Journal of Leadership in Organizations, ISSN 2656-8829 (Print), ISSN 2656-8810 (Online)
Vol. 6, No. 2 (2024) 104-123

JOURNAL OF LEADERSHIP IN ORGANIZATIONS

Journal homepage: https://jurnal.ugm.ac.id/leadership

The Effects of Emotional Intelligence on the Leadership Development of Undergraduate Students; Mentorship from MSIB MBKM as a Moderating Variable

Nadia Utami Wibowo[1*] Rangga Almahendra[2], and Dian Mayasari[3]
[1, 2] Department of Management, Faculty of Economics and Business, Universitas Gadjah Mada, Yogyakarta, 55281, Indonesia
[3] Sheffield University Management School, Conduit Rd, Sheffield S10 1FL, United Kingdom

ARTICLE INFO

Keywords:
Emotional Intelligence, Experiential Learning, Hard Skill, Magang dan Studi Independen Bersertifikat (MSIB)

Article History:
Received
2023-03-18
Received in revised form
2024-02-13
Received in revised form
2024-04-05
Accepted
2024-05-07

DOI: 10.22146/jlo.83256

*Corresponding Author at Department of Management, Faculty of Economics and Business, Universitas Gadjah Mada, Yogyakarta, 55281, Indonesia
E-mail address: nadiautami01@mail.ugm.ac.id

ABSTRACT

Introduction/Main Objectives: To investigate the impact of emotional intelligence on the development of effective leadership, with mentorship activities embedded within student's participating in Magang dan Studi Independen, Merdeka Belajar Kampus Merdeka (Certified Internship and Independent Study Merdeka Belajar Kampus Merdeka, MSIB MBKM) as a moderating element. **Background Problems**: Scholarly investigation on experiential learning has demonstrated its superior efficacy as a pedagogical approach compared to traditional lecture-based teaching methods. MSIB MBKM is created on this basis however, to date minimum research is available. **Novelty:** This study will generate insight to understand the moderating effects of mentoring in MSIB MBKM towards the relationship between emotional intelligence and leadership development. **Methods**: Hayes process model 1 was conducted to address the research questions. Secondary data was obtained from a questionnaire by the MBKM committee to monitor and evaluate the process of MBKM. The questionnaire was administered for 4 months and obtained 4,007 responses. **Finding/Results:** Emotional intelligence significantly affects the leadership development of undergraduate students (comparing t statistics value to t table value; 19,367 > 1,648). Evidently, an R value of 0,430 shows that there is a 43% relationship. Therefore, it has empirically demonstrated its major impact on the enhancement of leadership skills among undergraduate students. The additional moderating contributes 44.2% to the explanation of the variance effect of the aforementioned relationship. **Conclusion**: This study contributes to the development of a program model for leadership development by evaluating the complementary effects of emotional intelligence and mentoring activities on optimal leadership performance.

1. Introduction

The current unpredictable shifts and occurrences in modern society can be attributed to the growing need for individuals possessing strong leadership abilities. Due to the combination of globalization and technological advancements, a complex situation has emerged in which influential entities, including corporations and their executives, have equal say over the direction and structure of our future.

Most future leaders will be university graduates who are products of our higher educational systems. It is the government's responsibility to ensure that future generations have access to a good education system (Navisa et al., 2022) and for Higher Education Institutions to generate socially responsible leadership (Dugan et al., 2007). As educators, we have an obligation to unlearn and relearn how to develop future leaders. Leadership plays a crucial role in cultivating high-quality undergraduate students. By comprehending the concept of leadership, students can enhance their understanding of morality and ethical principles, shaping their moral compass. Hence, the world's future relies on both the form of leadership planted within young individuals and their moral compass.

Leadership itself is an abstract concept that touches on various lines of study, such as psychology and sociology; therefore, there are infinite interpretations of leadership and an absence of a unifying definition (Burns, 2004; Rost, 1991; Stogdill & Bass, 1981). What is certain is that previous researchers have a common view that leadership is a process and relationship between a leader and followers, with commitment and value-creation as its foundation (Astin & Astin, 2000; Avolio & Gardner, 2005; Ciulla, 1998; Dwyer, 2019; Hieker & Pringle, 2021). Leadership is a dynamic process encompassing proactive responsiveness to prevailing circumstances and accomplishing a collective objective that resonates with stakeholders and society. The modern viewpoint on leadership departs from the conventional business approach of exclusively prioritizing stakeholder satisfaction. Given the present global situation, it is necessary to possess the appropriate skills and knowledge for effective leadership (Dopson et al., 2019; Waldman et al., 2020).

The traditional approach to learning, characterized by unidirectional lectures and limited interactions, is being swiftly replaced by a new paradigm. Early research by Pascarella and Terenzini (2005) stated that individuals gain leadership knowledge and experiential learning most during their years in university. Moreover, there is a prevailing belief that an optimal curriculum for university students should incorporate diverse pedagogical approaches, such as experiential learning and practical application of theoretical knowledge (Dato-an, 2015).

Experiential learning has paved its way into today's education system and has proven beneficial for students. The terminology experiential learning was coined due to its nature of revolving around the experience obtained (Kolb, 2015). One of the earliest definitions of experiential leadership theory is Kolb's definition of knowledge being created during the process of "grasping and transforming experience" (Sternberg & Li-fang, 2001). This learning model differs from all others because experiential learning bridges three aspects: education, work, and personal development (Kolb 2015). Learning through experience

within the workplace setup can enhance one's personal development and complement in-class learning.

Magang dan Studi Independent Bersertifikat (Certified Internship and Independent Study), or MSIB, is a program under Merdeka Belajar Kampus Merdeka (Independent Learning Independent Campus), abbreviated as MBKM. From this point forward, the program will be denoted MSIB MBKM as an experiential learning program that allows college students to gain experience and immerse themselves in the professional world through internships and independent studies. MSIB MBKM offers two forms of experiential learning: internship and independent study. The internship component of MSIB is a program that runs for one semester and offers the option to work either from home (WFH), from the office (WFO), or in a hybrid manner, depending on the agreement between the individual and the partnering company. This internship program distinguishes itself from other internships by involving the collaborative efforts of higher education institutions (HEI), governments, and companies in Indonesia to establish a supervised internship program. The presence of a mentor from this company ensures the internship's quality and that students achieve the program's learning outcomes. A study at Miami University discovered that mentoring strongly affects leadership development, especially in an environment that encourages seeking eye-opening mentees (Roberts & Beckett, 2008).
Independent study of MSIB ranges from 1 to 2 semesters long and contains a mix of synchronous and self-paced sessions. MSIB MBKM is considered a sandbox for experimentation, putting into practice the knowledge and theories individuals possess. This program offers the chance to gain exposure to the professional work environment and engage with real-world cases, applying their existing knowledge while engaging in ongoing learning.

