Erez & Early, 1993). Consequently, leadership competencies play a pivotal role in stimulating subordinates' job performance, which in turn, contributes in achieving the enterprise's strategic goals and short term objectives. Therefore, it is imperative for leaders who looking forward to leading their subordinates successfully to exhibit the leadership competencies that the latter do value and appreciate (Mellahi, 2000; Cox, Amos, & Baxter, 2008).

In conclusion, the more leaders meet their subordinates' needs and expectations, the more job performance of the latter increases and develops. Therefore, it is imperative for the new generation of leaders at Palestinian media enterprises to intensify efforts for learning, mastering and acquiring new effective leadership competencies that lead them, their subordinates, and enterprises towards success and innovation.

## **Section 4**

### **Al-Aqsa Satellite TV Channel Foundation and Main Objectives**

#### **2.4.1 Foundation and growth:**

Al-Aqsa satellite channel was established in 20th November 2006. It is the only TV channel that supports the Palestinian resistance and struggle that broadcasts from inside Palestine. Particular, it was established in 2006 with the support and blessing of the Hamas leadership in the Gaza Strip. Since then, the channel has become a major influence in international media, especially as it provides advocacy and support to the Palestinian resistance.

##### **2.4.1.1 Vision:**

Al-Aqsa TV seeks to be at the forefront of local and international satellite TV channels in favor of the Liberation of Palestine, in addition to leading the media coverage over the struggle to provide Islamic media coverage crystal clear through its programs in all its forms.

##### **2.4.1.2 Mission:**

Defending the Palestinian and Arab rights against the Zionist occupation, in pursuit of consecration of Semite and noble values all over the globe.

##### **2.4.1.3 Main objectives:**

- To gain Palestinian public confidence.
- To have the ability to win the Arab and Islamic support for the Palestinian cause as well as the promotion of good faith and high moral values in the society and fight against corruption and manifestations.
- To promote awareness of the reality of the Palestinian situation on the ground.
- To support the steadfastness of the Palestinian people rights in homeland and Diaspora in the media, with support to the resistance and liberation project.

## **2.4.2 The Way Forward - Challenges and Ambitions:**

The obstacles confronted by al-Aqsa Satellite TV Channel present a big challenge in the last war against Gaza Strip, but also the channel turn these obstacles and complications into fruitful ideas for the future development to the work system:

### **2.4.2.1 First- Work Challenges**

Since establishment, al-Aqsa Satellite TV Channel has been bombed several times by Israeli occupation warplanes during the wars of 2008, 2012 and 2014. The TV channel buildings and studios were totally devastated in 28th December 2008 and Israeli "protective Edge" war in summer 2014.

The attempts to silence or extinguish the voice of al-Aqsa Satellite TV Channel never stop. However, the US Treasury Department decided to freeze al-Aqsa TV balances, and at the same time the French authorities decided to ban the broadcast of al-Aqsa TV at "Eutelsat" satellite, which was the central satellite used by al-Aqsa TV to broadcast to Nilesat and other satellites. Most recently, the US Congress introduced a draft resolution to add al-Aqsa Satellite TV Channel on the list of terrorist organizations. Add to all of that, the repeated attempts to jamming the TV channel frequency broadcast.

### **2.4.2.2 Second- Future Ambitions**

As any other Satellite TV Channels in the world, al-Aqsa Satellite TV Channel has several ambitions to accomplish in the years to come. Therefore, based on a comprehensive assessment of its experience, the Channel decided the following:

- To develop a plan for times of emergency
- To purchase modern technology
- To train the crew on new equipment
- To develop staff technical and administrative capabilities

- To increase the production quality
- To form anti- hackers teams to overcome hacker attacks
- At a local level, the channel seeks to reach every Palestinian house
- At a global level, the channel is looking to have reporters in different major capitals and generally to cover main events from regional and international countries (<http://aqsatv.ps/>).

### **2.4.3 The Reality of Leadership Competencies at al-Aqsa Satellite TV Channel:**

Several local studies have been conducted on al-Aqsa Satellite TV Channel (Al-Barbari, 2016; UNISCO, 2014; Shbair, 2010; Thraya, 2010). However, these studies have addressed several topics related to the administrative process within al-Aqsa Satellite TV Channel, including human resources development, time management and job performance management, etc. Significantly, the results of these studies indicated clearly that managers at all levels in the channel are in critical need for mastering new leadership competencies that enable them to fulfill their job tasks successfully and effectively. In this regard, Salah (2014) argued that managers at al-Aqsa Satellite TV Channel are in critical need for developing their managerial competencies, including planning, communication, organizational structure, and managerial effectiveness.

In addition, Salah recommended that employees less than forty at al-Aqsa Channel should be granted the opportunity to engage in leadership process and decision making. He also pointed out that the level of managerial and leadership efficiency of managers at al-Aqsa Satellite TV Channel is clearly incompetent and in critical need for improvement. In the same regard, Al-Barbari (2016) recommended the top management at al-Aqsa Satellite TV Channel to focus on developing the leadership behavior of both, middle managers and supervisors for their important role in affecting employees' job performance and behavior. He also recommended the senior management to improve its recruitment policy and choose among the best eligible managers and supervisors who have the ability to encourage employees to participate in decision making and planning.

Further, the director of administrative affairs department at al-Aqsa Satellite TV Channel stated that most of leadership positions at al-Aqsa Satellite TV Channel were filled based on official competitions and pre-set standards, except for some limited cases that have been selected according to competency, need assessment, and the general interest of the enterprise (Abu Aoun. Mohammed, personal communication, October 30, 2016). According to Abu Aoun, the department of quality management at al-Aqsa Satellite TV Channel has launched recently a media training program, that aimed to cultivate all managers at all levels, of the importance of "Culture of Quality" as an essential part of their development process and strategic plan. Regarding the organizational structure of al-Aqsa Satellite TV Channel, Abu Aoun indicated that the senior management seeks constantly to develop it in cooperation with the board of directors, where new departments are developed and some others are excluded according to the need.

On the other hand, Jawad al-Dalou, the professor of media at the Islamic University of Gaza, stated that most of middle managers at al-Aqsa Satellite TV Channel are incompetent to hold their current leadership positions, because they lack the skills needed to manage media enterprises. In addition, he claimed that they were not granted any development opportunities in such an important area of media management before. He also assured that this is the reason why managers at al-Aqsa Satellite TV Channel have no clear media policy towards the local, regional and international events (Al-Dalou. Jawad, personal communication, July, 2015).

In conclusion, the illustrated arguments above demonstrate that middle managers at al-Aqsa Satellite TV Channel are still unaware of the importance of leadership competencies necessary to their success, and therefore this should represent a strong motive for the Palestinian media enterprises to consider a new leadership development plan currently and/or in the future, in order to maximize and enhance the leadership practices of its managers at all levels.

#### **2.4.4 The Reality of Job Performance at al-Aqsa Satellite TV Channel:**

In order to reflect the reality of employees' job performance at al-Aqsa Satellite TV Channel, several performance indicators were reviewed. For instance, the researcher used several resources such as: local studies, Palestinian survey research centers, interviews, and the results of performance evaluation reports at al-Aqsa Satellite TV Channel.

Most recently, Al-Barbari (2016) revealed that the level of prevalence of job burnout phenomenon among employees at al-Aqsa Satellite TV Channel is (49.64%). This high level represents a strong indicator of the inefficient level of employees' job performance overall. Al-Barbari as an employee at al- Aqsa Channel, continued to point out that the employees' job security and stability at al-Aqsa Satellite TV Channel has had a medium level of agreement by respondents. However, he referred this shortcoming to many reasons: the absence of an efficient rewards system, workload, psychological stress, low salaries, and the absence of social security payment after retirement.

In fact, the reality of employees' job performance at any media enterprise can often be identified through the reflection of the overall performance which is represented in the media coverage they conduct on the daily basis. A survey conducted by the Palestinian Center for Policy and Survey Research (PSR) showed that al-Aqsa Satellite TV Channel viewership is the highest, standing at (23%), followed by Palestine TV Channel (22%), and Al Jazeera at (16%) each, and Al Arabiya at 6% (Palestinian Center for Policy and Survey Research [PSR], 2015). Nonetheless, another survey conducted recently by the (PSR) center itself and showed that Ma'an-Mix TV Channel viewership is the highest, standing at (19%) followed by Al Jazeera TV Channel (16%), and al-Aqsa Satellite TV Channel (15%), and Palestine TV Channel (14%), and Palestine Today (11%), and Al Arabiya (6%), and Al Quds (4%), and Al Mayadeen at 2% (PSR, 2016). Indeed, the results of this annual survey reflect mostly the reality of job performance at al-Aqsa Satellite TV Channel and show that employees can play a significant role in achieving a competitive advantage to their enterprises. Therefore, several studies have

agreed that the more employees are engaged in strategy setting and vision, the more their enterprises will be able to create a competitive advantage. The results of the survey by (PSR) also emphasize the critical need for developing the job performance of employees through the engagement and participation in the development interventions and specialized training courses, whether within or outside the workplace environment.

According to Jawad al- Dalou, the professor of media at the Islamic University of Gaza, TV is the most poorly prepared of media specializations. Radio equipment and facilities for the printed media in Gaza seemed to be more available than cameras, studios and other TV equipment (UNESCO, 2014). However, this problem has affected the overall media performance of many Palestinian TV stations in the Gaza Strip, including al-Aqsa Satellite TV Channel. Depending on the results of performance appraisal reports at al-Aqsa Satellite TV Channel, the director of administrative affairs department revealed that employees at al-Aqsa Satellite TV Channel have a medium level of job performance (Abu Aoun. Mohammed, personal communication, October 30, 2016). In fact, this is a big challenge in front of the administration of al-Aqsa Satellite TV Channel that should be solved creatively by taking serious and constructive decisions that contribute mainly in achieving a sustainable media environment through the development of employees' job performance.

In conclusion, human capital is considered as one of the key resources of competitive advantage for contemporary enterprises. Therefore, the more media enterprises trust its employees, the more employees in return will react with high commitment, high motivation, and high performance. In other words, success depends not only on modern technology or size of budget, but rather it depends on employees' extraordinary competencies, attitudes, and skills.



# **Chapter 3**

## **Previous Studies**

## **Chapter 3**

### **Previous Studies**

#### **3.1 Introduction:**

The researcher in this chapter aims at introducing several studies that reinforce and explain the notion of leadership competency with its various aspects and elements. An adequate number of studies and articles published in different journals were reviewed and cited within this research paper. However, to the researcher's best knowledge, the OPM's 1998 leadership competency model has not received enough attention by either Palestinian or Arab researchers, and there seems to be a shortage of local and Arabic studies that address the impact of leadership competencies on employees' job performance at media enterprises.

The previous studies below have included two Arabic studies and twenty one foreign studies that have a straightforward link to the topic of this study, and serve its purpose and objectives to a large extent.

#### **3.2 Arabic Studies:**

##### **3.2.1 (Shahnaz Al-Far, 2012) Administrative and Transformational Leadership Competencies of the Secondary School Principals in Palestine**

The purpose of this study is to explore the administrative competencies in light of principals' training requirements, and transformational leadership theory. The population of the study involved (664) school principals at the Ministry of Education. For the purpose of this study, the researcher used two enquiry instruments. The first was the administrative competencies instrument consisted of (36) items. The second instrument, included (87) items, concentrated on the transformational leadership competencies. To determine the contributors' training requirements among the administrative and transformational leadership competencies, the researcher used the statistical methods such as standard deviation, computation averages, and ranking schemes. The findings of this study revealed that school principals have a high level of administrative

competencies regarding the domains of the study instrument, except for monitoring, evaluation, and guidance. The level of the transformational leadership competencies possessed by the school principals can be described as a medium level. Consequently, the study recommended that it is imperative to develop school principals, as well as providing incentives to keep a high level of administrative competencies. Likewise, the study asserted on the importance of improving school principals' competencies highlighting the transformational leadership theory.

### **3.2.2 (Al- Haliq, At-Tahayna & Al Momani, 2011) Leadership competencies of Jordanian individual sports coaches as perceived by male and female athletes**

The purpose of this study was to investigate the leadership competencies of Jordanian individual sports coaches as perceived by male and female athletes. A number of (55) Jordanian male and female athletes representing the Jordanian national teams of track and field, fencing, badminton, weightlifting, tennis, kickboxing, and judo took part in this study. The findings of this study revealed that perceived leadership competencies of the coaches were moderate overall. The leadership competencies of the coaches were in the following order: competencies of motivation and incentives, personal and professional competencies, practical and technical competencies, competencies of communication skills, administrative competencies, and competencies of knowledge and information. In addition, the findings revealed no significant differences between male and female athletes in their views of their coaches' leadership competencies. The study recommended carrying out more studies with different populations such as coaches of team sports.

### **3.3 Foreign Studies:**

#### **3.3.1 (Meadows, 2015) Building a leadership pipeline: A focus on succession planning with the Department of Veterans Affairs**

The purpose of this research was to recognize what leadership development chances the DVA should afford to individuals in order to qualify them for the SES, in addition to ensuring an efficient succession planning within the department. The study used the qualitative data collection method. However, the study recommended that in order to achieve an efficient succession planning within the DVA, department leadership should afford chances to up and future leaders. First, the department should launch an integrated and wide-ranging leadership development program within the agency. Second, the agency should restructure and develop proficient leadership development educational program, concentrated on the core competencies and six ECQs as explained by OPM. Eventually, it is imperative to arm these leaders with the appropriate capabilities, assignments, and chances.

#### **3.3.2 (Nelson, 2015) Exploring the Lack of African Americans in the Department of Defense Senior Executive Service Corps**

The purpose of this study was to investigate the perceptions of 9 African American SES officials in the Office of the Secretary of Defense, Defense Agencies, and Defense Field Activities to identify factors affecting their advancements into the SES Corps. A snowball sampling technique was used to enlist the participants for face-to-face or telephone interviews. The interview questions concentrated on the attributes participants supposed as affecting their occupational advancement into the SES. The study found that specialized qualifications such as the capability to execute core executive functions, training, and education played a key role in their SES advancement. In addition, transformational leadership appeared to be critical in SES service. The study included direct recommendations to DoD human resource supervisors to invest in

existing African American leaders to work as advisors to emergent leaders in a way that is dependent on transformational leadership.

### **3.3.3 (Daud & Harun, 2014) Top Leaders Attributes in Malaysian Higher Education Institutions: Effect on University Innovation**

The purpose of this study was to explore the individual attributes of top leaders in Malaysian HEIs and its influence on university innovation. The questionnaires were distributed to managers from several faculties and departments' of public HEIs in Klang Valley. The study found that leading change attributes of leaders were the most importantly relevant and emphasized as the most problematic leadership challenges met by the leader in improving and boosting the spirit of innovation in Higher Education Institutes in Malaysia.

### **3.3.4 (Illiash, 2013) Constructing an integrated model of Public-sector leadership competencies: An exploration**

The purpose of this study was to produce an integrated framework of public-sector leadership competencies that could be utilized as a template in creating a leadership training program for public sector executives and/or managers. The study has used the exploratory and qualitative methods. The study found that managing change has received an expansive handling as a core prerequisite leading change but not as a more scarcely focused competency. In addition, the study found that ethical skills were not included in the OPM model, although it considers ethical behavior as part of integrity. The study recommended that when constructing an effective public leadership competency framework, it is very important to adopt a distinct public-sector leadership brand that comprises the exceptional values and ethics that endure the public sector.

### **3.3.5 (Mueller & Lovell, 2013) Relatedness Need Satisfaction in Senior Executives**

The purpose of this study was to scrutinize relatedness need satisfaction in senior executives in three studies (two qualitative/ one quantitative). The first study recognized a matrix of coping strategies (MoCS) as conceptualization of senior executives' behavioral responses to perceived social negation or exclusion. The second study found that senior executives' level of relatedness need satisfaction as a possible sign of self-regulation failure was not remarkably different from the rest of us. Nevertheless, every sixth senior executive participant and every fourth senior executive participant from large enterprises had a very low relatedness need satisfaction mark with very large effect size. The third study acknowledged a relatedness loop model (RLM) as a theoretical framework for relatedness need satisfaction progressions. Finally, the study suggested that determining the components of the RLM and examining correlated hypotheses in the framework of organizational outcomes would contribute in applying the model in forthcoming studies and training.

### **3.3.6 (Archer, 2012) Using Emotional Intelligence to Lead the TACOM Workforce**

The purpose of this study was to survey the senior leaders at TACOM to measure their self-reported emotional intelligence. The study also investigated the influence of the training programs recently offered to TACOM staffs on their emotional intelligence. However, the study employed a mixed methods methodology that involved both quantitative and qualitative research methods. The study found that TACOM senior leaders possess effective emotional intelligence, they registered an advanced degree in the Self-Awareness and Motivation constructs with an average of 21 out of a possible 25 in both constructs. In addition, study findings indicated that aspects such as the number of leadership courses taken and the years of leadership experience has a statistically substantial effect on emotional intelligence. Therefore, the study recommended that employees should be involved in at least 4-5 leadership training courses.

### **3.3.7 (Bergstrom, 2012) A Comparison of the Leadership Competencies of Leaders in Manufacturing, Hospitals, and Community Banking Industries in the state of Pennsylvania**

This study includes three major purposes, the first purpose is to explore the competencies most important for success as a leader in each of three industries, hospitals, banking and manufacturing, and to decide whether any leadership competencies are critical to success across various industries. The second purpose is to examine if there are dissimilarities in the perception of importance of certain competencies between the target group of leaders and the management group in each industry. The data were analyzed by using descriptive statistics and inferential statistics including one-way analysis of variance (ANOVA) and t-test using SPSS 19.0 as the analytical tool. The findings of this study revealed that the three industries included seven of the same competencies in their top ten ranks, as well as only one competency ranked the same by the target group and the management group across all three industries. The study suggested that it is imperative to determine competencies important to success in functional roles that occur across most industries, such as customer service, supply chain, human resources, engineering, sales marketing, or information technology.

