

Improvement of Managerial Competence Based on Training and Integrative Leadership

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Abstract

Leadership behavior and skills are essential in dealing with dynamic environmental changes and building the morale and motivation of organizational members to achieve high work productivity. Leadership capabilities are needed to improve managerial competencies that play a role in influencing, coordinating, and communicating effectively. Managerial competence also creates openness, appreciation, and attachment felt by employees, thereby increasing efficiency and collaboration within the organization. In addition, this competency helps individuals complete tasks faster, more precisely, and professionally, which ultimately supports the achievement of organizational goals. One of the important factors in supporting managerial competence is training and integrative leadership roles that can be facilitated by organizations, including higher education institutions. This research aims to encourage the improvement of the managerial competence of study program leaders through training and integrative leadership. Integrative leadership theory seeks to identify the behaviors and characteristics of effective leaders and how they can influence subordinates in certain situations. Integrative leadership is seen as a strategic approach to influence employees through the leader's ability to manage the organization dynamically and adaptively, creating a productive and harmonious work environment.

Keywords: Managerial competence, Integrative leadership training

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1. Introduction

Managerial competency-based human resource (HR) governance plays an important role in improving organizational performance achievements, including reducing the risk of late reporting on activity accountability. Public dissatisfaction with public services, as often complained, has strengthened the urgency of accountability and transparency in the implementation of public services (Osborne et al., 2013). The managerial competencies required in the structural ranks include academic and technical abilities, such as drafting curriculum structures, designing work plans, assessing performance, and aligning the vision, mission, and goals of the study program with universities and faculties. In addition, other capabilities such as budgeting and strategic decision-making are also important aspects (Mintzberg, 1994). This shows that managerial competence is not only a necessity but also the basis for supporting the achievement of institutional goals.

Training is one of the strategic efforts to improve human resource competence. HR training is considered a long-term investment aimed at improving individual and organizational performance. In this context, companies or institutions often allocate significant budgets for training, even if the costs are not small. Effective training allows employees to work more efficiently and face changes, such as the adoption of new technologies, work methods, and changes in attitudes and behaviors (Noe et al., 2015).

Furthermore, training and development have essential differences but complement each other. Training is focused on improving the mastery of skills related to the current task or position. Meanwhile, development aims to prepare employees for greater responsibilities in the future, with a wider scope than training (Armstrong & Taylor, 2020). Training can also facilitate the development of human resource quality to be more adaptive to rapid changes, such as technological advances and global market dynamics.

In addition to training, the implementation of integrative leadership is an important element in human resource governance. Integrative leadership encourages leaders to put forward humanist solutions with various alternatives. Study program leaders, for example, are expected to be able to combine strategic vision with a humanist approach, to create a harmonious and productive work environment (Yukl & Mahsud, 2010). The implementation of integrative leadership supports a comprehensive decision-making process and is based on the principles of collaboration and empathy.

Thus, human resource management based on managerial competence and integrative leadership is the key to achieving organizational goals. The combination of training, development, and integrative leadership not only enhances individual capabilities but also has a positive impact on the overall performance of the organization. Although the importance of managerial competency-based HR governance has been widely acknowledged in improving organizational performance (Osborne et al., 2013; Mintzberg, 1994), there remain significant gaps in the existing literature:

1. **Insufficient Focus on Specific Competencies:** Current research often discusses managerial competencies in broad terms but lacks a detailed exploration of how specific competencies, such as curriculum design, strategic decision-making, and performance evaluation, impact institutional performance.
2. **Limited Emphasis on Integrative Leadership:** Studies like Yukl & Mahsud (2010) highlight integrative leadership but fail to delve deeply into its practical application in academic institutions, particularly in aligning leadership styles with HR training and development initiatives.
3. **Fragmentation Between Training and Development:** Although the distinctions between training and development are well-documented (Noe et al., 2015; Armstrong & Taylor, 2020), their interplay in fostering managerial competence within academic institutions has not been fully explored.

4. Lack of Empirical Evidence in Academic Contexts: Most studies focus on corporate environments, leaving a gap in understanding how HR governance and integrative leadership function in educational institutions, particularly within study programs in developing countries.