In addition, MSIB MBKM allows for exposure to workplace dynamics, including cross-cultural discussions and formal and/or informal mentoring. Mentoring will become the moderating variable of interest as it is a crucial element in MSIB MBKM that enhances the comprehension of undergraduate students.

There is a long-withstanding belief that internship is considered a high-impact educational practice that enhances soft skills, hard skills, and competence (Fry et al., 2014). MBKM policy, a relatively new government initiative to transform the pre-existing education system, aims to enhance its participants' knowledge and soft and hard skills, including leadership attributes. Hence, this research will validate whether or not MBKM has achieved this goal. If the latter is apparent, this research offers constructive feedback to the Ministry of Education, Culture, and Technology to improve its MSIB MBKM program.

Looking at the long line of emotional intelligence literature, there is evidence that it is related to effective leadership (Bennis, 1989; Goleman, 2005; Higgs & Aitken, 2003; Mayer et al., 2016). Refinement of the definition of emotional intelligence has occurred multiple times, and a definition that will become the basis of this research is by Mayer et al; emotional intelligence is "the ability to reason validly with emotions and with emotion-related information and use the emotion to enhance thought" (Mayer et al., 2016). This implies that emotional intelligence is one's ability to emotionally regulate and utilize emotions as invisible

hands assisting decision-making or deciding the next course of action deemed fit. Individuals with high emotional intelligence can control their emotions and avoid emotion-driven actions. Emotional intelligence is a facet of life that is worth noting because it determines how an individual reacts and responds to situations and shapes the world around them. Therefore, emotional intelligence will be considered the independent variable affecting leadership development.

According to Sumintono et al. (2015), the existing body of research on leadership and its development in Southeast Asia is relatively limited. Hence, the main objective of this research is to make an intellectual contribution by investigating factors that influence the development of leadership skills in undergraduate students. This study investigates the relationship between emotional intelligence and leadership development whilst looking into the moderating effects of mentoring activities embedded within MSIB MBKM. Although the aforementioned specifies that many leadership approaches are available, this research acts as a starting point for research within Indonesia. Therefore, a wider scope of leadership in general will be taken up in the hopes that future research will be built upon this research.

2. Literature Review

From 2000 to 2012, numerous studies and research activities have examined the correlation between effective leadership and emotional intelligence. According to George (2000), leadership is an "emotion-laden process," indicating that emotions substantially shape an individual's leadership style and decision-making. This statement itself implies that there is a correlation between emotional intelligence and leadership despite not knowing the strength of the correlation. Within the context of this growing body of literature, Edwin A. Locke articulated his perspective that emotional intelligence is a skill that has been inaccurately labelled. The author suggests further investigation, proposing a redefinition of emotional intelligence and exploring its potential classification as either an introspective skill or a personal trait (Locke, 2005).

According to Antonakis (2009), a substantial number of publications have examined the relationship between leadership and emotional intelligence, with over 100 studies conducted on this topic. Furthermore, the author asserts that contemporary statistical data analysis techniques are sufficiently abundant to support rigorous analysis in this area. Concluding from this, it narrows the possibilities into two: 1) researchers have been utilizing less fitted data analysis techniques that caused no evident relationship between emotional intelligence and leadership, or 2) there is no connection between the two. In response, Ashkanasy and Dasborough agreed that further research is needed to better understand this phenomenon and create a standardized conceptualization of emotional intelligence (Antonakis et al., 2009).

Cherniss (2010) asserts that an increasing body of evidence indicates that emotional intelligence plays a significant role in influencing various organizational outcomes, such as leadership effectiveness. Following a study by Walter, Cole, and Humphrey (2011), recent research has provided further insights into the relationship. A study by O'Boyle et al. (2011) offers the strongest evidence that emotional

intelligence is, in fact, related to work outcomes, organizational effectiveness, and leadership. These previous studies and research give a clear understanding that there is an effect of emotional intelligence on leadership

> *Hypothesis 1*: Emotional intelligence positively and significantly affects the development of leadership.

Kolb (2015) posits that experiential learning can be characterized as a form wherein the learner engages directly with the subject matter under investigation. It is contrasted with the learner who solely engages in passive activities such as reading, hearing, discussing, or writing about this reality without actively experiencing it as an integral component of the learning process. The primary sources of learning are direct-sense experience and in-context action, emphasizing these aspects. Experiential learning can take the form of co-curricular activities such as joining student communities, engaging in mentoring, partaking in an internship program, or pursuing independent studies. The Multi-Institutional Study of Leadership (MSL) is a national survey focused on looking into the influence of universities in shaping responsible leadership. The first iteration in 2006 revealed that co-curricular activities foster the growth of responsible leadership among undergraduate students (Dugan et al., 2007). With such findings, MSL continued to administer its survey every three years in the United States. This becomes the main reference to this research (Anon 2022).

Looking deeper into types of co-curricular activities, it becomes apparent that participating in mentoring programs within a conducive environment, where mentees can seek guidance from experienced individuals, has a notable impact on the cultivation of leadership skills (Katsioloudes & Cannonier, 2019; Thessin et al., 2020; Waldman et al., 2020). Student communities play a significant role in fostering the growth of leadership skills and personal effectiveness. Based on the aforementioned findings, it has been observed that engaging in experiential learning activities positively impacts a student's perception of leadership and their development of leadership skills.

Recent research studies various forms of experiential learning, such as community service and international immersion, such as exchange programs (Martinez et al., 2019), as a form of experiential learning that assists the development of leadership within undergraduate students. However, no recent studies looked into the influence of mentoring in internship programs despite the claim that the MBKM internship offers the development of leadership capacities. The aforementioned raises the following hypothesis:

> *Hypothesis* 2: Mentorship from internships and independent studies moderates the relationship between emotional intelligence and leadership development.

Combining the 2 aforementioned hypotheses results in a research design visualized in Figure 1.