### **3.3.8 (Marck, 2012) TACOM Leadership Skills for the 21st Century (An Employee Perspective)**

The purpose of this study was to investigate the perceptions of workforces at the Tank Automotive and Armament Command (TACOM) Life Management Command (LCMC) whether they agree or not with the statement that their leaders possess the competencies required to lead their establishments in the 21<sup>st</sup> century. The data were collected through a survey that targeted civilian workforces within four establishments at TACOM. The study found that integrity and communication were perceived as the top competencies required in the 21st century. The study recommended that TACOM

leadership should take the most important competencies required for success in the 21<sup>st</sup> century in consideration when developing current and future leadership training courses.

### **3.3.9 (Maneesawangwong & Suvanujasiri, 2012 ) The Important Leadership Competencies Of Higher Echelon To Middle-Level Managers In Thailand**

The purpose of this study was to explore the most important leadership competencies required by middle managers in Thailand. The study aimed also at investigating the relationships between these important leadership competencies and the demographical characteristics of participants and identifies approaches to develop an effective method to improve the important leadership competencies. However, this study used the 1998 Leadership Competency Model developed by Eyde et al. (1999) and latest version of the Leadership Competency Model by U.S. Office of Personal Management (OPM). Findings of this study revealed that the five most important competencies were vision, strategic thinking, honesty/integrity, operational management and team building. The study recommended human resource managers, teachers, other educators and researchers to adopt the 1998 leadership competency model as a convenient tool for enhancing the individual leadership competencies and organizational performance.

### **3.3.10 (Overby & Suvanujasiri, 2012) A second order confirmatory factor analysis of a leadership competency model: An empirical study conducted in Thailand**

The purpose of this study was to examine the involvement of each constituent of the leadership competency construct through building a model including secondary order confirmatory factor analysis and generalized to the Kingdom of Thailand. The study utilized the 1998 Leadership Competency Model to identify the important leadership competencies. However, structural equation modeling (SEM) was used to test the research hypotheses framed for this exploration. The findings indicated that there is a significant relationship between leadership and the competencies of leading change, results driven, leading people, building coalitions/communication and business acumen.



The study suggested that the competent leader should be able to show these competencies as a cohesive ensemble. The study concluded that determining the needed leadership competencies will help organizations overall to achieve competitiveness and excellence.

### **3.3.11 (Smith-Heimbrock, 2011) Preparing Federal Managers To Govern By Network: Analysis of Federal Training Efforts**

The purpose of this study was to explore the efficiency of present training programs intended to qualify Federal managers to “govern by network.” The study adopted criterion-referenced competency modeling methods to produce an authenticated competency framework and role description for mid-level Federal managers responsible for governing by network. The findings revealed that communication, managing conflict and innovation are the most common network governance competencies developed in present training programs. Based on its outcomes, the study recommended that modern systems for enlistment and employment concentrated particularly on network governance can be examined and appraised. In addition, a broad assessment is required to realize how recent HR accountability systems boundary human capital management’s capability to support network governance.

### **3.3.12 (Rossi, 2011) An Investigation into High Quality Leader Member Exchange Relationships and their Relation to Followers' Motivation to Lead**

The purpose of this study was to explore the motivation to lead (MTL) construct and its antecedents. This study has used a self- report survey methodology to measure MTL and its proposed antecedents, and a multi-source 360 leadership assessment to measure leader performance. The findings of this study indicated that there is no proof supporting a connection between LSE and MTL with leader performance as measured through the 360 assessment. In addition, the study revealed no significant relationship between ECQ's six core competencies and the LSE or MTL. The study suggested that future studies should concentrate on finding objective measures of leader performance.

Another recommendation emphasized that MTL researchers should take the weak relationship between MTL and leadership performance into account when conducting any leadership development programs.

### **3.3.13 (Martin, 2010) The Glass Ceiling: An Analysis of Women Working for Federal Agencies**

The purpose of this study was to identify the percentage of women and men employed in the federal government agencies. This study sought also to determine the public policies that are designed to enhance official representation of women in the United States. However, the research has employed an exploratory case study method to conduct the research. The findings of this study revealed that women are slowly becoming more equally represented in the federal agencies. In addition, the study found that there is a 10 percent decrease between the top GS levels and the SES, and a 15 percent difference in the number of women between the GS-1 to GS-5 levels compared to GS-12 to GS-15 levels. The study suggested that agencies can increase the percentage of women working by enhancing their retention rate and developing them into productive role models for other women that are either in the process or considering applying for a career with a federal agency.

### **3.3.14 (Yoon, Song & Donahue, 2010) Penn State Leadership Competency Inventory™: A Comprehensive Approach for Developing and Validating Measurement**

The purpose of this study was to describe the process utilized for developing a leadership competency inventory (LCI). According to the study, the leadership competencies of the LCI were derived from the Leadership Effectiveness Framework (LEF) produced by the U.S. Office of Personnel Management (OPM) in 1992. In this study, the researcher has used a 32-item leadership competency inventory (LCI). However, the questionnaire used in this study aimed at investigating the perceptions of (323) managers in the healthcare industry. The results confirmed that (LCI) is valid,

reliable and fit model. The study recommended that cross-validation with other populations is required for confirming the variable structure.

### **3.3.15 (Qiao & Wang, 2009) Managerial competencies for middle managers: Some empirical findings from China**

The purpose of this study was to explore the perceived importance of managerial competencies essential to the successful mid-level managers in China. A questionnaire survey was used and distributed to explore the perceptions of MBA and EMBA students at a well-known university in China, and then two case studies were carried out to gather more accurate data. The study found that team building, communication, coordination, execution and continual learning are critical competencies for the success of mid-level managers in China. Finally, the study recommended that current and potential middle managers can evaluate their current proficiency level with regard to the five competencies recognized in this study and actively obtain knowledge and skills through appropriate training and development activities.

### **3.3.16 (Wang, 2006) Middle Manager Leadership Competencies in China: Perceptions of MBA and EMBA students at Nankai University**

The purpose of this study was to measure the importance of leadership competencies required for the success of middle managers in China as perceived by MBA and EMBA students at Nankai University. Consequently, the study attempted to acknowledge the relationships between students' perceptions and their demographic characteristics. In this study, the researcher sought to investigate the efficiency of leadership development activities as perceived by participants. However, the OPM's 1998 Leadership Competency Model was modified to suit the Chinese context, and then employed to serve the purpose of the study. Descriptive statistics and multiple regressions have been used to answer the research questions. The results of this study indicated that all of the leadership competencies were perceived to be important to the success of middle managers in China. In addition, the study found that accountability,

team building, relationship management, continual learning and conflict management are the top five most important competencies. Significant regression relationships were revealed between the independent variables (age, gender, highest position held, program enrolled, size of organization, ownership of organization, business type of organization) and two competency categories (Results Driven, Business Acumen). The study recommended that middle managers can create their own development plans according to the outcomes of this study.

### **3.3.17(Carleton, 2005) The Lamplighter: Strategic Leaders' Views on Leadership**

The purpose of this study was to understand the process of leadership development, particularly through the experience and beliefs of successful senior leaders. The study has developed a conceptual framework of strategic leadership behavior. An explorative qualitative design has been employed to analyze data. The results of this study revealed that task and relationship were perceived as crucial aspects to the success of leaders. Finally, the study recommended that extra attention should be paid to developing self-mastery and strong relationship abilities.

### **3.3.18 (Rossouw, 2004) An assessment of the required competencies for the senior management services in the South African Public Service**

The purpose of this study was to identify the essential leadership competencies for the top-level managers in the South African Public Service. However, the study aimed at determining whether the Performance Management and Development System (PMDS) for the SMS are evolving leadership abilities in managers. A comparative analysis has been carried out with the competencies utilized in remarkable international cases to provide context. The findings confirmed the absence of some certain personally oriented competencies from the PMDS; however they are existed in the international models. Recommendations of this study emphasized the need for restructuring the

(PMDS); taking into consideration the defects and shortages found in this study to guarantee that it will achieve its purposes.

### **3.3.19 (Horey & Fallesen, 2003) Leadership Competencies: Are We All Saying the Same Thing?**

The purpose of this study was to investigate various current U.S military and civilian leadership competency models. These models were mostly developed and utilized by four major services: Coast Guard, Army, Marine Corps, Air Force, OPM's Executive Core Qualifications (ECQ) and Navy. The study aimed to determine the similarities and differences exist between these models depending on their structures and content. The findings from this study revealed that the Navy and ECQ models have reflected different points of agreement between them, especially in (problem solving/decisiveness; leading people/working with people). Competencies such as: problem solving, decision making, and judgment were included at some level in models of all organizations. Recommendations of this study have emphasized the importance of improving the approaches and results of leadership modeling for the future.

### **3.3.20 (Stines, 2003) Forecasting the competencies that will define “Best-in-Class” Business-to-Business market managers: An emergent Delphi-Hybrid competency forecasting model**

The purpose of this study was to develop an efficient and accurate multi-method approach to future-oriented competency modeling. A hybrid-Delphi methodology was utilized to construct a model that will shape B2B market managers for future. The model was designed through three major phases: construction, deconstruction and reconstruction. As a result, 153 competencies were recognized and grouped into 17 functional clusters. The study resulted in establishing a model called “Emergent Functional Model” (EFM) which consists of 102 core competencies. Moreover, the study showed that the “Emergent Systems Model” (ESM) was exploratory and aimed to portray the correlations that exist between the core competencies. Eventually, the study

recommended that the group of competencies that was correlated to the notion of pricing should be further investigated.

### **3.3.21 (Donahue, 1996). A descriptive analysis of the perceived importance of leadership competencies to practicing electrical engineers in central Pennsylvania**

The purpose of this study was to determine the importance of various leadership competencies and tasks according to the perceptions of practicing engineers at four different ranks. In addition, the study intended to propose leadership development activities for practicing engineers. However, the OPM's Leadership Effectiveness Framework (LEF) was employed to serve the purposes of the study. Consequently, data were collected through survey targeting the practicing members at four position levels: entry/first level, supervisor, manager, and executive. Total of (534) members were included in the survey. The questionnaire was sent to all of them via the email. The response rate was 44.8%. Findings from this study revealed commonalties across the four position levels. In addition, the competency dimensions and their associated tasks appeared to having positive correlations. Eventually, the study confirmed that the OPM's framework is applicable to private industry with a modification.

### **3.4 Comments on Previous Studies:**

The main objective of commenting on the previous studies is to reinforce and support the idea of the current research, as well as to drawing attention to its unique position for other studies. Hence, it is important to shed light on the differences and similarities between the present study and the previous studies in the same field.

In this research, a number of twenty three previous studies have been mentioned, mostly conducted in the period from 2003 to 2015. However, only one study has been conducted in the year, 1996. During 2010-2015, a total of (16) studies were carried out. Six studies were conducted in the period from 2003 to 2009. Indeed, the previous studies

included two Arabic studies that have been conducted in two different contexts, the first Arabic study was conducted in Jordan while the second one was conducted in Palestine. Certainly they have studied the topic of leadership competencies using different variables, but none of them has applied the OPM's 1998 Leadership Competency Model. However, the foreign studies have been conducted in several countries around the world, mostly, the USA, Thailand, Malaysia, China, Taiwan, and South Africa. These studies have been conducted in several organizational environments and sectors, mostly on the public sector more than the private sector. Obviously, the higher education institutions have had the largest share of these studies (Wang, 2006; Qiao & Wang, 2009; Maneesawangwong & Suvanujasiri, 2012; Overby & Suvanujasiri, 2012; Daud & Harun, 2014). On the other hand, the United States Department of Defense and federal agencies can be ranked first in applying and investigating the 1998 Leadership Competency Model, thus, some of their studies were cited in this research (Horey & Fallesen, 2003; Martin, 2010; Smith-Heimbrock, 2011; Archer, 2012; Marck, 2012; Nelson, 2015) to shed light on its important results and benefit from its recommendations.

The majority of previous studies are doctoral theses, where most of them have appropriately served the purpose of the current study and took part in enriching its literature review with the needed information. Moreover, these studies have contributed in designing the questionnaire and analyzing its results. However, the researcher has had access to (21) foreign studies that are directly related to the OPM's 1998 leadership competency model used in this study. In particular, these studies have been conducted in the period between 2003 and 2015, and only one study has been conducted before the 2000s, namely (Donahue, 1996). All the foreign studies have utilized the OPM's 1998 Leadership Competency Model in order to investigate and develop the leadership competencies of managers in various organizational contexts. Nevertheless, most of the studies have concentrated on investigating and measuring the importance of leadership competencies of senior managers, and identifying the leadership development opportunities needed for improving their leadership skills. In contrast, a handful studies

have attempted to explore the reality and impact of leadership competencies of middle managers on employees' job performance (Rossi, 2011; Smith-Heimbrock, 2011; Maneesawangwong & Suvanujasiri, 2012; Illiash, 2013).

Some studies have explored the relationship between OPM's leadership competencies and the innovation (Daud & Harun, 2014), success (Wang, 2006; Qiao & Wang, 2009; Marck, 2012), motivation (Rossi, 2011), job performance (Illiash, 2013) and succession planning (Meadows, 2015). Some studies sought to construct more efficient and comprehensive leadership competency models (Stine, 2003; Carleton, 2005; Yoon, Song, Donahue, 2010; Illiash, 2013).

Most of previous studies depended mainly on questionnaires to collect data, and according to these studies, the results were analyzed by using the analytical descriptive method as a very common tool for describing the basic features of data.

All in all, the current study coincides with the previous studies at the importance of leadership competencies and the critical need for developing managers' leadership competencies at all levels. Significantly, it coincides to some extent with Rossi (2011) and Illiash (2013) in addressing the impact of leadership competencies on employees' job performance. Moreover, the studies coincide with this study on the crucial role of middle managers in achieving change, development, and success. The Arabic studies (Al-Far, 2011) and (Al-Haliq, At-Tahayna & Al Momani, 2011) coincide with this study in addressing the reality of leadership competencies required for the success of managers in different managerial levels. Eventually, this research coincides with (21) previous studies in applying the OPM's 1998 Leadership Competency Model on middle managers, but in a very different context.



The main distinction of this study comes from being:

- a) The first study to explore the reality of leadership competencies in the media context as a highly neglected area of research and theory analysis in Palestine and the Arab World.
- b) The first study to examine the impact of leadership competencies on employees' job performance at Palestinian media enterprises.
- c) The first study to target middle managers at Palestinian media enterprises, specifically al-Aqsa Satellite Channel and explore their leadership competencies according to U.S. Office of Personnel Management (OPM) Leadership Competency Model which has never been explored before in the Gaza Strip.
- d) The first Palestinian and Arab study to apply the U.S. OPM's 1998 leadership competency model on the media environment (to the researcher's best knowledge).

To sum up, this empirical study will contribute to providing a better understanding of the reality and impact of leadership competencies of middle managers on their subordinates' job performance at al- Aqsa Satellite Channel. Moreover, this study might contribute to developing media management which in turn takes part in shaping Palestinian media leadership in the future. Table (3.1) shows the summary of previous studies.