Public dissatisfaction with the quality of public services highlights the urgency for improving accountability and transparency in academic institutions. One of the core issues is the lack of managerial competencies in study program leadership, resulting in inefficiencies in curriculum structuring, strategic planning, and performance evaluation. While training and development are recognized as strategic tools for enhancing HR competencies, there is often a disconnect between these efforts and their alignment with integrative leadership principles. Furthermore, academic institutions face challenges in balancing technical and humanist approaches in leadership, which are critical for creating a harmonious and productive work environment. Therefore, this study seeks to address the gaps in managerial competence, training implementation, and integrative leadership to enhance the effectiveness of HR governance in academic institutions.

2. Literature Review and Hypothesis Development

Integrative leadership is a leadership approach that combines various dimensions of leadership to create synergy in the organization. This approach emphasizes the leader's ability to integrate the strategic vision with individual needs as well as organizational goals (Hoch & Kozlowski, 2022). In the context of modern organizations, integrative leadership is often associated with improving team performance through strengthening communication, collaboration, and employee empowerment (Li et al., 2020). Several studies have shown that leaders with an integrative approach are better able to create an inclusive and innovative work environment, which ultimately increases organizational efficiency and effectiveness (Leroy et al., 2018).

This approach also plays an important role in building trust between team members and between leaders and subordinates. A study conducted by (Dinh et al. (2021) found that integrative leadership significantly affects employee job satisfaction and commitment, especially in a dynamic and complex environment. Additionally, this approach allows leaders to address organizational challenges more adaptively, which is especially relevant in today's era of disruption (Wang et al., 2021).

Based on the literature above, integrative leadership can be considered an important factor in encouraging managerial and organizational performance. Leaders who can integrate various dimensions of leadership tend to create a work environment that is conducive to the development of subordinate managerial competencies. Thus, the hypothesis proposed is:

H1: Integrative leadership has a positive effect on improving managerial competence.

Integrative leadership is a leadership approach that emphasizes the ability of leaders to align individual, team, and organizational goals through the integration of values, vision, and strategy. This concept is becoming increasingly relevant in the modern era which is characterized by a dynamic and multigenerational work environment (Ashikali et al., 2021). Integrative leadership helps create harmony by accommodating diverse perspectives and facilitating cross-functional collaboration. According to research conducted by Zander et al. (2022), leaders with this approach are better able to deliver innovation, increase team motivation, and drive overall organizational performance.

Key characteristics of integrative leadership include inclusivity, flexibility, and the ability to listen to and respond to employee needs. This allows for closer working relationships and has a positive impact on employee loyalty and productivity (Carter et al., 2020). In addition, integrative leadership is considered to be able to strengthen organizational commitment through the formation of a conducive work culture and effective empowerment, especially in organizations with complex structures (Bolden, 2019).

Based on previous findings, integrative leadership has significant potential to improve managerial competence. Leaders who can combine various elements of leadership with an integrative approach tend to create an environment that supports the development of managerial skills and knowledge. Therefore, the hypothesis proposed is:

H2: Integrative leadership has a positive effect on managerial competence.

3. Data and Methodology

This study uses a quantitative approach to test the influence of integrative leadership on managerial competence. Data was collected through a questionnaire filled out by respondents, namely 94 study program leaders within the State University of Semarang (Unnes) which were determined using the Slovin formula from a total population of 124 study programs. This research was conducted using a cross-sectional method, where data was collected at a certain time. The questionnaire used consisted of a 5-point Likert scale to measure respondents' perception of integrative leadership variables and managerial competence. The collected data was analyzed using inferential statistical analysis techniques with the help of statistical software to test the relationships between variables and test the proposed hypothesis.

4. Results and Discussion

The results of the validity test on the instrument in Table 1 with the application of the convergent validity test showed that the value of the outer loading of the construct item was > 0.6 while the Average Variance Extracted (AVE) value of the construct was > 0.5 , meaning that the two criteria had met the convergent validity. Likewise, the results of the instrument validity test proved that the root value of the AVE of the construct was $>$ from the correlation value of other constructs.

Table 1. Outer Loading

	Integrative Leadership (KI)	Managerial Competence (KM)	Training (P)
KI1	0.915		
KI2	0.892		
KI3	0.855		
KM1		0.806	
KM2		0.794	
KM3		0.858	
KM4		0.883	
P1			0.915
P2			0.895
P3			0.928

Likewise, the results of the reliability test can be seen in Table 2 below.