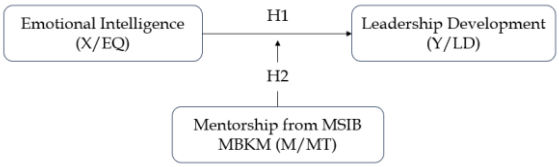

Figure 1. Research Design

3. Method, Data, and Analysis

The method taken for this research is the Hayes Process model. To clarify, the

variables within this research are 1) emotional intelligence (EQ) as the independent variable (X1), 2) mentoring from the internship program MSIB MBKM (MT) as the moderating variable (M), and 3) leadership development (L) as the dependent variable (Y).

Using the previous abbreviations, the two hypotheses can be written into a regression model as follows (u is the error term):

First hypothesis:

$$\hat{L} = \alpha + \beta_1 EQ + u$$

Second hypothesis:

$$\hat{L} = \alpha + \beta_1 EQ + \beta_2 MT + \beta_3 (EQ * MT) + u$$

A fusion of various measurement instruments was utilized. To measure emotional intelligence, the dimensions were derived from a study by Ely Manizar Hm (2016) in which there are three dimensions: 1) Recognize one's emotions, 2) emotional regulation, and 3) self-motivation. To measure the mentoring within the MSIB MBKM program, it was intended to apply the measurement scale developed by Nghia and Duyen (Nghia and Duyen, 2019), which breaks down the learning outputs into professional knowledge and skills, changing attitudes and the extent to which the internship builds career path. However, because the context of this research is to identify the extent to which mentoring advances leadership development, a single dimension consisting of 3 items is utilized. The measurement scale used to analyze the dependent variable development of leadership is by Walumbwa et al. (2008). This consists of 4 dimensions and five items. The dimensions are: 1) self-awareness, 2) internalized moral perspective, 3) balanced information processing, and 4) relational transparency. The measurement scale used is a Likert scale ranging from 1 to absolutely disagree and 5 to absolutely agree. In total, the questionnaire in this research contains 17 items measuring nine dimensions.

Validity and reliability tests were conducted to ensure the resulting measuring tool was stable and consistent. Validity testing is used to understand how well the instrument measures the concept. Validity testing was done on each variable item to ensure that the items taken out improved the measuring tool. It is conducted using the corrected item-total correlation method covering content validity (Sekaran & Bougie, 2016, 2019). Reliability testing aims to evaluate whether the instrument consistently measures the concept being analyzed (Sekaran & Bougie, 2016, 2019; Shrestha, 2021; Sürücü & Maslakçi, 2020). Fulfilling the Gauss-Markov assumptions is also compulsory prior to conducting the analysis. All data analyses are conducted through the statistical software IBM SPSS V25.

Data was collected through an online questionnaire of items from the previously made measurement instrument. The method of obtaining data is non-contrived in nature because it only instructs the sample to fill out an online questionnaire; hence, it does not interfere with activities relating to the research topic. A nationwide survey was conducted among MSIB-MBKM participants to examine the prevalence of student leadership from the program. The survey was disseminated to 27,709 individuals who partook in the third batch of MSIB MBKM (August - December 2022). A total of 286 domestic and foreign corporations offer affiliated apprenticeships during this batch. Apart from the student's academic responsibilities on campus, students enrolled in internships are required to fulfil a diverse

set of tasks for the organization during their 24-week internship program.

The respondent rate is 14.5%, or equivalent to 4,007 respondents from 221 companies across Indonesia. After data cleansing, it was found that only 3,898 responses were deemed valid in those who have an age range between 20 and 24 years old. Looking into its demographics, 50.08% of respondents are male, and 49.92% are female. Deep diving into the academic background of these respondents, 89.92% are pursuing an undergraduate degree (*Akademik/Sarjana*), whilst 10.08% are pursuing a diploma degree (Vokasi).

To determine the fit sample size for such a population, calculations were made using the Slovin's formula, as follows:

$$n = \frac{N}{1 + Ne^2}$$

where:
n: sample size
N: population size
e: margin of error (0.05)

From this calculation, the sample size deemed fit is 394 subjects. However, the sample size determination table (Adam, 2020). suggests a sample of 266 subjects at a 95% confidence level. Regardless of the suggested sample size, the sample obtained is greater than suggested. To ensure the conciseness of the analysis, 500 samples will be used. The statistical technique used for this research is the Hayes' PROCESS. Process model is a path analysis modelling tool that allows for estimates of indirect and direct effects of independent variables, moderating, and mediating variables towards the dependent variable. Before the statistical analysis, validity and reliability tests must be conducted to ensure the measurement instrument offers the desired information.

4. Results and Discussion

4.1. Validity Testing

Table 1. Validity test results of dependent variable leadership development

Rotated Component Matrix			
	Component		
	1	2	3
LD1		0.735	
LD2		0.643	
LD3		0.759	
LD4		0.793	
LD5		0.684	
EQ1	0.664		
EQ2	0.670		
EQ3	0.723		
EQ4	0.726		
EQ5	0.797		
EQ6	0.583		
EQ7	0.596		
EQ8	0.661		
EQ9	0.625		
SS1			0.648
SS2			0.860
SS3			0.859

Extraction Method: Principal Component Analysis
Rotation Method: Varimax with Kaiser Normalization[a]
a. Rotation Converged in 4 iterations.

Validity testing is conducted utilizing the factor analysis method as it allows an assessment of convergent validity. Referring to Ghozali, the criterion for factor analysis is 0.50; items with a factor loading value above 0.50 are deemed validly measuring the theory at hand (Ghozali, 2014).

Looking at the "Rotated component matrix" table in Table 1, it is seen that items measuring variable emotional intelligence group into 1 factor and have a factor loading above the cutoff. The same interpretation applies to variable supervisor support as well as leadership development. Hence, all

items validly and consistently measure the development of leadership traits and attributes.