**Table (3.1): Summary of Previous Studies.**

<b>Author</b>	<b>Year of Publication</b>	<b>Variables</b>	<b>Key Findings</b>	<b>Recommendations</b>
<b>Meadows</b>	<b>2015</b>	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Succession planning</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• ECQs (OPM's 1998 leadership competency model)</li> <li>• Leadership development opportunities</li> </ul>	<p>(1) IT is imperative for enterprises to have a strategic plan originating at the strategic level of the enterprise.</p> <p>(2) Lifelong learning is critical to the growth and development of individuals and complements formal education and training.</p>	<p>(1) The department should create an integrated and comprehensive leadership development program within the agency, which includes all occupational levels.</p> <p>(2) The agency should restructure and expand professional leadership development curriculum, centered on the fundamental competencies and six ECQs as defined by OPM.</p>
<b>Nelson</b>	<b>2015</b>	<ul style="list-style-type: none"> <li>• Dependent V:</li> <li>• Promotion into the SES leadership position.</li> <li>• Independent V:</li> <li>• Personal attributes and factors that contribute to Promotion into the SES leadership positions.</li> <li>• ECQ (OPM's 1998 leadership competency model)</li> </ul>	<p>(1) In advancing to the SES ranks, candidates for SES must demonstrate abilities to perform each of the executive core qualifications (ECQs).</p> <p>(2) The study found that the ability to effectively communicate orally and in writing is one of the essential factors contribute to the promotion of African Americans to senior executive positions in the OSD, Defense Agencies, and Defense Field Activities.</p>	<p>(1) Mentoring, training, and overall career development programs must be designed to improve the imbalances and representation of all demographic groups in the OSD, Defense Agencies, and Defense Field Activities SES Corps.</p> <p>(2) Current SES members should be proactive in serving as mentors and sponsors to emerging African American leaders.</p>
<b>Daud &amp; Harun</b>	<b>2014</b>	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Innovation.</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• (Leading change, Leading people, Results driven,</li> </ul>	<p>(1) Findings highlighted the importance of leaders to lead the changes as one of the factors closely related to innovation.</p> <p>(2) Findings also highlighted the importance of leaders to outfit with business acumen</p>	<p>(1) More research is needed to assess the robustness of other variables that affect innovation and explore further dynamics leaders attributes in HEIs.</p>

Author	Year of Publication	Variables	Key Findings	Recommendations
		Business acumen, Building coalitions/communications)	attributes that intimately related to innovation.	
Iliash	2013	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Performance.</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• 46 Competencies, based on different models including the OPM's 1998 leadership competency model.</li> </ul>	<p>(1) In OPM's model, managing change has received an expansive handling as a core prerequisite leading change but not as a more scarcely focused competency.</p> <p>(2) OPM model does not include ethical skills, although it does consider ethical behavior as part of integrity.</p>	<p>(1) To be a truly public leadership core competency model, it should contribute to, as well as embody, what has been called a distinct public-sector leadership brand that includes the exceptional standards and ethics that endure the public sector.</p>
Mueller & Lovell	2013	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Relatedness need satisfaction</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• Social rejection and exclusion</li> <li>• OPM's leadership competencies model</li> <li>• Social contacts</li> </ul>	<p>(1) Study 2 found that senior executives' level of relatedness need satisfaction as a potential indicator of self-regulation failure was not significantly different from the rest of us.</p> <p>(2) Every sixth senior executive participant and every fourth senior executive participant from large organizations had a very low relatedness need satisfaction score with very large effect size.</p>	<p>(1) Measuring the constituents of the RLM and testing related hypotheses in the context of organizational outcomes would help the application of the model in future research and practice.</p> <p>(2) The level of relatedness need satisfaction could be suggested as a diagnostic tool for identifying potential dysfunctional behavior in senior executives.</p>

Author	Year of Publication	Variables	Key Findings	Recommendations
Shahnaz Al-Far (Arabic Study)	2012	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Administrative Leadership Competencies</li> <li>• Transformational Leadership Competencies</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• (Planning, organization, mentoring, decision making, evaluation).</li> <li>• (Vision, objectives, feedback, job competency, brain storming, performance evaluation, self-efficacy, change making).</li> </ul>	<p>(1) The findings of this study revealed that school principals have a high level of administrative competencies regarding the domains of the study instrument, except for monitoring, evaluation, and guidance.</p> <p>(2) The level of the transformational leadership competencies possessed by the school principals can be described as a medium level.</p>	<p>(1) The study recommended that it is imperative to develop school principals, as well as providing incentives to keep a high level of administrative competencies.</p> <p>(2) The study asserted on the importance of improving school principals' competencies highlighting the transformational leadership theory.</p>
Archer	2012	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Emotionally intelligent</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• OPM's 1998 leadership competency model</li> <li>• Demographic factors: (Military experience, gender, and age)</li> </ul>	<p>(1) The findings of the research show overall TACOM senior leaders have effective emotional intelligence, they score highest in the Self-Awareness and Motivation constructs with an average of 21 out of a possible 25 in both constructs.</p> <p>(2) Findings show that factors such as the number of leadership courses taken and the years of leadership experience has a statistically significant effect on</p>	<p>(1) TACOM leaders should also be encouraged to participate in informal mentoring programs.</p> <p>(2) This study shows that emotional intelligence is positively correlated with leadership training courses, therefore more emphasis and encouragement should be given to the workforce to attend at least 4-5 of these courses.</p>

Author	Year of Publication	Variables	Key Findings	Recommendations
			emotional intelligence.	
Bergstrom	2012	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• LCI leadership competencies.</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• 32 leadership competencies, including those produced by OPM.</li> </ul>	(1) The banking target group and the banking management group agreed that self-responsibility and management was the most important competency, and overall these two groups agreed on 7 out of 10 of the competencies they ranked as the 10 most important.	(1) It is imperative to identify competencies important to success in functional roles that exist across most if not all industries, such as human resources, customer service, engineering, supply chain, information technology, sales, or marketing.
Marck	2012	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Leadership Skills Needed for Success.</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• Vision, Emotional Intelligence, Integrity, Change Management, Mentoring, Reward, Communication, Time Management, Delegation, Teaming.</li> </ul>	(1) The results show that employees believe that Integrity and Communication are the top skills needed in the 21st century.	(1) TACOM leadership should be aware of what employees perceive as the most important critical skills for the 21st century. They should ensure they are addressing these skills in all current and future leadership training.

Author	Year of Publication	Variables	Key Findings	Recommendations
Maneesawangwong & Suvanujasiri	2012	<p><b>Dependent V:</b> OPM's 1998 leadership competency model</p> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• OPM Leadership Competencies</li> <li>• In addition to (English language skills, Mandarin language skills, follow-up, gathering and analyzing data and operational management).</li> </ul>	(1) Findings of this study revealed that the five most important competencies method were vision, strategic thinking, honesty and integrity, operational management and team building.	(2) It is important to explore what leadership competencies are important for higher echelon to middle-level managers in Thailand and how to approach those competencies when planning development programs.
Overby & Suvanujasiri	2012	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• (Leading change, Leading people, Results driven, Business acumen, Building coalitions/communications)</li> </ul>	(1) The findings support the notion that leadership bears a significant relationship with the competencies of leading change, results driven, leading people, building coalitions/communication and business acumen.	(1) The good leader should be able to display these competencies as a coherent ensemble.

Author	Year of Publication	Variables	Key Findings	Recommendations
Al-Haliq, At-Tahayna & Al Momani, 2011 (Arabic Study)	2011	<p><b>Dependent V:</b> Motivation and incentives, personal and professional competencies, practical and technical competencies, competencies of communication skills, administrative competencies, and competencies of knowledge and information.</p>	(1) The findings of this study revealed no significant differences between male and female athletes in their views of their coaches' leadership competencies.	(1) The study recommended carrying out more studies with different populations such as coaches of team sports.
Smith-Heimbrock	2011	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Network governance</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• (Contextual analysis, Network Building and Activation, Creating public value, Vision, Modeling ethical behavior, Network resources management, Information management, Communication, Relationship focused, Role definition, Managing conflict, Innovation, empowerment, Facilitating social learning, Evaluation)</li> </ul>	<p>(1) The most common network governance competencies developed in current training programs are communication, managing conflict and innovation.</p> <p>(2) The least common competencies found in existing training programs are network resources management, facilitating social learning, and evaluation.</p>	<p>(1) Based on this research, new systems for recruitment and hiring focused specifically on network governance can be tested and evaluated.</p> <p>(2) A comprehensive evaluation is needed to fully understand how current HR accountability systems limit human capital management's ability to support network governance.</p>
Rossi	2011	<p><b>Dependent V:</b> Leadership effectiveness, Relationship, Performance</p>	(1) No evidence supporting a link between LSE and MTL with leader performance as measured through the 360 assessment.	(1) Future studies should concentrate on finding objective measures of leader performance.

Author	Year of Publication	Variables	Key Findings	Recommendations
		<p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• Effectiveness :( accountability, conflict management, creativity and innovation, decisiveness, developing others, flexibility, integrity and honesty, interpersonal skills, oral communication, problem solving, resilience, team building, and written communication).</li> <li>• ECQ (OPM's 1998 Leadership competency model)</li> </ul>	(2) No significant relationship between ECQ's six core competencies and the LSE or MTL.	(2) MTL researchers should take the weak relationship between MTL and leadership performance into account when conducting any leadership development programs.
Martin	2010	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Employment</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• Executive Core Qualifications (ECQ): Leading Change, Leading People, Results Driven, Business Acumen, and Building Coalitions.</li> </ul>	(1) The research has shown that over time women have increased their percentage in both the general schedule classification and Senior Executive Services.	(1) Future studies should investigate new factors that may affect women's employment in federal government.
Yoon, Song, & Donahue	2010	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Developing a leadership competency inventory</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• OPM's 1998 leadership</li> </ul>	(1) According to the results, general model-fit estimates were statistically acceptable in terms of well-defined model-data fit.	(1) HRD researchers/practitioners should conduct development and validation research based on their own unique contexts, since organizational culture and needs vary widely from



Author	Year of Publication	Variables	Key Findings	Recommendations
		competency model		organization to organization.
Qiao & Wang	2009	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Managerial competencies</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• Leading Change</li> <li>• Leading People</li> <li>• Results Driven</li> <li>• Business Acumen</li> <li>• Building Coalitions/Communications</li> </ul>	<p>(1) The findings of this study suggest that team building, communication, coordination, execution and continual learning are critical competencies for the success of middle managers in China.</p> <p>(2) The results also show that the leadership competencies identified in the US are all perceived to be important for middle managers in China. Therefore, when developing leadership competency models for middle managers in China, the tools, instruments and programs from western countries can be borrowed as foundations or references.</p>	<p>(1) Middle managers may assess their current proficiency level with regard to the five competencies identified in this study and actively acquire knowledge and skills through relevant training and development initiatives.</p> <p>(2) Leadership development professionals should take effort to design and develop training programs tailored for middle managers to develop managerial competencies identified in this study.</p>
Wang	2006	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Importance of leadership competencies (Leading Change, Leading People, Results Driven, Business Acumen, Building Coalitions/Communications).</li> <li>• Effectiveness of leadership development activities.</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• (Age, gender, highest position held, program enrolled, size of organization,</li> </ul>	<p>(1) The top five most frequently identified competencies were: Accountability, Team Building, Relationship Management, Continual Learning and Conflict Management.</p> <p>(2) Significant regression results were found between the independent variables(age, gender, highest position held, program enrolled, size of organization, ownership of organization, business type of organization) and two competency categories (Results Driven, Business Acumen).</p>	<p>(1) The ranking of the importance of the leadership competencies in the study can help middle managers to decide on priorities for their self-development plan.</p> <p>(2) Organizations can: (1) borrow a fully developed model and use it directly in their organizations; or (2) borrow a model, and then modify it to fit the company culture; and then (3) develop their own model.</p>

Author	Year of Publication	Variables	Key Findings	Recommendations
		ownership of organization, business type of organization).		
Carleton	2005	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Development of Effective Strategic Leadership (Awake, Ally, Advocate, Account, And Affirm).</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• Leading Change, Leading People, Results Driven, Business Acumen, Building Coalitions and Communication.</li> </ul>	<p>(1) Although the ECQs and the Core Categories found in the research data do not match one-for-one, they might be associated as follows:</p> <ul style="list-style-type: none"> <li>• Leading Change****Awake</li> <li>• Leading People ****Advocate</li> <li>• Results Driven ****Account/Affirm</li> <li>• Business Acumen**** Account</li> <li>• Building Coalitions and Communication ****Ally</li> </ul>	<p>(1) Having a leadership development program that facilitates relationship development, networking, and the opportunity to meet and work with colleagues and exemplars is critical to providing the avenues for true progress and growth.</p>
Rossouw	2004	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Leadership competencies</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• A comparison between the ECQ and the CMC.</li> <li>• A comparison between the competencies used in the SELFC and the CMC used in the PMDS.</li> <li>• A comparison between the competencies for the SPS and the CMC for the SMS.</li> <li>• A comparison of the</li> </ul>	<p>(1) The study revealed that only the CMCs of knowledge management and service delivery innovation are not directly aligned to the ECQs used in the USA.</p> <p>(2) The research also revealed that there are definite personally oriented competencies absent from the PMDS, whereas they are present in the international examples.</p>	<p>(1) The PMDS needs to be redesigned, taking into account the flaws and possible dangers highlighted by this research to ensure that it will meet its primary and stated objectives.</p>

Author	Year of Publication	Variables	Key Findings	Recommendations
		competency framework of the SCS with the CMC of the PMDS.		
<b>Harey &amp; Fallesen</b>	<b>2003</b>	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Effective Leadership Frameworks</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• Leadership competencies produced by the following bodies in the U.S. government: (Coast Guard, Army, Marine Corps, Air Force, Navy, ECQ)</li> </ul>	<p>(1) The Navy and ECQ frameworks had similar overlap within them (problem solving/decisiveness; leading people/working with people).</p> <p>(2) The study found that all organizations have included decision making, problem solving, or judgment at some level in their frameworks.</p>	<p>(1) The most important considerations in developing and establishing leadership competencies should be how they will be used to influence leadership assessment, selection, development, and performance management processes.</p>
<b>Stines</b>	<b>2003</b>	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Developing a competency model</li> </ul> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• ECQ (OPM's 1998 leadership competency model)</li> <li>• CBM (competency-based management)</li> <li>• CAT (Competency Assessment Tool)</li> </ul>	<p>(1) The study found that 102 competencies of the original 153 were identified as “core” and stratified into 5(+1 “controversial core”) levels of importance; 37 of the competencies were rated “supplemental” and grouped into 4 levels; and 14 controversial traits were identified.</p>	<p>(1) The study recommended that the group of competencies that was related to the concept of pricing should be further examined.</p>
<b>Donahue</b>	<b>1996</b>	<p><b>Dependent V:</b></p> <ul style="list-style-type: none"> <li>• Importance of leadership competencies ( LEF:</li> </ul>	<p>(1) Study findings revealed commonalties across the four position levels, entry/first level, supervisor, manager, and executive.</p>	<p>(1) The study confirmed that the OPM’s model is applicable to private industry with a modification.</p>

Author	Year of Publication	Variables	Key Findings	Recommendations
		<p>Leadership Effectiveness Framework developed by OPM)</p> <p><b>Independent V:</b></p> <ul style="list-style-type: none"> <li>• Leading Change</li> <li>• Leading People</li> <li>• Results Driven</li> <li>• Business Acumen</li> <li>• Building Coalitions and Communication</li> </ul>	(2) Positive correlation was found between the competency dimension and their associated tasks.	

**Source:** Articulated by the researcher according to the previous studies, 2016.

# **Chapter 4**

## **Research Methodology**

## **Chapter 4**

### **Research Methodology**

#### **4.1 Introduction:**

This chapter aims to describe the methodology that was used in this research to explore the impact of leadership competencies on subordinates' job performance. This study was conducted in four major phases: preparation, literature review construction, data collection, and data reporting. Table (4.1) shows the main steps and provides a specific explanation of each step. The chapter discusses each step in more details.

**Table (4.1): Research Design.**

<b>Steps</b>	<b>Illustration</b>
<b>Phase (1): Preparation</b>	
<b>Select Methodology</b>	Based on the research purpose, the research included a field survey which was conducted with the middle managers and their subordinates at al-l Aqsa Satellite TV Channel in the Gaza Strip. In addition, interviews were conducted by the researcher to serve the purpose of this study.
<b>Select Target Population</b>	The target population consisted of all subordinates at al-Aqsa Satellite TV Channel, they are (288) employees. A total of (181) valid questionnaires were collected. Response rate was $(181/288) = 62.84\%$
<b>Determine Variables</b>	The dependent variable was employees' job performance. While the independent variables were Leading Change, Leading people, Results Driven, Business Acumen, and Building Coalition/Communications.
<b>Construct Questionnaire</b>	The 1998 Leadership Competency Model was selected as the basic model. The model (instrument) was translated into Arabic Language and the translation was doubled-checked to maintain consistency. The pilot study consisted of (21) employees at al-Aqsa Satellite TV Channel. The validity of the questionnaire was established and internal consistency was checked.
<b>Phase (2): Literature Review</b>	
<b>Review Sections</b>	The chapter of literature review has introduced several key definitions and concepts. The first section discussed several concepts such as: leadership, leadership competency and leadership development; the second section introduced the 1998 leadership competency model; the third section discussed several issues related to middle managers; the fourth section included several issues related to subordinates' job performance; the final section included a review on al-Aqsa TV Channel.
<b>Phase (3): Data Collection</b>	
<b>Distribute Questionnaire</b>	The questionnaire was distributed to all subordinates at al-Aqsa TV Channel.
<b>Collect Questionnaire</b>	In cooperation with Public Relations Department at al-Aqsa Channel, subordinates filled out the questionnaire at workplace. After one week of hard work, 181 valid questioners were collected and analyzed.
<b>Phase (4): Data Reporting</b>	
<b>Analyze Data</b>	The researcher used the descriptive analytical research methodology, SPSS.
<b>Measure Data</b>	In this research, scale 1-10 was used to measure data.
<b>Draw Conclusion and Recommendations</b>	The researcher drafted conclusions and recommendations based on results.

## **4.2 Research Methodology**

The research followed the descriptive analytical research methodology. The descriptive analytical approach frequently used to suggest or describe the happening of a phenomenon, and it has a significant aspect of detecting and identifying different parameters that included in exploring a case (Neville, 2014).

## **4.3 Research Period**

The literature review was completed on the end of June 2016. Questionnaire procedures, questionnaire distribution and data collection were completed on the end of July 2016. The analysis and results were completed on August 2016.

## **4.4 Data Collection Methodology**

### **4.4.1 Primary data**

The 1998 Leadership Competency Model was used, translated and modified to suit the Palestinian media environment better. As a result, a questionnaire consisting of 57 items was structured and distributed on study population in order to survey their opinions on the impact of leadership competencies of middle managers on subordinates' job performance at Al Aqsa Satellite TV Channel. The researcher used also the interviews to describe the real situation of leadership competencies and employees' job performance at al-Aqsa Satellite TV Channel. Research methodology depends on the analysis of data by using the descriptive analysis, which depends on the poll and the use of the main program Statistical Package for the Social Sciences (SPSS).

### **4.4.2 Secondary data**

In order to collect the needed data, the researcher used several secondary resources such as books, journals, statistics and web pages.



#### **4.5 Population and sample size**

The research population included all subordinates at Al Aqsa Satellite TV Channel, they are (288) employees according to latest statistic provided to the researcher by the director of administrative affairs department in the channel. Accordingly, a number of (288) questionnaires were distributed, and (181) valid questionnaires were collected which means that the response rate is 62.84% as a result of dividing valid questionnaires by distributed questionnaires. The low response rate refers to many reasons related mainly to the nature of media work that requires high level of readiness, commitment and follow up all the time.