Table 2. Validity and Reliability Test

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Integrative Leadership	0.866	0.873	0.918	0.788
Managerial Competence	0.856	0.860	0.903	0.699
Training	0.900	0.902	0.938	0.834

Source: Primary data processed, 2024

Based on the consistency test, the results show that the Composite Reliability value is >0.70 while Cronbach's alpha value is >0.60 . This indicates that all constructs have a good level of reliability. The validity of the construct can be measured through the Average Variance Extracted (AVE), which is greater than 0.50 . This indicates that convergent validity has been achieved so that the latent variable can explain more than half of the indicator's variance on average (Ghozali, 2016).

Meanwhile, the magnitude of the contribution of training and leadership can be seen from the following R Square values:

Table 3. R Square Test Results

Variable	R Square	R Square Adjusted
Managerial competence (Y)	0.928	0.921

Source: PLS smart output

Based on the R-Square results in Table 24 above, it can be seen in the R-Square Adjusted column that the influence of Integrative training and leadership contributes to managerial competence with a value of 0.921 or 92.1% while the remaining 7.9% is influenced by other variables that are not included in this study.

The results of the partial hypothesis test with SEM PLS showed that it was directly and indirectly carried out by checking the original sample values, T-statistics, and p-values. The original sample value was applied to identify the direction of influence, both positive and negative, and to describe the extent to which independent variables affected the dependent variables. T-Statistics works to estimate relationships between latent variables through bootstrapping with a 95% confidence level and a 5% margin of error. The hypothesis is accepted if the T-statistical result is higher than the T-table (1.660) and the P-value is less than 0.05 . The bootstrapping model applied in this research uses the SmartPLS analysis tool.

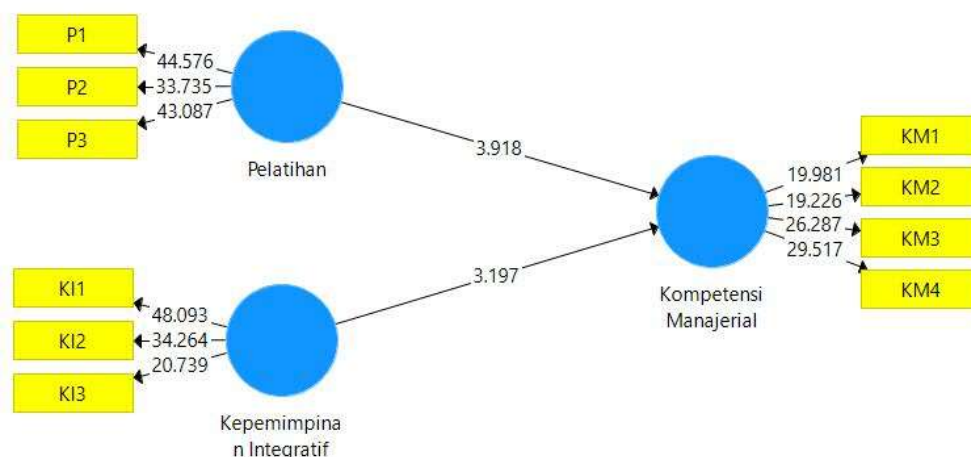


Figure 1. Bootstrapping Models

Based on the output results of the model with the bootstrapping method shown in Figure 1 above, the results of the path coefficient test for direct and indirect effects are as follows:

Table 4. Hypothesis Test

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Integrative Leadership -> Managerial Competence	0.394	0.399	0.123	3.197	0.001
Training -> Managerial Competence	0.485	0.482	0.124	3.918	0.000

Source: Primary data processed, 2024

The test of acceptance and rejection of the hypothesis can be seen as the P Values < 0.05, meaning that the hypothesis of this research is accepted or vice versa if the P value < 0.05 then the hypothesis is rejected. Based on the results of the statistical test in Table 4, shows that the two hypotheses proposed in this study are acceptable because the P Values are calculated < 0.05. Thus, the hypothesis of partial or direct integrative leadership training and roles is accepted.