4.2. Reliability Testing

4.2.1. Dependent Variable Leadership Development

Table 2. Reliability testing results: overall Cronbach's Alpha of dependent variable leadership development

Reliability Statistics	
Cronbach's Alpha	N of items
0.833	5

Table 3. Reliability testing results: detailed Cronbach's Alpha of dependent variable leadership development

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if item Deleted
LD1	16.75	5.597	0.625	0.805
LD2	16.80	6.090	0.534	0.830
LD3	16.56	5.986	0.698	0.783
LD4	16.45	6.088	0.714	0.781
LD5	16.52	6.154	0.632	0.800

Table 2 shows the overall Cronbach's alpha value for items measuring the dependent variable leadership development. A variable is said to be reliable when its overall Cronbach's alpha value is above 0.6 (Raharjo 2021; Widiyanto 2012). Items measuring leadership development obtained an overall Cronbach's alpha value of 0,883; hence, it is deemed reliable. Table 3 shows each item's value and concludes that all items are deemed reliable.

4.2.2. Moderating Variable Supervisor Support

The overall Cronbach's alpha value for supervisor support is 0.709. As shown in Table 5, the Cronbach's alpha values if any item is deleted are all above 0.50, indicating that the items are reliable.

Table 4. Reliability testing results: overall Cronbach's Alpha of moderating variable supervisor support

Reliability Statistics	
Cronbach's Alpha	N of items
0.709	3

Table 5. Reliability testing results: detailed Cronbach's Alpha of moderating variable supervisor support

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if item Deleted
SS1	8.67	2.226	0.384	0.793
SS2	7.42	1.884	0.610	0.512
SS3	7.24	1.923	0.605	0.522

4.2.3. Independent Variable Emotional Intelligence

Overall, the variable emotional intelligence is reliable, as Cronbach's alpha value is 0.885. Table 7 is the detailed Cronbach's alpha if item for each item. As seen, its values are well above 0.8.

Table 6. Reliability testing results: overall Cronbach's Alpha of independent variable emotional intelligence

Reliability Statistics	
Cronbach's Alpha	N of items
0.885	9

Table 7. Reliability testing results: detailed Cronbach's Alpha of independent variable emotional intelligence

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if item Deleted

EQ1	32.66	23.387	0.548	0.881
EQ2	32.29	25.765	0.650	0.872
EQ3	32.53	25.055	0.635	0.873
EQ4	32.62	25.134	0.660	0.871
EQ5	32.52	24.843	0.732	0.865
EQ6	32.30	26.439	0.561	0.879
EQ7	32.14	25.845	0.604	0.875
EQ8	32.30	25.503	0.684	0.869
EQ9	32.46	25.343	0.664	0.870

In conclusion, all items of the measurement instrument for this research are deemed valid and reliable; therefore, no elimination of items is required to enhance validity levels. Table 8 summarizes the Cronbach's Alpha of each variable and the factor loading of each measurement item.

Table 8. Results of validity and reliability testing

Scale items	Load	Alpha
Leadership development (Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008)		0.883
"Saya kerap mendorong orang lain untuk mengemukakan gagasannya"	0.735	
"Saya mendorong orang lain untuk memilih tindakan yang sesuai dengan hati nuraninya."	0.642	
"Analisis informasi yang relevan selalu saya lakukan sebelum mengambil keputusan."	0.759	
"Saya mempertimbangkan berbagai sudut pandang sebelum mengambil keputusan."	0.793	
"Saya menyadari bahwa tindakan saya dapat berdampak bagi orang lain."	0.684	
Supervisor Support (Nghia & Duyen, 2019)		0.709
"Seberapa sering Anda mendapat bimbingan dari mentor?"	0.648	
"Bagaimana keahlian mentoring/coaching mentor Anda?"	0.860	
"Bimbingan dari mentor bermanfaat untuk mengembangkan keterampilan saya"	0.859	
Emotional intelligence (Hm, 2016)		0.885
"Saya selalu memahami penyebab saya sedih."	0.664	
"Saya tahu apa yang mendorong saya untuk maju."	0.670	
"Saya tahu apa yang membuat saya tidak bersemangat."	0.723	
"Saat menghadapi masalah, saya umumnya bisa mengatur emosi saya."	0.726	
"Saya mudah bangkit kembali saat terjatuh."	0.797	
"Saya bisa mengendalikan amarah agar tidak meledak di depan umum."	0.583	
"Saya percaya hari esok akan lebih baik."	0.596	
"Saya mempunyai energi yang kuat untuk menyelesaikan tugas-tugas."	0.661	
"Orang-orang menyebut saya sebagai pribadi yang optimis."	0.625	

4.3. Assumptions Test

Prior to conducting the analysis, several assumptions must be fulfilled: 1) multicollinearity, 2) normality, 3) autocorrelation, and 4) heteroskedasticity. The testing method used for the normality test is the One-Sample Kolmogorov-Smirnov test. A Runs test is conducted for autocorrelation, and for the

heteroskedasticity test, a Park test is conducted. After running all tests, it is concluded that the dataset fulfils all assumptions.

4.3.1. Multicollinearity and Variance Inflation Factor

The presence of a correlation between the independent variable(s) and the moderating variable implies redundancy. To determine the presence or absence of multicollinearity, the interaction between the independent variable and moderating variable should be analyzed, in which the tolerance value must be above 0.100 and the Variance Inflation Factor (VIF) is below 10. Results from the SPSS analysis are shown in Figure 4.8. in which the tolerance value is 0.973, and the VIF value is 1.028. As these values fulfil the criteria, multicollinearity is not present.

Table 9. Results of multicollinearity test

Coefficients*								
Model		Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Collinearity Statistics	
		B	Std. Error				Tolerance	VIF
1	(Constant)	1.458	0.165		8.824	0.000		
	avg. EQ	0.618	0.033	0.647	18.871	0.000	0.973	1.028
	avg. SS	0.049	0.031	0.054	1.586	0.113	0.973	1.028

**Dependent Variable: avg.LD*

Table 10. Results of normality test: Kolmogorov-Smirnov test

One-Sample Kolmogorov-Smirnov Test		
N		500
Normal Parameters[a,b]	Mean	0
	Std. Dev.	0.451
Most Extreme Differences	Absolute	0.045
	Positive	0.045
	Negative	-0.038
Test Statistic		0.045
Asymp. Sig. (2-tailed)		0.016[c]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

4.3.2. Normality

Normality testing aims to understand whether the sample obtained is normally distributed. Utilizing the One-Sample Kolmogorov-Smirnov test, it is found that the sample of this research is normally distributed as it has a sig value of 0.16, that is above the cutoff criterion of 0.05.