#### **4.6 Pilot Study**

A pilot study of twenty one (21) subordinates at al-Aqsa Satellite Channel was conducted before collecting the results of the sample. It aims to provide a trial run for the questionnaire, which involves testing the wordings of question, identifying ambiguous questions, testing the techniques that used to collect data, and measuring the effectiveness of standard invitation to respondents. Frankly, the questionnaire was fitting to collect data, so that the twenty one (21) questionnaires that have been used as a pilot study were added to the remained questionnaires.

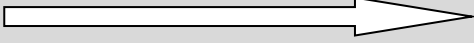
#### **4.7 Experts' Validation**

The questionnaire was developed by the researcher and modified by 13 experts from several Palestinian universities in the Gaza Strip. The expert panel included experts in the fields of business administration, media management and statistics. The final copy of the questionnaire was finalized according to the experts' comments (see Appendix D).

#### **4.8 Data Measurement**

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an

appropriate method/s that can be applied and not others. In this research, scale 1-10 is used.

<b>Item</b>	<i>Strongly Disagree</i>									<i>Strongly agree</i>
<b>Scale</b>	1	2	3	4	5	6	7	8	9	10

**Figure (4.1): Questionnaire Scale**

#### 4.9 Test of normality

Table (4.2) shows the results for Kolmogorov-Smirnov test of normality. From Table (4.2), the p-value for each variable is greater than 0.05 level of significance, and then the distributions for these variables are normally distributed. Consequently, parametric tests should be used to perform the statistical data analysis.

**Table (4.2): Kolmogorov-Smirnov test**

<b>Field</b>	<b>Kolmogorov-Smirnov</b>	
	<b>Statistic</b>	<b>P-value</b>
Leading Change	0.734	0.654
Leading People	0.541	0.931
Results Driven	0.804	0.537
Business Acumen	0.952	0.325
Building Coalitions/Communications	0.694	0.721
<b>Leadership Competencies</b>	0.538	0.934
<b>Subordinates' job performance</b>	0.562	0.910
<b>All items of the questionnaire</b>	0.630	0.822

#### 4.10 Statistical analysis Tools

The researcher used data analysis both qualitative and quantitative data analysis methods. The Data analysis made utilizing (SPSS 23). The researcher utilized the following statistical tools:

- 1) Kolmogorov-Smirnov test of normality.

- 2) Pearson correlation coefficient for Validity.
- 3) Cronbach's Alpha for Reliability Statistics.
- 4) Frequency and Descriptive analysis.
- 5) Stepwise regression analysis.
- 6) Parametric Tests (One-sample T test, Independent Samples T-test and Analysis of Variance (ANOVA)).

*T-test* is used to determine if the mean of the item is significantly different from a hypothesized value 6 (Approximately the middle value of numerical scale 1-10).

If the P-value (Sig.) is smaller than or equal to the level of significance,  $\alpha = 0.05$ , then the mean of the item is significantly different from a hypothesized value 6. The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value 6. On the other hand, if the P-value (Sig.) is greater than the level of significance,  $\alpha = 0.05$ , then the mean of the item is insignificantly different from a hypothesized value 6.

*The Independent Samples T-test* is used to examine if there is a statistical significant difference between two means among the respondents toward the Leadership Competencies of Middle managers at Palestinian Media Enterprises and its Impact on Subordinates' Job Performance- Case Study: Al Aqsa Satellite TV Channel due to (gender).

*The One- Way Analysis of Variance (ANOVA)* is used to examine if there is a statistical significant difference between several means among the respondents toward the Leadership Competencies of Middle managers at Palestinian Media Enterprises and its Impact on Subordinates' Job Performance- Case Study: Al Aqsa Satellite TV Channel due to (age, qualifications, job title and years of service).

## 4.11 Validity of Questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has a number of different aspects and assessment approaches. Statistical validity is used to evaluate instrument validity, which include internal validity and structure validity.

### 4.11.1 Internal Validity

Internal validity of the questionnaire is the first statistical test that used to test the validity of the questionnaire. It is measured by a scouting sample, which consisted of 21 questionnaires through measuring the correlation coefficients between each item in one field and the whole field.

Table (4.3) clarifies the correlation coefficient for each item of the " Leading Change " and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the items of this field are consistent and valid to be measure what it was set for.

**Table (4.3): Correlation coefficient of each item of " Leading Change " and the total of this field**

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The manager pursues self-development by acquiring new knowledge and skills that helps him in leading change.	.831	0.000*
2.	The manager develops new insights that helps achieve the objectives of the media enterprise.	.930	0.000*
3.	The manager follows up the external developments that affect the process of change within the enterprise.	.884	0.000*
4.	The manager recognizes the impact of the enterprise on the external environment.	.917	0.000*
5.	The manager has the ability to formulate effective plans that enable the enterprise to achieve competitive advantage.	.805	0.000*

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
6.	The manager deals flexibly with the changes that occur within and/or outside the enterprise.	.895	0.000*
7.	The manager deals effectively with stress, maintains concentration and strength and remains optimistic and persistent, even under hardship.	.802	0.000*
8.	The manager creates and sustains an organizational culture which motivates subordinates to afford the quality of service vital to high performance.	.888	0.000*
9.	The manager provides subordinates with the needed support which enables the enterprise to attain high level of media performance.	.953	0.000*
10.	The manager sets goals and determines the priorities and has the ability to expect the potential threats and opportunities.	.823	0.000*
11.	The manager has a clear vision for the future through which he seeks to achieve the goals of the media enterprise.	.822	0.000*

\* Correlation is significant at the 0.05 level

Table (4.4) clarifies the correlation coefficient for each item of the " Leading People " and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the items of this field are consistent and valid to measure what it was set for.

**Table (4.4): Correlation coefficient of each item of "Leading People" and the total of this field**

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The manager fosters team spirit amongst subordinates and motivates them towards goal accomplishments.	.751	0.000*
2.	The manager deals equally with all subordinates and is keen to instill mutual trust.	.857	0.000*
3.	The manager values and seeks out individual differences among subordinates to achieve vision and mission of the organization.	.908	0.000*

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
4.	The manager recruits, develops, and retains a diverse high quality workforce in an equitable manner.	.761	0.000*
5.	The manager resolves conflicts and disagreements among subordinates in a positive and constructive manner.	.801	0.000*
6.	The manager demonstrates a sense of common responsibility and organizational commitment.	.874	0.000*

\* Correlation is significant at the 0.05 level

Table (4.5) clarifies the correlation coefficient for each item of the " Results Driven " and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the items of this field are consistent and valid to measure what it was set for.

**Table (4.5): Correlation coefficient of each item of " Results Driven " and the total of this field**

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The manager monitors and appraises plans, holds self and others accountable for the quality of results, ensures it has been completed in a timely manner and within budget.	.847	0.000*
2.	The manager focuses on results and measuring achievement of objectives.	.848	0.000*
3.	The manager shows commitment to the rules and responsibilities of the enterprise and holds accountable for the mistakes he commits.	.613	0.000*
4.	The manager balancing interests of a variety of audiences/clients, anticipates and meets their needs.	.807	0.000*
5.	The manager shows keenness to achieving quality media production and is committed to continuous development of services.	.823	0.000*
6.	The manager makes effective and timely decisions, even when data is limited.	.904	0.000*
7.	The manager seeks to develop and market enterprise's media production outcomes to help enterprise reposition and achieve success.	.863	0.000*

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
8.	The manager has the ability to resolve individual and organizational problems and provides solutions to make logical decisions.	.833	0.000*
9.	The manager appreciates his subordinates' specialized technical credibility.	.622	0.000*
10.	The manager takes part in recruitment and hiring process and comprehends the linkages between managerial competencies and job needs.	.848	0.000*

\* Correlation is significant at the 0.05 level

Table (4.6) clarifies the correlation coefficient for each item of the " Business Acumen " and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the items of this field are consistent and valid to measure what it was set for.

**Table (4.6): Correlation coefficient of each item of "Business Acumen" and the total of this field**

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The manager prepares, justifies, and/or administers the budget for the program area.	.799	0.000*
2.	The manager administers procurement and contracting processes.	.881	0.000*
3.	The manager assesses current and future staffing needs based on organizational goals and budget realities.	.848	0.000*
4.	The manager ensures staff are appropriately selected and employed.	.853	0.000*
5.	The manager keeps up to date on the latest media technology and seeks to employ it safely to achieve better results.	.899	0.000*
6.	The manager uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness.	.890	0.000*
7.	The manager develops strategies using new technology to improve the quality of decision making within the enterprise.	.899	0.000*

\* Correlation is significant at the 0.05 level

Table (4.7) clarifies the correlation coefficient for each item of the "Building Coalitions/Communications" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the items of this field are consistent and valid to measured what it was set for.

**Table (4.7): Correlation coefficient of each item of "Building Coalitions/Communications" and the total of this field**

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The manager persuades subordinates and builds consensus through give and take and effective communication.	.682	0.000*
2.	The manager considers and responds appropriately to the needs and feelings of his subordinates.	.832	0.000*
3.	The manager interacts with his subordinates and listens to them effectively and clarifies information as needed.	.856	0.000*
4.	The manager makes clear and convincing oral presentations to individuals or groups.	.917	0.000*
5.	The manager expresses facts and ideas in writing in a clear, convincing and organized manner.	.915	0.000*
6.	The manager collaborates across boundaries to build strategic alliances and to achieve common goals.	.808	0.000*
7.	The manager identifies the internal and external politics that impact the work of the enterprise.	.738	0.000*
8.	The manager has the ability to develop joint networks and partnerships.	.861	0.000*

\* Correlation is significant at the 0.05 level

Table (4.8) clarifies the correlation coefficient for each item of the "subordinates' job performance" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at  $\alpha = 0.05$ , so it can be said that the items of this field are consistent and valid to measure what it was set for.



**Table (4.8): Correlation coefficient of each item of "subordinates' job performance" and the total of this field**

<b>No.</b>	<b>Item</b>	<b>Pearson Correlation Coefficient</b>	<b>P-Value (Sig.)</b>
1.	The ability of manager to develop new insights at work, contributes positively in enhancing subordinates' job performance.	.888	0.000*
2.	The ability of manager to deal effectively with stress at work, at time of crisis contributes positively in enhancing subordinates' job performance.	.937	0.000*
3.	The ability of manager to formulate effective plans at work, contributes positively in enhancing subordinates' job performance.	.886	0.000*
4.	The ability of manager to resolve conflicts and disagreements at work, contributes positively in improving subordinates' job performance.	.918	0.000*
5.	The ability of manager to recruit, develop, and retain a diverse high quality workforce at work, contributes positively in improving subordinates' job performance.	.910	0.000*
6.	The ability of manager to seek out individual differences among subordinates at work, contributes positively in enhancing their job performance.	.808	0.000*
7.	The ability of manager to monitor and appraise plans effectively at work, contributes positively in enhancing subordinates' job performance.	.892	0.000*
8.	The ability of manager to measure results and objectives, contributes positively in enhancing subordinates' job performance.	.863	0.000*
9.	The ability of manager to make effective and timely decisions at work, contributes positively in enhancing subordinates' job performance.	.940	0.000*
10.	The ability of manager to prepare, justify, and/or administer the budget, contributes positively in enhancing subordinates' job performance.	.892	0.000*

No.	Item	Pearson Correlation Coefficient	P-Value (Sig.)
11.	The ability of manager to safely employ the latest media technologies at work, contributes positively in improving subordinates' job performance.	.853	0.000*
12.	The ability of manager to assess current and future staffing needs at work, contributes positively in enhancing subordinates' job performance.	.866	0.000*
13.	The ability of manager to collaborate across boundaries to build strategic alliances, contributes positively in enhancing subordinates' job performance.	.847	0.000*
14.	The ability of manager to make clear and convincing oral presentations, contributes positively in enhancing subordinates' job performance.	.810	0.000*
15.	The ability of manager to interact positively with his subordinates at work, contributes positively in enhancing their job performance.	.849	0.000*

\* Correlation is significant at the 0.05 level

#### 4.11.2 Structure Validity of the Questionnaire

Structure validity is the second statistical test that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level scale.

Table (4.9) clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at  $\alpha = 0.05$ , so it can be said that the fields are valid to measure what it was set for to achieve the main aim of the study.

**Table(4.9): Correlation coefficient of each field and the whole of questionnaire**

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Leading Change	.858	0.000*
2.	Leading People	.893	0.000*
3.	Results Driven	.962	0.000*
4.	Business Acumen	.727	0.000*
5.	Building Coalitions/Communications	.946	0.000*
	<b>Leadership Competencies</b>	.979	0.000*
	<b>Subordinates' job performance</b>	.855	0.000*

\* Correlation is significant at the 0.05 level

#### **4.12 Reliability of the Research (Cronbach's Coefficient Alpha)**

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring (George and Mallery ,2006). The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient (George and Mallery ,2006). To insure the reliability of the questionnaire, Cronbach's Coefficient Alpha should be applied.

Cronbach's alpha (George D. & Mallery P, 2006) is designed as a measure of internal consistency, that is, do all items within the instrument measure the same thing? The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each field of the questionnaire.

Table (4.10) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha were in the range from 0.904 and 0.979. This range is considered high; the result ensures

the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.984 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

**Table (4.10): Cronbach's Alpha for each field of the questionnaire**

<b>No</b>	<b>Field</b>	<b>Cronbach's Alpha</b>
1.	Leading Change	0.966
2.	Leading People	0.904
3.	Results Driven	0.935
4.	Business Acumen	0.944
5.	Building Coalitions/Communications	0.932
	<b>Leadership Competencies</b>	0.979
	<b>Subordinates' job performance</b>	0.978
	<b>All items of the questionnaire</b>	0.984

Thereby, it can be said that the researcher proved that the questionnaire was valid, reliable, and ready for distribution for the population sample.

**Chapter 5**  
**Data Analysis and**  
**Discussion**

## Chapter 5

### Data Analysis and Discussion

#### 5.1 Introduction:

The aim of this chapter is to analyze the data that was collected through the questionnaire in order to investigate the impact of leadership competencies on employees' job performance at al-Aqsa Satellite TV Channel. The findings will be discussed and compared with other findings in previous studies.

#### 5.2 Personal data

##### 5.2.1 Age

Table No. (5.1) shows that 92.8% of the respondents are less than 40 years, and only 1% are more than 50 years. This indicates that the channel prefers to employ young employees as a priority. This also might reflect the trend that the media sector in Palestine attracts the youth for employment more than the old people. Likewise, this can be justified by the complex and dynamic nature of media work which requires young people to accomplish tasks and responsibilities in an effective manner. Results of the current study agreed with several previous studies that have been conducted on al-Aqsa Satellite TV Channel and other local and international satellite TV channels in the Gaza Strip, especially (Shbair, 2010; Thraya, 2010).

**Table (5.1): Age**

Age	Frequency	Percent
Less than 30 years	57	31.5
30years- less than 40 years	111	61.3
40years- less than 50 years	11	6.1
More than 50 years	2	1.1
Total	181	100.0

### 5.2.2 Gender

Table No.(5.2) shows that 92.3% of the sample are males and 7.7% of the sample are females. The small number of female employees in comparison with the big number of male employees can be justified mainly by the shifting system applied by al-Aqsa Channel. This system contradicts with the values of Palestinian society and the Islamic culture that prevent females from spending most of their times outside family home. In addition, the shifting system appears to be associated with many health-related problems like fatigue, sleep problems, anxiety and difficulties in maintaining regular lifestyles, and key factor for work stress, workload and job burnout.

**Table (5.2): Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	167	92.3
Female	14	7.7
Total	181	100.0

### 5.2.3 Qualifications

Table No.(5.3) shows that 72.4% of the respondents hold Bachelor's degrees or higher. This indicates that most of the respondents are well educated, whereas being a media effective employee at one of the largest local media enterprises in the Gaza Strip necessitates being well cultivated and educated. This also reflects the fact that every employee has own future ambitions to holding a respectful position either inside al-Aqsa Satellite Channel or any similar media enterprise.

**Table (5.3): Qualifications**

<b>Qualifications</b>	<b>Frequency</b>	<b>Percent</b>
Secondary Certificate or less	7	3.9
Diploma	43	23.8
Bachelor	112	61.9
Higher education	19	10.5
Total	181	100.0

#### 5.2.4 Job title

Table No. (5.4) shows that 22.6% of the sample are department managers and 77.3% of the sample are employees. The large number of managers can be justified by the large number of employees and vice versa. In addition, being one of the largest local TV stations that defends the Palestinian rights domestically and internationally, al-Aqsa Channel is expected to be containing large number of employees to fulfill the mission properly and successfully. It is important to point out that the department managers who participated in this survey are all working under the supervision of middle managers who are actually the heads of (6) major departments in the channel.

**Table (5.4): Job title**

<b>Job title</b>	<b>Frequency</b>	<b>Percent</b>
Department manager	41	22.6
Employee	140	77.3
Total	181	100.0

#### 5.2.5 Years of Service

Table No. (5.5) shows that number of employees who have served in the channel for 5 years and more are 87.3%, this indicates that they keep accurate impressions about the leadership behaviors of their managers in the channel. Likewise, this means that they have provided accurate perceptions regarding their managers' daily acts, behaviors and dealings with their subordinates. The results also indicate that most of the employees at al-Aqsa Satellite Channel have great experience at media work.

**Table (5.5): Years of Service**

<b>Years of Service</b>	<b>Frequency</b>	<b>Percent</b>
Less than 5 year	23	12.7
5 – Less than 10 year	110	60.8
more than 10 year	48	26.5
Total	181	100.0



## 5.3 Leadership Competencies

### 5.3.1 Leading Change

Table (5.6) shows the following results:

The mean of item #4 “The manager recognizes the impact of the enterprise on the external environment” equals 6.95 (69.50%), Test-value = 5.74, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. We conclude that the respondents agreed to this item.