Simultaneous Test Results (F)

Calculating the F calculation is known to have R Square which has been obtained from the previous calculation which is 0.921 (92.1%), with the independent variable (k) which is 2 (training and leadership), the total sample (n) used is 94 and the significance level used (a) is 5%. So F is calculated through the following formula:

$$\begin{aligned}
 f &= R^2 (n-k-1) \\
 &\quad k(1-R^2) \\
 &= 0.921 (94 - 2-1) \\
 &\quad 2 (1-0.848) \\
 f &= 253.6
 \end{aligned}$$

While F table with 5% alpha is formulated as follows:

$$\begin{aligned} F_{table} &= F_{\alpha} (k, n - k - 1) \\ &= 0.05 (2 \times 94 - 2 - 1) \\ &= 0.05 (182) \\ F_{table} &= 9,1 \end{aligned}$$

Likewise, to accept the simultaneous hypothesis if $F_{counts} > F_{table}$ (Ghozali, 2017) if seen from the results of the calculation of the formula, the test of the Simultaneous hypothesis (Togetherness) can be seen in the results of the F test calculation obtained with a value of $F_{cal} 253.6 > F_{table} 9.1$. Thus, it can be concluded that the hypothesis that states the influence of training and integrative leadership roles simultaneously is accepted, or in other words that training and leadership roles together have a significant effect on managerial competence.

The acceptance of the two hypotheses can be explained by the following discussion:

The Effect of Training on Managerial Competence

The analysis also showed that Training had a significant influence on Managerial Competence with an Original Sample (O) value of 0.485, T-statistics of 3.918, and P-value of 0.000. With T-Statistics well above 1,660 and a very low P-value, this influence is also significant at a 95% confidence level. This shows that the training provided to employees or managers significantly improves their Managerial Competence. These results underscore the importance of structured and relevant training programs in developing managerial competencies within organizations. Effective training not only improves technical knowledge and skills but also strengthens managerial abilities, such as decision-making, communication, and leadership. Ongoing training that is tailored to the needs of managers can be an important investment for organizations in creating competent and high-performing leaders.

The findings align with the principles of human capital theory, which posit that investments in employee training lead to improvements in knowledge, skills, and overall productivity (Becker, 1964). Sri et al. (2020) shows knowledge creation influences organizational performance both directly and through organizational culture. Managerial competence, encompassing decision-making, leadership, communication, and strategic thinking, directly benefit from targeted training interventions that enhance both technical and interpersonal abilities. A study by Noe et al. (2017) found that organizations that prioritize structured and ongoing training programs report significant improvements in leadership effectiveness and organizational outcomes. Tharenou, Saks, and Moore (2007) highlighted that managerial training contributes not only to individual development but also to overall organizational competitiveness by fostering innovative problem-solving and adaptability. Investments in managerial training yield both immediate and long-term benefits for organizations. According to a study by Garavan et al. (2004), organizations with a culture of learning and development experience higher employee retention, improved job satisfaction, and better alignment with strategic goals. Furthermore, trained managers are better equipped to adapt to industry changes and drive innovation, ensuring the organization remains competitive. So, company management needs to focus on improving the efficiency (Wicaksari et al., 2024)

The Influence of Integrative Leadership on Managerial Competence

The results of the analysis show that Integrative Leadership has a significant influence on Managerial Competence with an Original Sample (O) value of 0.394, T-statistics of 3.197, and P-value of 0.001. T-statistics higher than 1.660 and P-value smaller than 0.05 indicate that this influence is significant at a

95% confidence level. This means that the higher the quality of Integrative Leadership in the organization, the higher the Managerial Competence possessed by the managers or leaders in the organization. This positive influence emphasizes the importance of the role of leaders who can integrate various resources, ideas, and strategies to achieve common goals in the organization. Integrative leadership not only facilitates better coordination among team members but also improves managerial competence by encouraging the development of more comprehensive and effective management skills.

Integrative leadership is a concept that draws from multiple leadership theories, particularly those emphasizing collaboration and strategic coordination. It is often linked to transformational leadership (Bass, 1985) and adaptive leadership (Heifetz, 1994), both of which highlight the leader's role in aligning team efforts toward shared goals and fostering an environment conducive to growth and innovation. Sosik and Godshalk (2000) also support the notion that leaders who promote collaboration and integration among their teams contribute significantly to the development of effective managerial skills, particularly in complex and dynamic business environments.