4.3.3. Autocorrelation

The runs test is utilized to detect autocorrelation by analyzing the residuals; a randomly distributed residual implies autocorrelation is absent. The Runs test has been conducted, and the sig value is 0.858, which is above the criterion of 0.05. Therefore, autocorrelation is not detected in this research.

Table 11. Results of autocorrelation test: Runs test

Runs Test	
	Unstandardized Residual
Test Value*	-0.013
Cases < Test Value	250
Cases ≥ Test Value	250
Total Cases	500
Number of Runs	249
Z	-0.179
Asymp. Sig. (2-tailed)	0.858

*Median

4.3.4. Heteroskedasticity

Heteroskedasticity is an undesirable situation in which the variance error term is different. Using the Park test, it is said to be homoskedastic when the Sig value is above 0.05. Results show for the independent variable, emotional intelligence, the value is 0.040, and the moderating variable, supervisor support, has a value of 0.720.

Table 12. Results of heteroskedasticity test: Park test

Coefficients*

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	-1.788	0.819		-2.184	0.029
	avg. EQ	-0.334	0.162	-0.093	-2.056	0.040
	avg. SS	0.055	0.154	0.016	0.359	0.720

Dependent Variable: Ln.RES

4.4. Common Method Bias

Through Harman's one-factor test, it is concluded that common method bias does not occur in the sample of this research. Figure Table 13 elucidates the communalities of each item instrument, and all surpass the criterion of 0.5. Furthermore, the percentage of variance of the first component is below 50% (as shown in Appendix 1).

Table 13. Results of common method bias test: Harman's one-factor test

Communalities

	Initial	Extraction
LD1	1.000	0.584
LD2	1.000	0.456
LD3	1.000	0.694
LD4	1.000	0.715
LD5	1.000	0.600
EQ1	1.000	0.456
EQ2	1.000	0.543
EQ3	1.000	0.549
EQ4	1.000	0.573
EQ5	1.000	0.674
EQ6	1.000	0.432
EQ7	1.000	0.474
EQ8	1.000	0.580
EQ9	1.000	0.559
SS1	1.000	0.425
SS2	1.000	0.748
SS3	1.000	0.743

Extraction Method: Principal Component Analysis

4.5. Correlation Matrix

The Correlation Matrix provides an understanding of whether the item instruments are statistically significant. The criterion for it to be said significant is a value below 0.05. Table 14 shows that all item instruments utilized are statistically significant.

4.6. Descriptive Statistics

Table 15 summarizes the descriptive statistics of the sample size being analyzed, including its mean and standard deviation, as well as the correlation between each variable.

Table 14. Correlation matrix

Correlation Matrix

Sig. (1-tailed)	LD1	LD2	LD3	LD4	LD5	EQ1	EQ2	EQ3	EQ4	EQ5	EQ6	EQ7	EQ8	EQ9	MT1	MT2	MT3
LD1		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.055	0.181	0.056
LD2	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.075	0.008	0.018
LD3	0.000	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.047	0.001	0.002
LD4	0.000	0.000	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.002	0.004	0.019
LD5	0.000	0.000	0.000	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.003	0.002	0.001
EQ1	0.000	0.000	0.000	0.000	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.003	0.042	0.036

EQ2	0.000	0.000	0.000	0.000	0.000	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.370	0.002	0.027
EQ3	0.000	0.000	0.000	0.000	0.000	0.000	0.000		0.000	0.000	0.000	0.000	0.000	0.000	0.006	0.106	0.085
EQ4	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		0.000	0.000	0.000	0.000	0.000	0.148	0.012	0.048
EQ5	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		0.000	0.000	0.000	0.000	0.072	0.004	0.063
EQ6	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		0.000	0.000	0.000	0.020	0.001	0.000
EQ7	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		0.000	0.000	0.016	0.000	0.012
EQ8	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		0.000	0.015	0.003	0.018
EQ9	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000		0.044	0.011	0.005
MT1	0.055	0.075	0.047	0.002	0.003	0.003	0.370	0.006	0.148	0.072	0.020	0.016	0.015	0.044		0.000	0.000
MT2	0.181	0.008	0.001	0.004	0.002	0.042	0.002	0.106	0.012	0.004	0.001	0.000	0.003	0.011	0.000		0.000
MT3	0.056	0.018	0.002	0.019	0.001	0.036	0.027	0.085	0.048	0.063	0.000	0.012	0.018	0.005	0.000	0.000	

4.7. Hayes PROCESS: Model 1

The PROCESS tool created by Andrew F. Hayes gives way to analyze the interaction effects of a moderating variable in a linear regression analysis. The theoretical framework of this research can be categorized as model 1 of the PROCESS template and thus be conducted using the corresponding procedure. Focusing on the LLCI and ULCI row, moderating effects are said to be present if each variable's values move in the same direction. For the independent variable, emotional intelligence, the LLCI value is 0.8000, and the ULCI value is 1.5760. As both values move in a positive direction, moderating effects are available. The same interpretation is to be done to the moderating variable supervisor support.

Table 15. Results of Hayes PROCESS model 1

Model	coeff	se	t	p	LLCI	ULCI
Constant	-0.838	0.802	-1.045	0.297	-2.413	0.737
avg.EQ	1.188	0.198	6.016	0.000	0.800	1.576
avg.SS	0.636	0.203	3.134	0.002	0.237	1.035
Int_1	-0.145	0.050	-2.926	0.004	-0.243	-0.048

4.8. Discussion

Based on the preceding hypothesis testing findings, this study provides further support for prior research that suggests that emotional intelligence certainly influences the cultivation of leadership qualities among undergraduate students. Additionally, it is observed that the relationship between emotional intelligence and leadership development is moderated by mentoring received from MSIB MBKM programs. There are several reasons as to why this occurs. First, emotional intelligence affects many facets of life, including self-regulation, motivation, and comprehension of situations. Therefore, having high levels of emotional intelligence implies an individual is more able to understand his or her emotions and regulate them accordingly (Stephen P and Timothy A 2017) whilst being able to stimulate self-inflicted motivation and encouragement to complete tasks or participate in activities he or she may not be keen on.

Second, the belief held by Pascarella and Terenzini (Pascarella and Terenzini 2005) is true because individuals enter university at an age at which maturity levels gradually improve. Research in 2021 clarifies the reasoning behind this; "college students...

have the characteristics of possessing a strong independent learning ability and easily accepting new things" (Lv et al., 2021). A mix of age, maturity level, knowledge capacity, and intrinsic motivation has driven such results. At such an age, individuals become more conscious of their decisions and may perceive university as the perfect place to capitalize on opportunities such as community clubs and internships.