- The mean of item #11 “The manager has a clear vision for the future through which he seeks to achieve the goals of the media enterprise” equals 6.10 (60.99%), Test-value = 0.57, and P-value = 0.286 which is greater than the level of significance  $\alpha = 0.05$ . Then the mean of this item is insignificantly different from the hypothesized value 6. We conclude that the respondents (Do not know, neutral) to this item.
- The mean of the field “Leading Change” equals 6.36 (63.55%), Test-value = 2.60, and P-value=0.005 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agreed to the field of "Leading Change".

The results of this field indicate that employees do believe that middle managers have a medium capacity of "Leading Change" competencies which include, continual learning, creativity and innovation, external awareness, flexibility, resilience, service motivation, strategic thinking and vision. Mostly, the results indicate that middle managers have a medium capacity of 'External Awareness' competency, whereas they are unaware of the importance of 'Vision' as an essential strategic competency. These results agreed with several previous studies (Wang, 2006; Qiao & Wang, 2009) who

confirmed that leading change competencies are critical for the success of middle managers in china. Likewise, this study agreed with (Daud & Harun, 2014) who emphasized on the significance of "leading change" competency as one of the factors closely related to innovation.

Accordingly, additional efforts are needed by middle managers at al-Aqsa Channel to learn and master these important competencies in order to succeed in their jobs. This will also enable them to play a significant role in change management process in the future.

**Table (5.6): Means and Test values for “Leading Change”**

	Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The manager pursues self-development by acquiring new knowledge and skills that helps him in leading change.	6.13	2.14	61.27	0.80	0.213	10
2.	The manager develops new insights that help achieve the objectives of the media enterprise.	6.28	2.17	62.76	1.72	0.044*	5
3.	The manager follows up the external developments that affect the process of change within the enterprise.	6.24	2.08	62.43	1.57	0.059	6
4.	The manager recognizes the impact of the enterprise on the external environment.	6.95	2.23	69.50	5.74	0.000*	1
5.	The manager has the ability to formulate effective plans that enable the enterprise to achieve competitive advantage.	6.18	2.08	61.77	1.14	0.127	9
6.	The manager deals flexibly with the changes that occur within and/or outside the enterprise.	6.43	2.15	64.25	2.66	0.004*	3

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
7.	The manager deals effectively with stress, maintains concentration and strength and remains optimistic and persistent, even under hardship.	6.92	2.18	69.17	5.66	0.000*	2
8.	The manager creates and sustains an organizational culture which motivates subordinates to afford the quality of service vital to high performance.	6.18	2.40	61.82	1.02	0.154	8
9.	The manager provides subordinates with the needed support which enables the enterprise to attain a high level of media performance.	6.28	2.17	62.82	1.75	0.041*	4
10.	The manager sets goals and determines the priorities and has the ability to expect the potential threats and opportunities.	6.23	2.16	62.27	1.41	0.080	7
11.	The manager has a clear vision for the future through which he seeks to achieve the goals of the media enterprise.	6.10	2.36	60.99	0.57	0.286	11
	<b>All items of the field</b>	6.36	1.84	63.55	2.60	0.005*	

\* The mean is significantly different from 6

### 5.3.2 Leading People

**Table (5.7) shows the following results:**

The mean of item #6 “The manager demonstrates a sense of common responsibility and organizational commitment” equals 6.43 (64.33%), Test-value = 2.45, and P-value = 0.008 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of

the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. We conclude that the respondents agreed to this item.

- The mean of item #2 “The manager deals equally with all subordinates and is keen to instill mutual trust” equals 5.70 (57.00%), Test-value = -1.63, and P-value = 0.053 which is greater than the level of significance  $\alpha = 0.05$ . Then the mean of this item is insignificantly different from the hypothesized value 6. We conclude that the respondents (Do not know, neutral) to this item.
- The mean of the field “Leading People” equals 6.06 (60.64%), Test-value = 0.42, and P-value=0.339 which is greater than the level of significance  $\alpha = 0.05$ . The mean of this field is insignificantly different from the hypothesized value 6. We conclude that the respondents (Do not know, neutral) to field of “Leading People”.

The results of this field indicate that employees do believe that middle managers have a low capacity of "Leading people" competencies which include, conflict management, leveraging diversity, integrity/honesty and team building. The respondents revealed that middle managers demonstrate a sense of common responsibility and organizational commitment, but at the same time they believed that they do not deal equally with all subordinates in workplace. The results of this field assert on the critical need for developing the "leading people" competencies of middle managers. In this regard, the results agreed with several previous studies (Wang, 2006; Qiao & Wang, 2009; Overby & Suvanujasiri, 2012) who indicated that leading people competencies comprise a necessity for middle managers. Therefore, middle managers at al-Aqsa Channel need to acquire these important competencies in order to succeed in their current and future jobs.

**Table (5.7): Means and Test values for “Leading people”**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
1.	The manager fosters team spirit amongst subordinates and motivates them towards goal accomplishments.	6.12	2.38	61.19	0.67	0.253	3
2.	The manager deals equally with all subordinates and is keen to instill mutual trust.	5.70	2.47	57.00	-1.63	0.053	6
3.	The manager values and seeks out individual differences among subordinates to achieve vision and mission of the organization.	5.94	2.31	59.39	-0.35	0.362	4
4.	The manager recruits, develops, and retains a diverse high quality workforce in an equitable manner.	5.90	2.36	59.00	-0.57	0.285	5
5.	The manager resolves conflicts and disagreements among subordinates in a positive and constructive manner.	6.29	2.25	62.89	1.72	0.043*	2
6.	The manager demonstrates a sense of common responsibility and organizational commitment.	6.43	2.35	64.33	2.45	0.008*	1
	<b>All items of the field</b>	6.06	2.05	60.64	0.42	0.339	

\* The mean is significantly different from 6

### 5.3.3 Results Driven

**Table (5.8) shows the following results:**

- The mean of item #5 “The manager shows keenness to achieving quality media production and is committed to continuous development of services” equals 6.68 (66.83%), Test-value = 4.33, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this item is

significantly greater than the hypothesized value 6. We conclude that the respondents agreed to this item.

- The mean of item #9 “The manager appreciates his subordinates' specialized technical credibility” equals 6.13 (61.28%), Test-value = 0.72, and P-value = 0.235 which is greater than the level of significance  $\alpha = 0.05$ . Then the mean of this item is insignificantly different from the hypothesized value 6. We conclude that the respondents (Do not know, neutral) to this item.
- The mean of the field “Results Driven” equals 6.32 (63.23%), Test-value = 2.38, and P-value=0.009 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agreed to field of “Results Driven”.

The results of this field indicate that employees do believe that middle managers have a medium capacity of "Results Driven" competencies which include, accountability, customer service, decisiveness, entrepreneurship, problem solving, and technical credibility. The respondents indicated that middle managers seek to achieve quality media production and service development, but at the same time they believed that middle manager show no appreciation towards their subordinates' specialized technical credibility. This reflects the clear contradictions that might affect the spirit of work of employees. The results of this field assert on the critical need for improving the "Results Driven" competencies of middle managers. In this regard, the results agreed with several previous studies (Carleton, 2005; Wang, 2006; Qiao & Wang, 2009; Overby & Suvanujasiri, 2012) who indicated that results driven competencies comprise a requirement for middle managers. Therefore, middle managers at al-Aqsa Channel need to acquire these important competencies in order to succeed in their current and future jobs.

**Table (5.8): Means and Test values for “Results Driven”**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
1.	The manager monitors and appraises plans, holds self and others accountable for the quality of results, ensures it has been completed in a timely manner and within budget.	6.39	2.18	63.89	2.39	0.009*	4
2.	The manager focuses on results and measuring achievement of objectives.	6.42	1.96	64.17	2.81	0.003*	3
3.	The manager shows commitment to the rules and responsibilities of the enterprise and holds accountable for the mistakes he commits.	6.43	2.34	64.33	2.48	0.007*	2
4.	The manager balancing interests of a variety of audiences/clients anticipates and meets their needs.	6.29	2.16	62.89	1.79	0.037*	5
5.	The manager shows keenness to achieving quality media production and is committed to continuous development of services.	6.68	2.12	66.83	4.33	0.000*	1
6.	The manager makes effective and timely decisions, even when data is limited.	6.27	2.09	62.67	1.71	0.045*	7
7.	The manager seeks to develop and market enterprise's media production outcomes to help enterprise reposition and achieve success.	6.28	2.08	62.78	1.79	0.038*	6
8.	The manager has the ability to resolve individual and organizational problems and provides solutions to make logical decisions.	6.19	2.10	61.94	1.24	0.108	9
9.	The manager appreciates his subordinates' specialized technical credibility.	6.13	2.37	61.28	0.72	0.235	10
10.	The manager takes part in recruitment and hiring process and comprehends the linkages between managerial competencies and job needs.	6.20	2.35	62.00	1.14	0.127	8
	<b>All items of the field</b>	6.32	1.82	63.23	2.38	0.009*	

\* The mean is significantly different from 6

### 5.3.4 Business Acumen

**Table (5.9) shows the following results:**

- The mean of item #5 “The manager keeps up to date on the latest media technology and seeks to employ it safely to achieve better results” equals 6.58 (65.83%), Test-value = 3.62, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. We conclude that the respondents agreed to this item.
- The mean of item #1 “The manager prepares, justifies, and/or administers the budget for the program area” equals 6.13 (61.33%), Test-value = 0.77, and P-value = 0.222 which is greater than the level of significance  $\alpha = 0.05$ . Then the mean of this item is insignificantly different from the hypothesized value 6. We conclude that the respondents (Do not know, neutral) to this item.
- The mean of the field “Business Acumen” equals 6.32 (63.23%), Test-value = 2.25, and P-value=0.013 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agreed to field of “Business Acumen ”.

The results of this field indicate that employees do believe that middle managers have a medium capacity of "Business Acumen" competencies which include, financial management, human resources management, and technology management. The respondents indicated that middle managers keep up to date on the latest media technology and seek to employ it safely to achieve better results, but at the same time they supposed that middle managers are unable to justify, and/or administer the budget for the program area. This reflects the need for developing middle managers' core qualifications involving the ability to manage human, financial, and information resources. In this regard, the results agreed with several previous studies (Carleton,



2005; Wang, 2006; Qiao & Wang, 2009; Overby & Suvanujasiri, 2012; Daud & Harun, 2014) who indicated that business acumen competencies comprise a requirement for middle managers. Consequently, middle managers at al-Aqsa Channel need to obtain these imperative competencies in order to succeed in their current and future jobs.

**Table (5.9): Means and Test values for “Business Acumen”**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
1.	The manager prepares, justifies, and/or administers the budget for the program area.	6.13	2.33	61.33	0.77	0.222	7
2.	The manager administers procurement and contracting processes.	6.36	2.35	63.61	2.06	0.020*	3
3.	The manager assesses current and future staffing needs based on organizational goals and budget realities.	6.23	2.26	62.28	1.35	0.089	5
4.	The manager ensures staff are appropriately selected and employed.	6.17	2.26	61.69	0.99	0.161	6
5.	The manager keeps up to date on the latest media technology and seeks to employ it safely to achieve better results.	6.58	2.16	65.83	3.62	0.000*	1
6.	The manager uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness.	6.35	2.21	63.50	2.13	0.017*	4
7.	The manager develops strategies using new technology to improve the quality of decision making within the enterprise.	6.44	2.22	64.39	2.65	0.004*	2
	<b>All items of the field</b>	6.32	1.93	63.23	2.25	0.013*	

\* The mean is significantly different from 6

### 5.3.5 Building Coalitions/Communications

**Table (5.10) shows the following results:**

- The mean of item #7 “The manager identifies the internal and external politics that impact the work of the enterprise” equals 6.28 (62.78%), Test-value = 1.62, and P-value = 0.054 which is greater than the level of significance  $\alpha = 0.05$ . Then the mean of this item is insignificantly different from the hypothesized value 6. We conclude that the respondents (Do not know, neutral) to this item.
- The mean of item #2 “The manager considers and responds appropriately to the needs and feelings of his subordinates” equals 5.96 (59.56%), Test-value = -0.25, and P-value = 0.403 which is greater than the level of significance  $\alpha = 0.05$ . Then the mean of this item is insignificantly different from the hypothesized value 6. We conclude that the respondents (Do not know, neutral) to this item.
- The mean of the field “Building Coalitions/ Communications” equals 6.11 (61.07%), Test-value = 0.71, and P-value=0.239 which is greater than the level of significance  $\alpha = 0.05$ . The mean of this field is insignificantly different from the hypothesized value 6. We conclude that the respondents (Do not know, neutral) to field of “Building Coalitions/ Communications ”.

The results of this field indicate that employees do believe that middle managers have a low capacity of "Building Coalitions/Communications" competencies which include, influencing/negotiating, interpersonal skills, oral communication, partnering, political savvy, and written communication. The respondents indicated that middle managers have the ability to identify the internal and external politics that impact the work of enterprise, but at the same time they believed deeply that middle managers do not respond appropriately to the needs and feelings of their subordinates. Moreover, the respondents assumed that middle managers lack the ability to develop joint networks and partnerships. This reflects the need for developing middle managers' leadership competencies related to "Building Coalitions and Communications" for its significant role in strengthening human relations between managers and their subordinates at workplace. In this regard, the results agreed with (Marck, 2012) who showed that

integrity and communication were perceived as the top skills needed in the 21st century. Likewise, the results agreed with (Carleton, 2005; Wang, 2006; Qiao & Wang, 2009; Overby & Suvanujasiri, 2012; Daud & Harun, 2014) who considered building coalitions and communications as prerequisite competencies for middle managers. Consequently, middle managers at al-Aqsa Channel need to obtain these imperative competencies in order to succeed in their current and future jobs.

**Table (5.10): Means and Test values for “Building Coalitions/Communications”**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
1.	The manager persuades subordinates and builds consensus through give and take and effective communication.	6.17	2.36	61.72	0.98	0.164	3
2.	The manager considers and responds appropriately to the needs and feelings of his subordinates.	5.96	2.42	59.56	-0.25	0.403	8
3.	The manager interacts with his subordinates and listens to them effectively and clarifies information as needed.	6.07	2.36	60.67	0.38	0.352	5
4.	The manager makes clear and convincing oral presentations to individuals or groups.	6.13	2.34	61.28	0.74	0.231	4
5.	The manager expresses facts and ideas in writing in a clear, convincing and organized manner.	6.22	2.21	62.17	1.32	0.095	2
6.	The manager collaborates across boundaries to build strategic alliances and to achieve common goals.	6.05	2.40	60.50	0.28	0.390	6
7.	The manager identifies the internal and external politics that impact the work of the enterprise.	6.28	2.30	62.78	1.62	0.054	1
8.	The manager has the ability to develop joint networks and partnerships.	5.99	2.31	59.89	-0.06	0.474	7
	<b>All items of the field</b>	6.11	2.02	61.07	0.71	0.239	

\* The mean is significantly different from 6

#### **5.4 In General "Leadership Competencies":**

Table (5.11) shows the mean of all items equals 6.25 (62.54%), Test-value = 1.93 and P-value = 0.027 which is smaller than the level of significance  $\alpha = 0.05$ . The mean of all items is significantly different from the hypothesized value 6. We conclude that the respondents agreed to all items of the Leadership Competencies.

According to the results, it is obviously clear that middle managers at al- Aqsa Channel have a medium capacity of leadership competencies overall. Regardless, the results emphasize the critical need for developing the leadership competencies of middle managers, especially the competencies of "Leading People" and "Building Coalitions/Communications". In contrast, the competencies of "Leading Change, Results Driven and Business Acumen" need to be more reinforced and supported through training and development interventions.

In addition, the results showed that the leadership competencies recognized in Malaysia (Daud & Harun, 2014); United States (Mark, 2012); South Africa (Rossouw, 2004) and China (Wang, 2006) were all perceived to be important for middle managers in Palestine. Subsequently, the results proved that the "1998 Leadership Competency Model" is applicable to private Palestinian media sector with a modification. Therefore, when developing leadership competency frameworks and planning leadership development programs for middle managers in Palestine, the tools, instruments and programs from western countries can be borrowed as foundations or references.

**Table (5.11): Means and Test values for "Leadership Competencies"**

Item	Mean	S.D	Proportional mean (%)	Test value	P-value (Sig.)	Rank
Leading Change	6.36	1.84	63.55	2.60	0.005*	1
Leading People	6.06	2.05	60.64	0.42	0.339	5
Results Driven	6.32	1.82	63.23	2.38	0.009*	2
Business Acumen	6.32	1.93	63.23	2.25	0.013*	3
Building Coalitions/Communications	6.11	2.02	61.07	0.71	0.239	4
<b>All Items of Leadership Competencies</b>	6.25	1.77	62.54	1.93	0.027*	

\*The mean is significantly different from 6

### 5.5 Subordinates' job performance

**Table (5.12) shows the following results:**

- The mean of item #9 “The ability of manager to make effective and timely decisions at work, contributes positively in enhancing subordinates' job performance” equals 6.55 (65.50%), Test-value = 3.28, and P-value = 0.000 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this item is significantly greater than the hypothesized value 6. We conclude that the respondents agreed to this item.
- The mean of item #1 “The ability of manager to develop new insights at work, contributes positively in enhancing subordinates' job performance” equals 6.23 (62.28%), Test-value = 1.37, and P-value = 0.087 which is greater than the level of significance  $\alpha = 0.05$ . Then the mean of this item is insignificantly different from the

hypothesized value 6. We conclude that the respondents (Do not know, neutral) to this item.

- The mean of the field “Subordinates' job performance” equals 6.41 (64.08%), Test-value = 2.74, and P-value=0.003 which is smaller than the level of significance  $\alpha = 0.05$ . The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agreed to the field “Subordinates' job performance ”.