The influence of integrative training and leadership on managerial competence simultaneously

The results of the simultaneous test analysis have shown that F counts > from the F table which means that training and leadership together affect managerial competence. On the other hand, the results of the simultaneous test also assessed the strength of this conceptual model which has the power of influence in shaping or improving managerial competence with the existence of training programs and integrative leadership roles. Thus adding to the strength of the conceptual model of the three variables. The simultaneous effect of integrative training and leadership can be understood through a combination of human capital theory (Becker, 1964) and leader-member exchange theory (LMX) (Graen & Uhl-Bien, 1995). Human capital theory suggests that training enhances individual capabilities and overall competence, while LMX theory emphasizes the role of leadership in fostering high-quality relationships that encourage growth and development. Together, these factors contribute to managerial competence by improving both individual skills and leadership capabilities.

Research consistently supports the view that well-designed training programs have a significant effect on managerial competence. Colquitt et al. (2000) found that training focused on decision-making, communication, and leadership skills directly improves managerial abilities. As discussed previously, integrative leadership focuses on synthesizing diverse strategies, resources, and ideas. Leaders who integrate various perspectives help shape managerial competence by encouraging innovative thinking and strategic decision-making. Kezar & Lester (2009) emphasize that effective leadership promotes a culture of learning, where training initiatives can be reinforced and applied in real-time. Leadership sets the tone for the importance of training and development, while training provides the necessary skills for managers to excel in their roles. Baldwin & Ford (1988) discuss how leadership styles that support learning and development encourage managers to actively engage in training, which enhances their effectiveness. Integrative leadership helps managers understand the broader strategic context of their decisions, while training enhances their specific technical and managerial skills. Together, they foster a more comprehensive understanding of leadership and decision-making. Avolio et al. (2009) discuss how transformational leadership enhances the effectiveness of training programs by providing a clear vision and encouraging continuous learning. Baldwin, Ford, & Blume (2017) show that leadership support for training programs can significantly improve the transfer of learning, which enhances managerial competence in real-world settings. Noe (2010) highlights that training programs that are aligned with leadership initiatives are more likely to result in long-term improvements in managerial performance.

5. Conclusion

Based on the results of the research analysis, it can be concluded that the role of training and integrative leadership affects managerial competence both partially and simultaneously, meaning that the better and more intense the training is implemented, the more managerial competence will be improved, as well as the better the integrative leadership is carried out, the more managerial competence will be improved.

a. Practical Conclusions

Training Programs: Organizations should continue to develop and implement training programs that are relevant to the needs of managers and employees, ensuring that managerial competencies evolve with business and technological advancements. **Encouraging Integrative Leadership:** Organizations should promote integrative leadership roles, encouraging leaders to periodically assess and implement employee self-development programs. This would enhance problem-solving abilities and leadership effectiveness. **Leadership Development:** Integrative leaders should be trained to effectively coordinate various aspects of the organization, combine ideas from multiple sources, and lead teams toward common goals. **Mentoring and coaching programs** should be introduced to support this leadership development.

b. Theoretical Conclusions

The role of training and integrative leadership affects managerial competence both partially and simultaneously. This is a theoretical statement that reflects the findings from the research analysis, connecting the variables of training, leadership, and managerial competence. Training has been proven to have a significant influence on the improvement of Managerial Competence. This is a theoretical conclusion based on the research analysis, explaining the impact of training on managerial competence. Integrative Leadership also has a significant influence on Managerial Competence. Similar to the above, this statement is a theoretical conclusion discussing the effect of integrative leadership on managerial competence.

c. Practical Recommendations

Organizations are advised to continue to develop and implement training programs that are relevant to the needs of managers and employees. This is a practical recommendation aimed at organizations to take action based on the research findings. Organizations need to encourage the role of integrative leadership roles to periodically determine and implement employee self-development programs. Another practical recommendation that suggests an actionable approach for organizations to improve leadership and self-development programs. Mentoring and coaching programs can also be introduced to support the development of these leadership skills. This is a specific practical recommendation for implementing mentorship and coaching to develop leadership. It is recommended that further research be carried out by expanding the analysis model. This is a practical recommendation for future research directions, suggesting an expansion of the study for a more comprehensive understanding of the factors affecting managerial competence.

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