Third, it is important to acknowledge that the MSIB MBKM program incorporates various activities to improve and enhance students' abilities, including collaborative discussions and assignment projects supervised by mentors. Emphasizing the importance of mentors who are typically direct supervisors reinforces the conclusions of Sekhar and Parwardhan, who found that supervisory support enhances job performance (Sekhar & Patwardhan, 2023). Extending the positive effects of mentor assistance, leader-member exchange and social exchange theory is inevitable. During these interactions a mutually beneficial exchange of ideas occurs, facilitating the mentee's enhanced comprehension of the mentor's behavioral patterns and fostering the mentor's embodiment of leadership qualities. Thereby serving as a role model for the students. Moreover, the intrinsic attributes of project-based learning, such as the opportunity to articulate their perspectives, employ theoretical principles in real-world contexts, participate in observation, and employ critical analysis in assessing the provided circumstances, assume significance in shaping leadership competence (Dato-on, 2015).

Fourth, the fact that these individuals voluntarily partake in this program implies they are intrinsically motivated to take such action and thus have mentally and technically prepared themselves for the position. In internship programs, the individual will naturally and unconsciously hone the development of general human capital (Bolli, Caves, and Oswald-Egg 2021). The human capital theory explains that through education, an individual can enhance their productivity and work quality (Baert et al. 2021; Marginson 2019). Finally, the establishment of MSIB MBKM was at the "perfect time" for partaking in internship programs that were popularized by fast-moving consumer goods companies in Indonesia. The Ministry of Education, Culture, and Technology successfully tapped into this opportunity and offered a program that bridges theory from in-class learning to the reality of the workplace. This opens up a new way of looking at leadership development, where a wider range of factors should be considered.

However, results from this research cannot be directly compared to the referenced research due to the level of specificity. The national study conducted by MSL looks into the university experience as a whole, while this research focuses on the moderating influence of partaking in MSIB MBKM. Furthermore, it is important to note that the measurement instrument employed to assess the independent and moderating variables exhibits variations in detail and length. Consequently, there exists a potential limitation in capturing the entirety of the situation.

The objective of MSIB MBKM is to cultivate a more resilient future generation that possesses both knowledge and a combination of soft and hard skills. This research supports the idea of continuous improvements to MBKM, thereby raising the overall quality of the education system throughout the country.

4.9. Empirical and Theoretical Benefits

The present study provides theoretical support for the proposed hypotheses, suggesting that engaging in MSIB MBKM and possessing emotional intelligence impacts the extent of leadership development experience through experiential learning. This finding supports previous research that concluded participation in mentoring embedded within internships impacts the development of leadership attributes. This research adequately examines such hypotheses in the real-life case of MSIB MBKM. The empirical findings from this research enable an examination of the real world and demonstrate the presence of agreeableness. The results indirectly support the human capital theory, which posits that individuals can enhance their skill development, productivity, and competencies by engaging in high-impact educational practices, such as participating in mentoring programs. Furthermore, social exchange theory is supported, in which mentors give constructive feedback and knowledge to protégés that enhance understanding.

5. Conclusion and Suggestion

The hands of the future lie with future generations, leading to optimistic expectations that the present education system and curriculum will effectively cultivate the growth of talented leaders. Indonesia is actively pursuing the advancement of equitable educational opportunities by implementing the Merdeka Belajar Kampus Merdeka (MBKM) program. The present study has concluded that active engagement in experiential learning and emotional intelligence is beneficial to developing leadership skills among undergraduate students.

There are several potential avenues for future research within this field of study. One suggestion is to analyze the effects on the advancement of a particular type of leadership, such as transformational leadership, ethical leadership, responsible leadership, or other relevant forms. By adopting this approach, the outcomes of the study will provide more comprehensive insights and key findings within the specific domain of leadership. Moreover, it is noteworthy to gain a deeper understanding of the distinction between emotional intelligence and maturity, as this delineates the boundary between these two distinct yet interconnected concepts.

Future research should focus on enhancing the measurement instruments, ensuring accurate and valid outcomes. Currently, the existing pool of measurement instruments for assessing the effects of mentoring is limited. Consequently, there is a need to promote the development of novel iterations of these measurement instruments.

6. Acknowledgment

We want to express our gratitude to the Research and Insight Team at Pelaksana Pusat Kampus Merdeka for their help in handling the database and the measurement of this study. We also acknowledge the support and permission received from Pelaksana Pusat Kampus Merdeka Universitas Gadjah Mada for conducting this study.

References

Al-Faouri, I., Al-Ali, N., & Al-Shorman, B. (2014). The influence of emotional intelligence training on nurses? Job satisfaction among Jordanian nurses. *European Journal of Scientific Research, 117*(4), 486-494. https://doi.org/10.1002/nop2.70

Akiemi, G. (2009, December). Five dimensions of collaboration: Toward a critical theory of coordination and interoperability in language documentation. *Language Documentation & Conservation*, *3*(2), 149-160. http://hdl.handle.net/10125/4437

Antes, A., & Schuelke, M. (2011, October 17). Leveraging technology to develop creative leadership capacity. *Advances in Developing Human Resources, 13*(3). https://doi.org/10.1177/1523422311424710

Arnold, J., Arad, S., Rhoades, J., & Drasgow, F. (2000, May). The empowering leadership questionnaire: the construction and validation of a new scale for measuring leader behaviors. *Journal of Organizational Behavior, 21*(3), 249-269. https://doi.org/10.1002/(SICI)1099-1379(200005)21:3<249::AID-JOB10>3.0.CO;2-%23

Argote, L. (2011). Organizational learning research: Past, present and future. *Management Learning, 42*(4), 439-442. https://doi.org/10.1111/jonm.12722

Athanasopoulou, A., & Dopson, S. (2018). A systematic review of executive coaching outcomes: Is it the journey or the destination that matters the most? *The Leadership Quarterly, 29*(1), 70-80. https://doi.org/10.1016/j.leaqua.2017.11.004

Baron, L., & Morin, L. (2010). The impact of executive coaching on self-efficacy related to management soft skills. *Leadership & Organization Development Journal*, *31*, 18-38. https://doi.org/10.1108/01437731011010362

Batras, D., Duff, C., & Smith, B. (2016). Organizational change theory: Implications for health promotion practice. *Health Promotion International*, *31*(1), 231-241. https://doi.org/10.1093/heapro/dau098

Bentler, P., & Dijkstra, T. (1985). *Efficient estimation via linearization in structural models. In P. R.Krishnaiah* (Ed.), Multivariate Analysis VI (pp. 9–42). Amsterdam: North-Holland.