Based on the results of this field, respondents believed that middle managers' leadership competencies are positively correlated to subordinates' job performance. They agreed that leadership competencies of middle managers have affected subordinates' job performance by 64.08%. The respondents confirmed that the ability of middle manager to make effective and timely decisions at work, contributes positively in enhancing subordinates' job performance. In addition, they believed that the ability of middle manager to interact positively with his subordinates at work, contributes positively in enhancing their job performance. This reflects the importance of decision making and human relations in increasing the level of subordinates' job performance at workplace. In contrast, the results revealed unclear relationship between middle manager's vision and subordinates job performance. Obviously, the current study coincided with the previous studies at the significance of leadership competencies and the critical necessity for developing managers' leadership competencies at all levels. Significantly, it coincided partially with Rossi (2011) and Illiash (2013) who revealed that leadership is a key factor in affecting employees' job performance.

**Table (5.12): Means and Test values for “Subordinates' job performance”**

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
1.	The ability of manager to develop new insights at work, contributes positively in enhancing subordinates' job performance.	6.23	2.23	62.28	1.37	0.087	15
2.	The ability of manager to deal effectively with stress at work, at time of crisis contributes positively in enhancing subordinates' job performance.	6.51	2.23	65.11	3.07	0.001*	3
3.	The ability of manager to formulate effective plans at work, contributes positively in enhancing subordinates' job performance.	6.49	2.30	64.94	2.89	0.002*	5
4.	The ability of manager to resolve conflicts and disagreements at work, contributes positively in improving subordinates' job performance.	6.44	2.30	64.39	2.56	0.006*	8
5.	The ability of manager to recruit, develop, and retain a diverse high quality workforce at work, contributes positively in improving subordinates' job performance.	6.35	2.26	63.50	2.08	0.020*	10
6.	The ability of manager to seek out individual differences among subordinates at work, contributes positively in enhancing their job performance.	6.32	2.31	63.17	1.84	0.034*	12
7.	The ability of manager to monitor and appraise plans effectively at work, contributes positively in enhancing subordinates' job performance.	6.34	2.36	63.44	1.96	0.026*	11
8.	The ability of manager to measure results and objectives, contributes positively in enhancing subordinates' job performance.	6.47	2.23	64.72	2.85	0.002*	7
9.	The ability of manager to make effective and timely decisions at work, contributes positively in enhancing subordinates' job performance.	6.55	2.25	65.50	3.28	0.001*	1

	<b>Item</b>	<b>Mean</b>	<b>S.D</b>	<b>Proportional mean (%)</b>	<b>Test value</b>	<b>P-value (Sig.)</b>	<b>Rank</b>
10.	The ability of manager to prepare, justify, and/or administer the budget, contributes positively in enhancing subordinates' job performance.	6.36	2.24	63.56	2.13	0.017*	9
11.	The ability of manager to safely employ the latest media technologies at work, contributes positively in improving subordinates' job performance.	6.49	2.24	64.94	2.96	0.002*	5
12.	The ability of manager to assess current and future staffing needs at work, contributes positively in enhancing subordinates' job performance.	6.51	2.31	65.11	2.97	0.002*	3
13.	The ability of manager to collaborate across boundaries to build strategic alliances, contributes positively in enhancing subordinates' job performance.	6.24	2.30	62.39	1.39	0.083	14
14.	The ability of manager to make clear and convincing oral presentations, contributes positively in enhancing subordinates' job performance.	6.29	2.21	62.89	1.75	0.041*	13
15.	The ability of manager to interact positively with his subordinates at work, contributes positively in enhancing their job performance.	6.52	2.37	65.22	2.96	0.002*	2
	<b>All items of the field</b>	6.41	2.00	64.08	2.74	0.003*	

\* The mean is significantly different from 6



## 5.6 Research Hypothesis

- 1) There is a statistical relationship at  $\alpha \leq 0.05$  between leadership competencies and job performance.**

Table (5.13) shows that the correlation coefficient between leadership competencies and job performance quality equals 0.811(81.1%) and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at  $\alpha = 0.05$ . We conclude there exists a significant relationship between leadership competencies and job performance.

The results revealed a strongly positive correlation between leadership competencies and subordinates' job performance. This indicates that the respondents are highly agreed with the fact the middle managers are critical actors of corporate performance and change. The results showed that the strongest relationship was between "Job Performance" and "Building Coalition/Communication" competencies, followed by the competencies of "Leading People, Business Acumen, Leading Change, and Results Driven" respectively. Consequently, the results revealed that the 1998 Leadership Competency Model is fit for measuring the level of employees' job performance. The findings of this study coincided with other studies on the positive correlation between leadership competencies and subordinates job performance (Verdigets, 2008; Podsakoff & Podsakoff, 2011; Jyoti & Bhau, 2015), but contradicted with (Illisha, 2013) who revealed no major relationship between leadership competencies and subordinates job performance.

**Table (5.13): Correlation coefficient between leadership competencies and job performance**

	<b>Pearson Correlation Coefficient</b>	<b>P-Value (Sig.)</b>
Relationship between Leading Change and job performance	.742	0.000*
Relationship between Leading People and job performance	.746	0.000*
Relationship between Results Driven and job performance	.740	0.000*
Relationship between Business Acumen and job performance	.743	0.000*
Relationship between Building Coalitions/ Communications and job performance	.787	0.000*
<b>Relationship between Leadership Competencies and job performance</b>	<b>.811</b>	<b>0.000*</b>

\* Correlation is statistically significant at 0.05 level

**2) There is a statistical impact at  $\alpha \leq 0.05$  of leadership competencies on job performance.**

**We use Stepwise regression, and obtain the following results:**

- Table (5.14) shows the Multiple correlation coefficient  $R = 0.822$  and  $R\text{-Square} = 0.676$ . This means 67.6% of the variation in job performance is explained by Building Coalitions/ Communications, Business Acumen and Leading Change.
- Table (5.14) shows the Analysis of Variance for the regression model.  $F=122.615$ ,  $\text{Sig.} = 0.000$ , so there is a significant relationship between the dependent variable job performance and the independent variables " Building Coalitions/ Communications, Business Acumen and Leading Change ".
- Based on Stepwise regression method, the variables "Leading People and Results Driven" have insignificant effect on job performance.

The estimated regression equation is:

$$\text{Job performance} = 0.724 + 0.393* (\text{Building Coalitions/ Communications}) + 0.279* (\text{Business Acumen}) + 0.238* (\text{Leading Change})$$

The estimated regression equation is used to predict the value of job performance for any given values (responses) to the independent variables "Building Coalitions/ Communications, Business Acumen and Leading Change ".

It is obviously clear that job performance was affected mainly by three major competency categories, which are "Building Coalitions/ Communication, Business Acumen and Leading Change" respectively. In contrast, "Leading People and Results Driven" competencies showed weak influence on subordinates' job performance. Firstly, "building coalitions and communications" competencies have highly affected the subordinates' job performance because of its importance in such dynamic environment like al-Aqsa Satellite TV Channel, which requires high levels of efficient interaction between managers and employees. This interaction ensures exchanging information and news efficiently at the media enterprise. This also indicates that the subordinates are highly aware of the importance of communications and building coalitions in the media production sector in Palestine. Secondly, "business acumen" competencies have also affected subordinates' job performance as perceived by respondents. This indicates that employees are aware of the importance of these competencies in achieving success within media enterprise. Thirdly, "Leading Change" competencies have also affected subordinates' job performance as perceived by respondents. This indicates that middle managers at Palestinian media enterprises are key factors in leading change process. This also indicates that employees at al-Aqsa Satellite TV Channel are aware of the importance of 'Leading Change' competencies. On the other hand, "Leading People and Results Driven" competencies showed weak influence on subordinates' job performance. This reflects the reality that employees at al-Aqsa Satellite TV Channel are unaware of the importance of This indicates the state of dissatisfaction by employees towards their managers' leadership attitudes when dealing with them within workplace environment.

**Table (5.14):Result of Stepwise regression analysis**

Variable	B	T	Sig.	R	R-Square	F	Sig.
(Constant)	0.724	2.252	0.026*	.822	0.676	122.615	0.000**
Building Coalitions/ Communications	0.393	4.800	0.000*				
Business Acumen	0.279	3.739	0.000*				
Leading Change	0.238	2.860	0.005*				

\* The variable is statistically significant at 0.05 level

\*\* The relationship is statistically significant at 0.05 level

**3) There are no significant differences among participants at  $\alpha \leq 0.05$  regarding the reality of leadership competencies and its impact on job performance due to their personal characteristics (age, gender, qualifications, job title and years of service).**

This hypothesis can be divided into the following sub-hypotheses:

- **There are no significant differences among participants at  $\alpha \leq 0.05$  regarding the reality of leadership competencies and its impact on job performance due to age.**

Table (5.15) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha = 0.05$  for the fields “Leading People, Results Driven, Business Acumen and Leadership Competencies”, then there is significant difference among the respondents toward these fields due to age. We conclude that the personal characteristics’ age has an effect on these fields.

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to age. We conclude that the personal characteristics’ age has no effect on the other fields.

The results indicate that the respondents less than 30 years have showed positive attitudes towards the fields of “Leading People, Results Driven, Business Acumen, Building Coalitions/Communications and Leadership Competencies”. That can be

attributed to the fact that young employees at al-Aqsa Satellite TV Channel are aware of the importance of achieving organization's goals through focusing on results, human resources development and ability to manage human, financial, and information resources strategically. In this regard, the results agreed partially with (Carleton, 2005; Wang, 2006; Qiao & Wang, 2009; Nelson, 2015).

**Table (5.15): ANOVA test of the fields and their p-values for age**

No.	Field	Means			Test Value	Sig.
		Less than 30 years	30years-less than 40 years	More than 40 years		
1.	Leading Change	6.81	6.10	6.56	3.026	0.051
2.	Leading People	6.63	5.69	6.76	4.953	0.008*
3.	Results Driven	6.78	6.04	6.76	3.627	0.029*
4.	Business Acumen	6.89	5.99	6.65	4.409	0.014*
5.	Building Coalitions/Communications	6.77	5.74	6.31	5.094	0.007*
	<b>Leadership Competencies</b>	6.78	5.94	6.60	4.671	0.011*
	<b>Subordinates' job performance</b>	6.87	6.13	6.73	2.765	0.066
	<b>All items of the questionnaire</b>	6.80	5.99	6.64	4.425	0.013*

\* The mean difference is significant a 0.05 level

- **There are no significant differences among participants at  $\alpha \leq 0.05$  regarding the reality of leadership competencies and its impact on job performance due to gender.**

Table (5.16) shows that the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$  for each field, then there is insignificant difference among the respondents toward each field due to gender. We conclude that the personal characteristics' gender has no effect on each field.

The results indicate that the perceptions of respondents toward leadership competencies and its impact on subordinates' job performance are not affected by gender. In this regard, the results disagreed with (Wang, 2006) who pointed out that

gender has had a significantly positive influence on perceived importance of "Results Driven" competencies.

**Table (5.16): Independent Samples T-test of the fields and their p-values for gender**

No.	Field	Means		Test Value	Sig.
		Male	Female		
1.	Leading Change	6.31	6.94	-1.245	0.215
2.	Leading People	6.02	6.63	-1.076	0.284
3.	Results Driven	6.28	6.84	-1.101	0.272
4.	Business Acumen	6.31	6.50	-0.357	0.722
5.	Building Coalitions/Communications	6.06	6.63	-1.015	0.312
	<b>Leadership Competencies</b>	6.21	6.74	-1.069	0.286
	<b>Subordinates' job performance</b>	6.41	6.41	-0.013	0.990
	<b>All items of the questionnaire</b>	6.26	6.65	-0.794	0.428

- **There are no significant differences among participants at  $\alpha \leq 0.05$  regarding the reality of leadership competencies and its impact on job performance due to qualifications.**

Table (5.17) shows that the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$  for each field, then there is insignificant difference among the respondents toward each field due to qualifications. We conclude that the personal characteristics' qualifications has no effect on each field.

The results indicate that the perceptions of respondents toward leadership competencies and its impact on subordinates' job performance are not affected by qualifications. This can be attributed to the fact that the majority of respondents have similar qualifications, more than 72.2% of them are holding Bachelor's degrees or higher.

**Table (5.17): ANOVA test of the fields and their p-values for qualifications**

No	Field	Means			Test Value	Sig.
		Diploma and less	Bachelor	Higher education		
1.	Leading Change	6.39	6.39	6.03	0.323	0.725
2.	Leading People	6.10	6.12	5.64	0.442	0.643

No	Field	Means			Test Value	Sig.
		Diploma and less	Bachelor	Higher education		
3.	Results Driven	6.41	6.37	5.82	0.816	0.444
4.	Business Acumen	6.33	6.31	6.40	0.020	0.981
5.	Building Coalitions/Communications	6.07	6.23	5.47	1.158	0.316
	<b>Leadership Competencies</b>	6.29	6.30	5.88	0.468	0.627
	<b>Subordinates' job performance</b>	6.27	6.49	6.30	0.235	0.791
	<b>All items of the questionnaire</b>	6.28	6.35	5.99	0.338	0.713

- **There are no significant differences among participants at  $\alpha \leq 0.05$  regarding the reality of leadership competencies and its impact on job performance due to job title.**

Table (5.18) shows that the p-value (Sig.) is smaller than the level of significance  $\alpha = 0.05$  for the fields “Leading Change, Business Acumen, Leadership Competencies and Subordinates' job performance”, then there is significant difference among the respondents toward these fields due to job title. We conclude that the personal characteristics' job title has an effect on these fields.

The results indicate that the perceptions of respondents toward leadership competencies and its impact on subordinates' job performance are affected by personal characteristics' job title. The competency categories that were impacted by the respondents' job titles are “Leading Change, Business Acumen, Leadership Competencies and Subordinates' job performance”. The results revealed that department managers have agreed that subordinates' job performance can be positively affected by their managers' leadership competencies. This was explained by the mean (7.05) of department managers' perceptions towards subordinates' job performance field.

For the other fields, the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$ , then there is insignificant difference among the respondents toward these fields due to job title. We conclude that the personal characteristics' job title has no effect on the other fields.

This can be attributed to the fact that department managers have an analytical ability to the different variables that might affect the individual and organizational performance within media environment.

**Table (5.18): Independent Samples T-test of the fields and their p-values for job title**

No.	Field	Means		Test Value	Sig.
		Department manager	Employee		
1.	Leading Change	7.08	6.14	2.932	0.004*
2.	Leading People	6.54	5.92	1.705	0.090
3.	Results Driven	6.70	6.21	1.539	0.126
4.	Business Acumen	6.98	6.13	2.517	0.013*
5.	Building Coalitions/Communications	6.46	6.00	1.263	0.208
	<b>Leadership Competencies</b>	6.78	6.10	2.177	0.031*
	<b>Subordinates' job performance</b>	7.05	6.22	2.354	0.020*
	<b>All items of the questionnaire</b>	6.85	6.13	2.323	0.021*

\* The mean difference is significant at 0.05 level

- **There are no significant differences among participants at  $\alpha \leq 0.05$  regarding the reality of leadership competencies and its impact on job performance due to years of service.**

Table (5.19) shows that the p-value (Sig.) is greater than the level of significance  $\alpha = 0.05$  for each field, then there is insignificant difference among the respondents toward each field due to years of service. We conclude that the personal characteristics' years of service has no effect on each field.

The results indicate that the personal characteristics' years of service showed no impact on the perceptions of respondents regarding the reality and impact of middle managers' leadership competencies on subordinates' job performance. This can be attributed to the fact that most of the respondents (60.8%) have similar years of service, since they joined the media work at al-Aqsa Satellite TV Channel in November, 2006.



**Table (5.19): ANOVA test of the fields and their p-values for years of service**

No.	Field	Means			Test Value	Sig.
		Less than 5 years	5- to less than 10 years	More than 10 years		
1.	Leading Change	6.70	6.36	6.19	0.615	0.542
2.	Leading People	6.60	5.90	6.18	1.189	0.307
3.	Results Driven	6.75	6.28	6.20	0.773	0.463
4.	Business Acumen	6.80	6.24	6.29	0.828	0.438
5.	Building Coalitions/Communications	6.66	6.07	5.92	1.093	0.337
	<b>Leadership Competencies</b>	6.71	6.20	6.15	0.879	0.417
	<b>Subordinates' job performance</b>	6.94	6.46	6.04	1.691	0.187
	<b>All items of the questionnaire</b>	6.77	6.27	6.12	1.079	0.342

# **Chapter 6**

## **Conclusions and Recommendations**

## **Chapter 6**

### **Conclusions and Recommendations**

#### **6.1 Introduction**

In this chapter the researcher aims to draw comprehensive conclusions and recommendations based on the results of this research. In fact, the researcher used the Leadership Development Matrix produced by the U.S. Office of Personnel Management (OPM) as foundation for drawing constructive and practical recommendations for developing leadership competencies of middle managers at Palestinian media enterprises. However, the proposed developmental activities will contribute practically in turn in improving the job performance of employees at al-Aqsa Satellite TV Channel.

#### **6.2 Conclusion:**

The general conclusions that can be drawn out of this study are that the middle managers at al-Aqsa Satellite TV Channel have a medium capacity of leadership competencies according to the perceptions of employees. Moreover, the study proved that the 1998 Leadership Competency Model is applicable to the Palestinian media context with a modification.

##### **6.2.1 Conclusion regarding the field of "Leading Change":**

The results of this field revealed that middle managers at al-Aqsa Satellite TV Channel have a medium capacity of 'Leading Change' competencies, but in comparison to other leadership competency fields, 'Leading Change' has gained the highest level of agreement by respondents. Particularly, the results revealed that middle managers have a medium capacity of 'External Awareness' competency, whereas they are unaware of the importance of 'Vision' as an essential strategic competency.