Born, D. H., & Zaccaro, S. J. (2002). Simultaneous examination of the antecedents and consequences of efficiency beliefs at multiple levels of analysis. *Human Performance, 15*, 381-409. https://doi.org/10.1207/S15327043HUP1504_05

Chen, G., Donahue, L.M., & Klimoski, R.J. (2004). Training undergraduates to work in organizational teams. *Academy of Management Learning & Education*, *3*, 27-40. https://doi.org/10.5465/AMLE.2004.12436817

Crisp, B. Swerissen, H., & Duckett, S. (2000). Four approaches to capacity building in health: Consequences for measurement and accountability. *Health Promotion International*, *15*(2), 99-107. https://doi.org/10.1093/heapro/15.2.99

Eisinger, P. (2002). Organizational capacity and organizational effectiveness among street-level food assistance program. *Nonprofit and Voluntary Sector Quarterly*, *31*(1). https://doi.org/10.1177/0899764002311005

Fang, M., Nguyen, T.-H., & Armstrong, A. (2020). Developing collective

leadership capacity to drive sustainable practices: Destination case of leadership development in Australia. *Journal of Hospitality & Tourism Research*. https://doi.org/10.1177/1096348020932990

Danseco, E. (2013). The five CS for innovating in evaluation capacity building: Lessons from the field. *Canadian Journal of Program Evaluation 28*(2), 107-117.

Day, D.V., Gronn, P., & Salas, E. (2004). Leadership capacity in teams. *Leadership Quarterly, 15,* 857-880. https://doi.org/10.1016/j.leaqua.2004.09.001

D'Innocenzo, L., Mathieu, J. E., & Kukenberger, M. R. (2014). A meta-analysis of different forms of shared leadership–team performance relations. *Journal of Management, 42*(7), 1964-1991. https://doi.org/10.1177/0149206314525205

Doe, J., & Smith, K. (2021). Shifting focus: Expanding leadership capacity in organizations. *Journal of Organizational Behavior Management, 22*(3), 29-49. https://doi.org/10.1300/J075v22n03_04

Drescher, G., & Garbers, Y. (2016). Shared leadership and commonality: A policy-capturing study. *The Leadership Quarterly, 27*, 200-217. https://doi.org/10.1016/j.leaqua.2016.02.002

Dweck, C., & Leggett, E. (1988). A social-cognitive approach to motivation and personality. *Psychological Review, 95*(2), 256-273. https://doi.org/10.1037/0033-295X.95.2.256

Harms P. D., & Credé M. (2010). Emotional intelligence and transformational and transactional leadership: A meta-analysis. *Journal of Leadership & Organizational Studies, 17*, 5-17. https://doi.org/10.1177/1548051809350894

Hussain, S., Abbas, J., Lei, S., Haider, M., & Akram, T. (2017). Transactional leadership and organizational creativity: Examining the mediating role of knowledge sharing behavior, *Cogent Business & Management, 4*, 1. https://doi.org/10.1080/23311975.2017.1361663

Gallup. (2022). *State of the Global Workplace: 2022 Report*. Retrieved from https://www.gallup.com/workplace/344268/state-global-workplace-2022-report.aspx

Gan et al., (2020). Executive coaching effectiveness: towards sustainable business excellence. *Total Quality Management & Business Excellence*. https://doi.org/10.1080/14783363.2020.1724507

Garvin, D. (1993, July-August). Building a learning organization. *Harvard Business Review.* 1993 Issue. Retrieved from https://hbr.org/1993/07/building-a-learning-organization

Gerhardt, M., Ashenbaum, B., & Newman, W. (2009). Understanding the impact of proactive personality on job performance: The roles of tenure and self-management. *Journal of Leadership & Organizational Studies, 16* (1), 61-72. https://doi.org/10.1177/1548051809334192

Geller, E. S. (2003). Leadership to overcome resistance to change: It takes more than consequence control. *Journal of Organizational Behavior Management, 22*(3), 29-49. https://doi.org/10.1300/J075v22n03_04

Gray, D. (2011). Journeys towards the professionalisation of coaching: Dilemmas, dialogues and decisions along the global pathway. *Coaching: An International Journal of Theory, Research and Practice*, *4*(1), 4-19.

https://doi.org/10.1080/17521882.2010.550896

Grant, A. M., Passmore, J., Cavanagh, M., & Parker, H. (2010). The state of play in coaching. *International Review of Industrial & Organizational Psychology, 25*, 125–168.

Grant, A., & Hartley, M. (2009). Developing the leader as coach: Insights, strategies and tips for embedding coaching skills in the workplace. *The Journal of Positive Psychology, 4*(5). https://doi.org/10.1080/17521882.2013.824015

Guenter, H., Gardner, W., McCauley, K., Randolph-Seng, B., & Prabhu, V. (2017). Shared authentic leadership in research teams: Testing a multiple mediation model. *Small Group Research, 48*(6), 719–765. https://doi.org/10.1177/1046496417732403

James, F., & Figaro-Henry, S. (2017). Building collective leadership capacity using collaborative twenty-first century digital tools. *School Leadership & Management, 37*(5), 520-536. https://doi.org/10.1080/13632434.2017.1367277

Jones, A., & Brown, B. (2020). The impact of the dynamic landscape on knowledge gaps in organizations. *Journal of Organizational Behavior Management, 22*(3), 29-49. https://doi.org/10.1300/J075v22n03_04

Johnson, C. (2018). Employee disengagement: A challenge for organizational sustainability. *Journal of Organizational Behavior Management, 22*(3), 29-49. https://doi.org/10.1300/J075v22n03_04

Judge, T. A., & Piccolo R. F. (2004). Transformational and transactional leadership: A meta-analytic test of their relative validity. *Journal of Applied Psychology, 89*, 755-768. https://doi.org/10.1037/0021-9010.89.5.755