### **6.2.2 Conclusion regarding the field of "Leading People":**

The results of this field revealed that middle managers at al-Aqsa Satellite TV Channel have a medium capacity of 'Leading People' competencies, but in comparison to other leadership competency fields, 'Leading People' has gained the lowest level of agreement by respondents. Particularly, the results revealed that middle managers have a medium capacity of 'Integrity/Honesty' competency, whereas they are unaware of the importance of 'Leveraging Diversity' as an essential leadership competency.

### **6.2.3 Conclusion regarding the field of "Results Driven":**

The results of this field revealed that middle managers at al-Aqsa Satellite TV Channel have a medium capacity of 'Results Driven' competencies. Particularly, the results revealed that middle managers have a medium capacity of 'Entrepreneurship' competency, whereas they are unaware of the importance of 'Technical Credibility' as an essential leadership competency.

### **6.2.4 Conclusion regarding the field of "Business Acumen":**

The results of this field revealed that middle managers at al-Aqsa Satellite TV Channel have a medium capacity of 'Business Acumen' competencies. Particularly, the results revealed that middle managers have a medium level of 'Technology Management' competency, whereas they are unaware of the importance of 'Financial Management' as an essential leadership competency.

### **6.2.5 Conclusion regarding the field of "Building Coalitions/ Communications":**

The results of this field revealed that middle managers at al-Aqsa Satellite TV Channel have a medium capacity of 'Building Coalitions/Communications' competencies. The results showed also that 'Building Coalition and Communications' has been the most remarkable competency to affect the employees' job performance. Particularly, the results revealed that middle managers have a medium capacity of 'Political Savvy' competency, whereas they are unaware of the importance of 'Interpersonal Skills' as an essential leadership competency.

### **6.2.6 Conclusion regarding the field of "Leadership Competencies" in general:**

The results of this study revealed clearly that middle managers at al-Aqsa Satellite TV Channel have a medium capacity of leadership competencies overall. Particularly, the study revealed that "Leading Change" competency category has gained the highest level of agreement by respondents, while "Leading People" competency category has gained the lowest level of agreement. In addition, the study proved that the 1998 Leadership Competency Model is applicable to the Palestinian media context with a modification.

### **6.2.7 Conclusion regarding the field of "Employees' Job Performance":**

The study revealed a strongly positive correlation between leadership competencies and job performance. In addition, the study revealed that leadership competencies have a positive impact on employees' job performance. The study showed also that leadership competencies of middle managers have affected employees' job performance at a medium level. Moreover, the results found that department managers have agreed that employees' job performance can be positively affected by their managers' leadership competencies. Most importantly, however, based on the Stepwise regression method, the study indicated that employees' job performance was affected by three major competency categories, which are: Building Coalitions/ Communications, Business Acumen and Leading Change respectively. Nevertheless, the results showed that 'Building Coalition and Communications' has been the most remarkable competency to affect the employees' job performance. Whereas the study found that the variables "Leading People and Results Driven" have had insignificant effect on employees' job performance.

### **6.2.8 Conclusion regarding the personal characteristics of respondents:**

The results indicated that the perceptions of respondents toward leadership competencies and its impact on employees' job performance have been affected by personal characteristics' job title. The competency categories that were impacted by the

respondents' job titles are “Leading Change, Business Acumen, Leadership Competencies and Employees' job Performance”. The results proved that there are insignificant differences in respondents' answers toward the reality of leadership competencies and its impact on employees' job performance due to personal characteristics, except for age and job title.

The results indicated that the respondents less than 30 years have showed positive attitudes towards the fields of “Leading People, Results Driven, and Business Acumen”. That can be attributed to the fact that young employees at al-Aqsa Satellite TV Channel are aware of the importance of achieving organization's goals through focusing on results, human resources development and ability to manage human, financial, and information resources strategically.

The recommendations below included specific and general recommendations as follows:

### **6.3 Specific Recommendations**

According to the results of this study, the following specific recommendations are proposed to present and potential middle managers at al- Aqsa Satellite TV Channel, and other Palestinian media enterprises.

#### **6.3.1 Recommendations concerning the field of "Leading Change":**

- In order for them to succeed in their positions, present and potential middle managers at al- Aqsa Satellite TV Channel need to be aware of the importance of 'Leading Change' leadership competencies and its role in enhancing individual and organizational performance.
- Middle managers need to develop their leadership competencies related to 'Vision' through the engagement in leadership development activities, such as scenario planning exercises, team-based workshops and developmental assignments that involve long term planning.

- Middle managers need to reinforce and support their leadership competencies related to 'External Awareness' through the participation in work developmental assignments, scenario planning, and job rotation.

### **6.3.2 Recommendations concerning the field of "Leading People":**

- In order for them to succeed in their positions, present and potential middle managers at al- Aqsa Satellite TV Channel need to be aware of the importance of 'Leading People' leadership competencies and its role in enhancing individual and organizational performance.
- Middle managers need to develop their leadership competencies related to 'Integrity/Honesty' through the engagement in leadership development activities, such as workshops, service-learning projects and case-studies.
- Middle managers need to reinforce and support their leadership competencies related to 'Leveraging Diversity' through the participation in service learning assignments, workshops, role plays and deep dialogues to foster greater gratitude for diversity.

### **6.3.3 Recommendations concerning the field of "Results Driven":**

- In order for them to succeed in their positions, present and potential middle managers at al- Aqsa Satellite TV Channel need to be aware of the importance of 'Results Driven' leadership competencies and its role in enhancing individual and organizational performance.
- Middle managers need to develop their leadership competencies related to 'Technical Credibility' through the engagement in leadership development activities, such as job rotation, formal courses and workshops.
- Middle managers need to reinforce and support their leadership competencies related to 'Entrepreneurship' through the participation in workshops or courses that concentrate on entrepreneurial thinking.

#### **6.3.4 Recommendations concerning the field of "Business Acumen":**

- In order for them to succeed in their positions, present and potential middle managers at al- Aqsa Satellite TV Channel need to be aware of the importance of 'Business Acumen' leadership competencies, and its role in enhancing individual and organizational performance.
- Middle managers need to develop their leadership competencies related to 'Financial Management' through the engagement in leadership development activities, such as formal courses and workshops.
- Middle managers need to reinforce and support their leadership competencies related to 'Technology Management' through the participation in job rotations, formal courses and workshops.

#### **6.3.5 Recommendations concerning the field of "Building Coalitions/ Communications":**

- In order for them to succeed in their positions, present and potential middle managers at al- Aqsa Satellite TV Channel need to be aware of the importance of 'Building Coalitions/Communications' leadership competencies, and its role in enhancing individual and organizational performance.
- Middle managers need to develop their leadership competencies related to 'Interpersonal Skills' through the engagement in leadership development activities, such as workshops that include behavior modeling or role-play exercises.
- Middle managers need to reinforce and support their leadership competencies related to 'Political Savvy' through the participation in workshops on organizational political activities.

#### **6.3.4 Recommendations concerning the field of "Employees' Job Performance":**

- Senior management at al-Aqsa Satellite TV Channel and other Palestinian media enterprises should concentrate on the leadership competencies of Building Coalitions/Communications, Business Acumen, and Leading Change when setting up future job performance development plans.



## **6.4 General Recommendations:**

According to the results of this study, the following general recommendations are proposed to senior management at al-Aqsa Satellite TV Channel, academic institutions and future researchers.

### **6.4.1 Recommendations for senior management at al-Aqsa Satellite TV Channel:**

- Senior management at al-Aqsa Channel and other Palestinian media enterprises need to enhance their recruitment policy to choose among the best eligible candidates who have the best mix of leadership competencies.
- It is imperative for senior and middle managers to assess their current leadership proficiency level with respect to the five competencies identified in this study and actively acquire knowledge and skills through appropriate training and development interventions.
- It is highly recommended for senior and middle managers at al-Aqsa Satellite TV Channel to reinforce and strengthen their relations with their subordinates by holding continual workshops and hearing sessions.
- Palestinian media enterprises can derive a fully developed framework and utilize it directly in their enterprises or derive a framework, and then modify it to fit the enterprise philosophy, and then create their own framework.
- Senior and middle managers can build their own development plans according to the results of this study.

### **6.4.2 Recommendations for academic institutions:**

- Media management teaching need to be based on practical skills and needs intensive efforts by university faculties and departments to train a generation of journalists capable of keeping pace with a rapidly developing media environment.
- General management and specialized media management courses need to be more included in postgraduate academic programs at the Palestinian universities.

#### **6.4.3 Recommendations for future researchers:**

- The study recommends human resource managers, teachers, other educators and researchers in Palestine to adopt the 1998 Leadership Competency Model as appropriate instrument for enhancing the individual leadership competencies and organizational performance.
- Future researchers need to explore the impact of leadership competencies on employees' job performance in other sectors, i.e. NGOs, public sector.
- Future studies should investigate new leadership competencies that might affect employees' job performance.
- The researcher highly recommends future researchers to explore the role of Leadership Development Matrix (see link in OPM, 2015) produced by the U.S. Office of Personnel Management, in developing the leadership competencies of middle managers at Palestinian media enterprises.

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# **Appendices**



## Appendices

### Appendix (A): The 1998 Leadership Competency Model- Definitions

#### Leading Change

**Definition:**

This core qualification involves the ability to bring about strategic change, both within and outside the organization, to meet organizational goals. Inherent to this qualification is the ability to establish an organizational vision and to implement it in a continuously changing environment.

**Continual Learning** - Grasps the essence of new information; masters new technical and business knowledge; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge.

**Creativity and Innovation** - Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.

**External Awareness** - Identifies and keeps up to date on key national and international policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans and determines how best to be positioned to achieve a competitive business advantage in a global economy.

**Flexibility** - Is open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.

**Resilience** - Deals effectively with pressure; maintains focus and intensity and remains optimistic and persistent, even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.

**Service Motivation** - Creates and sustains an organizational culture which encourages others to provide the quality of service essential to high performance. Enables others to acquire the tools and support they need to perform well. Shows a commitment to public service. Influences others toward a spirit of service and meaningful contributions to mission accomplishment.

**Strategic Thinking** - Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.

**Vision** - Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.

## **Leading People**

### **Definition:**

This core qualification involves the ability to lead people toward meeting the organization's vision, mission, and goals. Inherent to this qualification is the ability to provide an inclusive workplace that fosters the development of others, facilitates cooperation and teamwork, and supports constructive resolution of conflicts.

**Conflict Management** - Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.

**Leveraging Diversity** - Recruits, develops, and retains a diverse high quality workforce in an equitable manner. Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results. Respects, understands, values and seeks out individual differences to achieve the vision and mission of the organization. Develops and uses measures and rewards to hold self and others accountable for achieving results that embody the principles of diversity.

**Integrity/Honesty** - Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service.

**Team Building** - Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.

## **Results Driven**

### **Definition:**

This core qualification involves the ability to meet organizational goals and customer expectations. Inherent to this qualification is the ability to make decisions that produce high-quality results by applying technical knowledge, analyzing problems, and calculating risks.

**Accountability** - Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans; focuses on results and measuring attainment of outcomes.

**Customer Service** - Balancing interests of a variety of clients; readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the need of clients; achieves quality end-products; is committed to continuous improvement of services.

**Decisiveness** - Exercises good judgment by making sound and well-informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences; is proactive and achievement oriented.

**Entrepreneurship** - Identifies opportunities to develop and market new products and services within or outside of the organization. Is willing to take risks; initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.

**Problem Solving** - Identifies and analyzes problems; distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.

**Technical Credibility** - Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise. Is able to make sound hiring and capital resource decisions and to address training and development needs. Understands linkages between administrative competencies and mission needs.

## **Business Acumen**

### **Definition:**

This core qualification involves the ability to manage human, financial, and information resources strategically.

**Financial Management** - Demonstrates broad understanding of principles of financial management and marketing expertise necessary to ensure appropriate funding levels. Prepares, justifies, and/or administers the budget for the program area; uses cost-benefit thinking to set priorities; monitors expenditures in support of programs and policies. Identifies cost-effective approaches. Manages procurement and contracting.

**Human Resources Management** - Assesses current and future staffing needs based on organizational goals and budget realities. Using merit principles, ensures staff are appropriately selected, developed, utilized, appraised, and rewarded; takes corrective action.

**Technology Management** - Uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Develops strategies using new technology to enhance decision making. Understands the impact of technological changes on the organization.

## **Building Coalitions/Communications**

### **Definition:**

This core qualification involves the ability to build coalitions internally and with other Federal agencies, State and local governments, nonprofit and private sector organizations, foreign governments, or international organizations to achieve common goals

**Influencing/Negotiating** - Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates "win-win" situations.

**Interpersonal Skills** - Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations; is tactful, compassionate and sensitive, and treats others with respect.

**Oral Communication** - Makes clear and convincing oral presentations to individuals or groups; listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters an atmosphere of open communication.

**Partnering** - Develops networks and builds alliances, engages in cross-functional activities; collaborates across boundaries, and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.

**Political Savvy** - Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality; recognizes the impact of alternative courses of action.

**Written Communication** - Expresses facts and ideas in writing in a clear, convincing and organized manner.

## Appendix (B): Questionnaire

**Islamic University – Gaza**  
**Dean of Postgraduate Studies**  
**Faculty of Commerce**  
**Department of Business Administration**



### Topic: Questionnaire

Dear Mr. /Mrs.

Peace and blessings be upon you all,,,

The researcher is conducting a field study entitled **(Leadership Competencies of Middle managers at Palestinian Media Enterprises and its Impact on Employees' Job Performance- Case Study: Al Aqsa Satellite TV Channel)**. The study aims at investigating the reality of leadership competencies (knowledge, skills and abilities) of middle managers and its impact on employees' job performance at al- Aqsa Satellite TV Channel.

The study is a requirement for the fulfillment of the Master of Business Administration degree from the Islamic University of Gaza.

Kindly requesting you to cooperate and fill the questionnaire neutrally and accurately because your opinion is vital and very valuable to the researcher and the topic of his study. Your information will be used for research purposes only.

**Note: (Middle managers** are the heads of major departments only.)

Thank you for your cooperation,,,

**The researcher**

Essam Mohammed Abdullah Zaqout  
Mobile: 5456960  
Email: ([essamz29@outlook.com](mailto:essamz29@outlook.com))

**First- Personal data:**

**Tick ( ✓ ) in the box that best reflects your answer:**

<b>Age</b>	<input type="checkbox"/> Less than 30 years	<input type="checkbox"/> 30years- less than 40 years
	<input type="checkbox"/> 40years- less than 50 years	<input type="checkbox"/> More than 50 years
<b>Sex</b>	<input type="checkbox"/> Male	<input type="checkbox"/> Female
<b>Qualifications</b>	<input type="checkbox"/> Secondary Certificate or less	<input type="checkbox"/> Diploma
	<input type="checkbox"/> Bachelor	<input type="checkbox"/> Higher education
<b>Job title</b>	<input type="checkbox"/> Department manager	<input type="checkbox"/> Employee
<b>Years of Service</b>	<input type="checkbox"/> Less than 5 years <input type="checkbox"/> 5- to less than 10 years <input type="checkbox"/> More than 10 years	

**Second-Questionnaire Items:**

**(Questionnaire Scale)**

Strongly Disagree	Neutral								Strongly Agree
1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please use the rating scale above to determine your degree of agreement with each item of the questionnaire below. 1=Strongly disagree 10= Strongly agree.



No.	Item	(1-10)
<b>First Criterion: (Leading Change)</b>		
.1	The manager pursues self-development by acquiring new knowledge and skills that helps him in leading change.	
.2	The manager develops new insights that helps achieve the objectives of the media enterprise.	
.3	The manager follows up the external developments that affect the process of change within the enterprise.	
.4	The manager recognizes the impact of the enterprise on the external environment.	
.5	The manager has the ability to formulate effective plans that enable the enterprise to achieve competitive advantage.	
.6	The manager deals flexibly with the changes that occur within and/or outside the enterprise.	
.7	The manager deals effectively with stress, maintains concentration and strength and remains optimistic and persistent, even under hardship.	
.8	The manager creates and sustains an organizational culture which motivates subordinates to afford the quality of service vital to high performance.	
.9	The manager provides subordinates with the needed support which enables the enterprise to attain a high level of media performance.	
.10	The manager sets goals and determines the priorities and has the ability to expect the potential threats and opportunities.	
.11	The manager has a clear vision for the future through which he seeks to achieve the goals of the media enterprise.	
<b>Second Criterion: (Leading People)</b>		
.12	The manager fosters team spirit amongst subordinates and motivates them towards goal accomplishments.	
.13	The manager deals equally with all subordinates and is keen to instill mutual trust.	
.14	The manager values and seeks out individual differences among subordinates to achieve vision and mission of the organization.	
.15	The manager recruits, develops, and retains a diverse high quality workforce in an equitable manner.	
.16	The manager resolves conflicts and disagreements among subordinates in a positive and constructive manner.	
.17	The manager demonstrates a sense of common responsibility and organizational commitment.	
<b>Third Criterion: (Results Driven)</b>		
.18	The manager monitors and appraises plans, holds self and others accountable for the quality of results, ensures it has been completed in a timely manner and within budget.	

No.	Item	(1-10)
.19	The manager focuses on results and measuring achievement of objectives.	
.20	The manager shows commitment to the rules and responsibilities of the enterprise and holds accountable for the mistakes he commits.	
.21	The manager balancing interests of a variety of audiences/clients, anticipates and meets their needs.	
.22	The manager shows keenness to achieving quality media production and is committed to continuous development of services.	
.23	The manager makes effective and timely decisions, even when data is limited.	
.24	The manager seeks to develop and market enterprise's media production outcomes to help enterprise reposition and achieve success.	
.25	The manager has the ability to resolve individual and organizational problems and provides solutions to make logical decisions.	
.26	The manager appreciates his subordinates' specialized technical credibility.	
.27	The manager takes part in recruitment and hiring process and comprehends the linkages between managerial competencies and job needs.	
<b>Fourth Criterion: (Business Acumen)</b>		
.28	The manager prepares, justifies, and/or administers the budget for the program area.	
.29	The manager administers procurement and contracting processes.	
.30	The manager assesses current and future staffing needs based on organizational goals and budget realities.	
.31	The manager ensures staff are appropriately selected and employed.	
.32	The manager keeps up to date on the latest media technology and seeks to employ it safely to achieve better results.	
.33	The manager uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness.	
.34	The manager develops strategies using new technology to improve the quality of decision making within the enterprise.	
<b>Fifth Criterion: (Building Coalitions/Communications)</b>		
.35	The manager persuades subordinates and builds consensus through give and take and effective communication.	
.36	The manager considers and responds appropriately to the needs and feelings of his subordinates.	
.37	The manager interacts with his subordinates and listens to them effectively and clarifies information as needed.	

No.	Item	(1-10)
.38	The manager makes clear and convincing oral presentations to individuals or groups.	
.39	The manager expresses facts and ideas in writing in a clear, convincing and organized manner.	
.40	The manager collaborates across boundaries to build strategic alliances and to achieve common goals.	
.41	The manager identifies the internal and external politics that impact the work of the enterprise.	
.42	The manager has the ability to develop joint networks and partnerships.	
<p align="center"><b>The impact of leadership competencies on subordinates' job performance</b>  <b>Please rate the impact of each competency by using the following rating scale:</b>  From (1-10) where (1= lowest level of impact) (10= highest level of impact)</p>		
.43	The ability of manager to develop new insights at work, contributes positively in enhancing subordinates' job performance.	
.44	The ability of manager to deal effectively with stress at work, at time of crisis contributes positively in enhancing subordinates' job performance.	
.45	The ability of manager to formulate effective plans at work, contributes positively in enhancing subordinates' job performance.	
.46	The ability of manager to resolve conflicts and disagreements at work, contributes positively in improving subordinates' job performance.	
.47	The ability of manager to recruit, develop, and retain a diverse high quality workforce at work, contributes positively in improving subordinates' job performance.	
.48	The ability of manager to seek out individual differences among subordinates at work, contributes positively in enhancing their job performance.	
.49	The ability of manager to monitor and appraise plans effectively at work, contributes positively in enhancing subordinates' job performance.	
.50	The ability of manager to measure results and objectives, contributes positively in enhancing subordinates' job performance.	
.51	The ability of manager to make effective and timely decisions at work, contributes positively in enhancing subordinates' job performance.	
.52	The ability of manager to prepare, justify, and/or administer the budget, contributes positively in enhancing subordinates' job performance.	
.53	The ability of manager to safely employ the latest media technologies at work, contributes positively in improving subordinates' job performance.	

<b>No.</b>	<b>Item</b>	<b>(1-10)</b>
.54	The ability of manager to assess current and future staffing needs at work, contributes positively in enhancing subordinates' job performance.	
.55	The ability of manager to collaborate across boundaries to build strategic alliances, contributes positively in enhancing subordinates' job performance.	
.56	The ability of manager to make clear and convincing oral presentations, contributes positively in enhancing subordinates' job performance.	
.57	The ability of manager to interact positively with his subordinates at work, contributes positively in enhancing their job performance.	

**(Thank you for your cooperation)**

## Appendix (C): Questionnaire in Arabic

The Islamic University–Gaza  
Research and Postgraduate Affairs  
Faculty of Commerce  
Master Business Administration



الجامعة الإسلامية - غزة  
شئون البحث العلمي والدراسات العليا  
كلية التجارة  
ماجستير إدارة الأعمال

الموضوع،،، تعبئة استبانة

أخي الموظف /أختي الموظفة ،،،

السلام عليكم ورحمة الله وبركاته

يقوم الباحث بدراسة بعنوان "الكفاءات القيادية لدى مدراء الإدارة الوسطى في مؤسسات الإعلام الفلسطينية وأثرها على الأداء الوظيفي للمرؤوسين (دراسة حالة : فضائية الأقصى)" والتي تهدف إلى التعرف على أثر الكفاءات القيادية (المعارف والقدرات والمهارات) التي يمتلكها مدراء الإدارة الوسطى على الأداء الوظيفي لمرؤوسيه في قناة الأقصى الفضائية.

وتأتي هذه الدراسة في إطار استكمال متطلبات الحصول على درجة الماجستير في إدارة الأعمال من الجامعة الإسلامية في قطاع غزة.

لذا أرجو من سيادتكم حسن التعاون والتكرم بتعبئة الاستبانة المرفقة بين أيديكم بحيادية تامة وموضوعية نظراً لما تمثله آراؤكم من أهمية بالغة بالنسبة لي ولموضوع الدراسة، مع العلم أن المعلومات المقدمة من قبلكم ستستخدم لأغراض البحث العلمي فقط.

ملاحظة: (مدراء الإدارة الوسطى هم مدراء الدوائر الرئيسية فقط..)

تقبلوا فائق الشكر والاحترام ،،،

الباحث/ عصام محمد عبدالله زقوت

بريد الكتروني: [essamz29@outlook.com](mailto:essamz29@outlook.com)

جوال: 5456960

أولاً- البيانات الشخصية :

ضع علامة (√) أمام الخيار الذي يناسبك.

العمر	<input type="checkbox"/> أقل من 30 سنة <input type="checkbox"/> 30 - أقل من 40 <input type="checkbox"/> 40-أقل من 50 <input type="checkbox"/> 50 فأكثر
الجنس	<input type="checkbox"/> ذكر <input type="checkbox"/> أنثى
المؤهلات العلمية	<input type="checkbox"/> ثانوية عامة فأقل <input type="checkbox"/> دبلوم <input type="checkbox"/> بكالوريوس <input type="checkbox"/> دراسات عليا
المسمى الوظيفي	<input type="checkbox"/> رئيس قسم /شعبة <input type="checkbox"/> موظف
عدد سنوات الخدمة	<input type="checkbox"/> أقل من 5 سنوات <input type="checkbox"/> من 5 - إلى أقل من 10 سنوات <input type="checkbox"/> 10 سنوات فأكثر

ثانياً- الاستبانة:

(مقياس الاستبانة)

غير موافق بشدة			محايد				موافق بشدة		
1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

يمكنك الاستعانة بمقياس الاستبانة أعلاه في تحديد درجة الموافقة على جميع البنود أدناه، بحيث يشير الرقم (10) إلى أعلى درجة من الموافقة بينما يشير رقم (1) إلى أقل درجة من الموافقة.

م .	البند	من (1-10)
<b>المعيار الأول: الكفاءات القيادية الخاصة بـ(قيادة التغيير):</b>		
1.	يسعى المدير إلى تطوير ذاته من خلال اكتساب معارف ومهارات جديدة تساعده في قيادة التغيير.	
2.	يقوم المدير بتطوير رؤى وأفكار إبداعية جديدة سعياً لتحقيق أهداف المؤسسة الإعلامية.	
3.	يواكب المدير تطورات البيئة الخارجية التي قد تؤثر على عملية التغيير داخل المؤسسة.	
4.	يدرك المدير أثر المؤسسة على البيئة الخارجية.	
5.	يمتلك المدير القدرة على التخطيط السليم الذي يمكن المؤسسة من تحقيق ميزة تنافسية.	
6.	يتعامل المدير بمرونة مع التغييرات التي تحدث داخل المؤسسة والظروف المحيطة بها.	
7.	يواجه المدير ضغوط العمل وقت الطوارئ والأزمات بفاعلية ويحافظ على التركيز و رباطة الجأش ويبقى متفائلاً باستمرار .	
8.	يحرص المدير على خلق ثقافة تنظيمية تشجع المرؤوسين على الإبداع و تقديم خدمات نوعية أساسية لتحقيق جودة أداء عالية.	
9.	يقدم المدير للمرؤوسين الدعم المطلوب من أجل تحقيق أداء إعلامي جيد يساهم في تحقيق الأهداف المطلوبة.	
10.	يشارك المدير بوضع الأهداف وتحديد الأولويات ولديه القدرة على التنبؤ بالمخاطر والفرص المحتملة.	
11.	يمتلك المدير رؤية واضحة نحو المستقبل يسعى من خلالها إلى تحقيق أهداف المؤسسة الإعلامية.	
<b>المعيار الثاني: الكفاءات القيادية الخاصة بـ(قيادة المرؤوسين):</b>		
12.	يعزز المدير روح الفريق لدى المرؤوسين ويدفعهم نحو إنجاز الأهداف.	
13.	يتعامل المدير مع المرؤوسين بدرجة من المساواة و يحرص على غرس الثقة المتبادلة.	
14.	يسعى المدير إلى الاستفادة من حالة التنوع والفروق الفردية بين المرؤوسين في تحقيق رؤية ورسالة المؤسسة.	
15.	يمتلك المدير مهارات التطوير والاستقطاب التي تمكنه من الاحتفاظ بكفاءات نوعية ذات جودة أداء عالية.	
16.	يقوم المدير بحل الخلافات بين المرؤوسين بطريقة ايجابية وبناءة.	
17.	يبيد المدير درجة من الالتزام التنظيمي والمسؤولية المشتركة.	
<b>المعيار الثالث: الكفاءات القيادية الخاصة بـ(التركيز على النتائج):</b>		
18.	يشرف المدير على مراقبة الخطط وتقييمها بفاعلية ويحمل نفسه والآخرين مسؤولية جودة النتائج ضمن الوقت والميزانية المحددتين.	

م .	البند	من (1-10)
19.	يركز المدير على النتائج وقياس مدى تحقيق الأهداف.	
20.	يلتزم المدير باللوائح والقوانين الصادرة عن المؤسسة ويتحمل مسؤولية الأخطاء التي يرتكبها.	
21.	يراعي المدير اهتمامات المشاهدين/العملاء ويتنبأ باحتياجاتهم مسبقاً ويعمل على تحقيقها.	
22.	يحرص المدير على صناعة إنتاج إعلامي ذو جودة عالية ويلتزم بعملية التطوير بشكل مستمر .	
23.	يصدر المدير قرارات واعية ومؤثرة وسليمة مرتبطة بزمن محدد حتى في ظل شح البيانات المطلوبة.	
24.	يسعى المدير إلى تطوير وتسويق مخرجات الإنتاج الإعلامي للمساعدة في إعادة تموضع المؤسسة وتحقيق النجاح المنشود.	
25.	يمتلك المدير القدرة على حل المشكلات الفردية والتنظيمية ويختار أفضل الحلول بعد تقييمها لرفع التوصيات واتخاذ القرارات.	
26.	يدرك المدير أهمية ما يمتلكه المرؤوسون من خبرات فنية متخصصة.	
27.	يشارك المدير في عملية التوظيف والتعيين ويدرك طبيعة العلاقة بين الكفاءات الإدارية ومتطلبات تنفيذ المهام.	
<b>المعيار الرابع: الكفاءات القيادية الخاصة بـ(الفطنة التجارية):</b>		
28.	يشرف المدير على إعداد وإدارة الموازنات المالية للبرامج والمشاريع ويبررها بصورة منطقية.	
29.	يراقب المدير النفقات و يشرف على عمليات الشراء والتعاقد لتحقيق النتائج المرجوة.	
30.	يقوم المدير بتحديد الاحتياجات الحالية والمستقبلية لموظفين جدد على أساس الموازنة المالية والأهداف التنظيمية للمؤسسة.	
31.	يتأكد المدير من نزاهة وسلامة عملية تعيين الموظفين واختيارهم.	
32.	يواكب المدير تطورات التكنولوجيا الحديثة في الإعلام ويسعى إلى توظيفها بشكل آمن من أجل تحقيق نتائج أفضل.	
33.	يستخدم المدير أساليب فعالة وغير مكلفة لتوظيف التكنولوجيا داخل بيئة العمل سعياً نحو تحسين فاعلية البرامج.	
34.	يعتمد المدير على التكنولوجيا الحديثة في تطوير استراتيجيات عمل جديدة تساعد في تحسين جودة اتخاذ القرار داخل المؤسسة.	
<b>المعيار الخامس: الكفاءات القيادية الخاصة بـ(بناء التحالفات والاتصالات):</b>		
35.	يمتلك المدير القدرة على الاقناع وتحقيق التوافق في الآراء بينه وبين مرؤوسيه من خلال الأخذ والعطاء والتواصل الفعال.	



م.	البند	من (10-1)
36.	يحترم المدير مشاعر مرؤوسيه ويستجيب لاحتياجاتهم المختلفة.	
37.	يتفاعل المدير مع مرؤوسيه ويستمع إليهم باهتمام ويمتلك القدرة على إيصال المعلومات بشكل واضح ومفهوم.	
38.	يتمتع المدير بمهارة اقناع عالية أثناء تقديم العروض الشفهية مثل المؤتمرات والمحاضرات والندوات ووسائل التواصل الأخرى.	
39.	يعبر المدير عن الحقائق والأفكار في الكتابة بطريقة واضحة ومنظمة ومقنعة للجمهور.	
40.	يتواصل المدير مع جهات عمل خارجية لبناء تحالفات استراتيجية وتحقيق أهداف مشتركة.	
41.	يحدد المدير السياسات الداخلية والخارجية التي تؤثر على عمل المؤسسة.	
42.	يمتلك المدير القدرة على تطوير شبكات العمل المشترك وبناء التحالفات.	
<b>أثر الكفاءات القيادية التي يمتلكها المدراء على مستوى الأداء الوظيفي للمرؤوسين</b> حدد مستوى الأثر بوضع رقم من (1-10)، بحيث يعبر الرقم (10) عن أعلى درجة من التأثير بينما يعبر الرقم (1) عن أقل درجة من التأثير.		
43.	تساهم قدرة المدير على بلورة رؤى وأفكار جديدة في تحسين الأداء الوظيفي للمرؤوسين.	
44.	تؤثر قدرة المدير على مواجهة ضغوط العمل والأزمات في تحسين الأداء الوظيفي للمرؤوسين.	
45.	تساهم قدرة المدير على التخطيط السليم في تحسين الأداء الوظيفي للمرؤوسين.	
46.	تساهم قدرة المدير على حل الخلافات بين المرؤوسين بطريقة ايجابية في تحسين الأداء الوظيفي لديهم.	
47.	تؤثر قدرة المدير على تطوير واستقطاب كفاءات نوعية في تحسين الأداء الوظيفي للمرؤوسين.	
48.	تساهم قدرة المدير على الاستفادة من الفروق الفردية بين المرؤوسين في تحسين الأداء الوظيفي لديهم.	
49.	تؤثر قدرة المدير على مراقبة الخطط وتقييمها بفاعلية والتركيز على جودة النتائج في تحسين الأداء الوظيفي للمرؤوسين.	
50.	تساهم قدرة المدير على قياس النتائج وتحقيق الأهداف في تحسين الأداء الوظيفي للمرؤوسين.	
51.	تؤثر قدرة المدير على اصدار قرارات واعية ومؤثرة وسليمة في تحسين الأداء الوظيفي للمرؤوسين.	
52.	تساهم قدرة المدير على إعداد الموازنات المالية للبرامج والمشاريع بطريقة منطقية في تحسين الأداء الوظيفي للمرؤوسين.	
53.	تؤثر قدرة المدير على مواكبة التطورات التكنولوجية الحديثة في تحسين الأداء الوظيفي للمرؤوسين.	

م.	البند	من (10-1)
54.	تساهم قدرة المدير على تحديد الاحتياجات الحالية والمستقبلية لموظفين جدد في تحسين الأداء الوظيفي للمرؤوسين.	
55.	تؤثر قدرة المدير على التواصل مع جهات عمل خارجية لبناء تحالفات استراتيجية في تحسين الأداء الوظيفي للمرؤوسين.	
56.	تساهم قدرة المدير على تقديم العروض الشفهية خلال المؤتمرات والمحاضرات والندوات في تحسين الأداء الوظيفي للمرؤوسين.	
57.	تؤثر قدرة المدير على التفاعل الإيجابي مع المرؤوسين في تحسين الأداء الوظيفي لديهم.	

(انتهت الاستبانة،،،،، شكراً لكم على حسن تعاونكم)

## Appendix (D): List of the Questionnaire Referees

### Appendix (D): List of the Questionnaire Referees

	<b>Name</b>	<b>Work Place</b>
<b>1.</b>	Prof. Dr. Samir Safi	The Islamic University of Gaza.
<b>2.</b>	Dr. Akram Sammor	The Islamic University of Gaza.
<b>3.</b>	Dr. Samy Abo El-Rous	The Islamic University of Gaza.
<b>4.</b>	Dr. Yousuf Bahar	The Islamic University of Gaza.
<b>5.</b>	Dr. Nafez Barakat	The Islamic University of Gaza.
<b>6.</b>	Dr. Yaser El-Shorafa	The Islamic University of Gaza.
<b>7.</b>	Dr. Hassan Abu Hashish	The Islamic University of Gaza.
<b>8.</b>	Dr. Rafat Al Hour	Al Ummah University-Gaza.
<b>9.</b>	Dr. Shady Al-Telbany	Al Azhar University-Gaza.
<b>10.</b>	Prof. Dr. Jaber Al Daur	Al Azhar University-Gaza.
<b>11.</b>	Dr. Khalid Dihleez	The Islamic University of Gaza.
<b>12.</b>	Eng. Mohammed Thraya	Al-Aqsa Satellite TV Channel.
<b>13.</b>	Eng. Mohammed El Massarey	Al-Aqsa Satellite TV Channel.