Judge, W. Q., Hu, H., Gabrielsson, J., Talaulicar, T., Witt, M., Zattoni, A.,Kibler, B. (2015). Configurations of capacity for change in entrepreneurial threshold firms: Imprinting and strategic choice perspectives. *Journal of Management Studies, 52*(4), 506-530. https://doi.org/10.1111/joms.12121

Judge, W. Q., & Elenkov, D. (2005). Organizational capacity for change and environmental performance: An empirical assessment of Bulgarian firms. *Journal of Business Research, 58*, 893-901. https://doi.org/10.1016/j.jbusres.2004.01.009

Judge, T., Klinger, R., Simon, L., & Wen Fen Yang, I. (2008). The contributions of personality to organizational behavior and psychology: Findings, criticisms, and future research directions. *Social and Personality Psychology Compass,* 1982-2000. https://doi.org/10.1111/j.1751-9004.2008.00136.x

Jung, D., & Avolio, B. (2000, Dec.). Opening the black box: An experimental investigation of the mediating effects of trust and value congruence on transformational and transactional leadership. *Journal of Organizational Behavior, 21*(8), 949-964. https://doi.org/10.1002/1099-1379(200012)21:8<949::AID-JOB64>3.3.CO;2-6

Karagianni, D., & Montgomery, J. (2018). Developing leadership skills among adolescents and young adults: A review of leadership programmes. *International Journal of Adolescence and Youth, 23*(1). https://doi.org/10.1080/02673843.2017.1292928

Kozlowski, S. J., & Ilgen, D. R. (2006). Enhancing the effectiveness of work groups and teams. *Psychological Science in the Public Interest*, *7*(3), 77-124. https://doi.org/10.1111/j.1529-1006.2006.00030.x

Kurose, C. (2013). Motivation, behavior and performance in workplace. *Journal of Personality and Social Psychology*, *51*, 1,173-1,182.

Lambert, E. (2003). The impact of organizational justice on correctional staff. *Journal of Criminal Justice, 31*(2), 155-168. https://doi.org/10.1016/S0047-2352(02)00222-2

Lam, W., Lee, C., Taylor, M.S., & Zhao, H. (2016, Dec.). Does proactive personality matter in leadership transitions? Effects of proactive personality on team's identification with and responses to new leaders and their change agenda. *Academy of Management Journal*, *61*(1). https://doi.org/10.5465/amj.2014.0503

Lawrence, P., & Whyte, A. (2014). What is coaching supervision and is it important? *Coaching: An International Journal of Theory, Research and Practice,* 7(1), 39-55. https://doi.org/10.1080/17521882.2013.878370

Luo, Z., Sheth, A., & Kochut, K. (2000). Exception handling in workflow systems. *Applied Intelligence, 13*(2), 125. https://doi.org/10.1023/A:1008388412284

McCarthy, G., & Milner, J. (2013). Managerial coaching: Challenges, opportunities and training. *Journal of Management Development,* 32(7), 768-779. https://doi.org/10.1108/JMD-11-2011-0113

Madanchian, M., Hussein, N., Noordin, F. & Taherdoost, H. (2017). Leadership effectiveness measurement and its effect on organization outcomes. *Procedia Engineering*, *181,* 1043-1048. https://doi.org/10.1016/j.proeng.2017.02.505

Marsh, H. W., Hau, K. T., & Wen, Z. (2004). In search of golden rules: Comment on hypothesis-testing approaches to setting cutoff values for fit indexes and dangers in overgeneralizing Hu and Bentler's (1999) findings. *Structural Equation Modelling*, *11*(3), 320-341. https://doi.org/10.1207/s15328007sem1103_2

Milner, J., Milner, T., & McCarthy, G. (2020). A coaching culture definition: An industry-based perspective from managers as coaches. *The Journal of Applied Behavioral Science*, *56*(2), 237–254. https://doi.org/10.1177/0021886320905126

Mintzberg, H. (2007). *Mintzberg on Management*. Simon & Schuster Adult Publishing Group.

Ozduran, A., & Tanova, C. (2017, January). Coaching and employee organizational citizenship behaviours: The role of procedural justice climate. *International Journal of Hospitality Management, 60*, 58-66. https://doi.org/10.1016/j.ijhm.2016.10.004

Park, S., Grosser, T. J., Roebuck, A. A., & Mathieu, J. E. (2020). Understanding work teams from a network perspective: A review and future research directions. *Journal of Management*, *46*(6), 1002–1028. https://doi.org/10.1177/0149206320901573

Posner, B. Z. (2009). A longitudinal study examining changes in students' leadership behavior. *Journal of College Student Development*, *50*(5), 551–563. https://doi.org/10.1353/csd.0.0091

Roper, L., & Pettit, J. (2002). Development and the learning organization: An introduction. *Development in Practice*,

12(3/4), 258-271. https://doi.org/10.1080/09614502201 49654

Rosseel, Y. (2012). lavaan: An R package for structural equation modeling. *Journal of Statistical Software*, *48*(2), 1-36. https://doi.org/10.18637/jss.v048.i02

Salas, E., Kraiger, K., Tannenbaum, S., & Smith-Jentsch, K. (2012). The science of training and development in organizations: What matters in practice. *Psychological Science*, *13*(2), 74-101. https://doi.org/10.1177/15291006124 36661

Saleh, S. S., Williams, D., & Balougan, M. (2004). Evaluating the effectiveness of public health leadership training: The NEPHLI experience. *American Journal of Public Health, 94*(7), 1245–1249. https://doi.org/10.2105/AJPH.94.7.12 45

Salomaa, R. (2015). Expatriate coaching: Factors impacting coaching success. *Journal of Global Mobility, 3*(3), 216-243. https://doi.org/10.1108/JGM-10-2014-0050

Shoraj, D., & Llaci, S. (2015). Motivation and its impact on organizational effectiveness in Albanian businesses. *SAGE Open.* https://doi.org/10.1177/21582440155 82229

Slater, L. (2008). Pathways to building leadership capacity. *Educational Management Administration & Leadership*, *36*(1), 55–69. https://doi.org/10.1177/17411432070 84060

Soparnot, R. (2011). The concept of organizational change capacity. *Journal of Organizational Change Management, 24*, 640-661. https://doi.org/10.1108/09534811111 158903

Sousa, M., & Rocha, A. (2019, January). Leadership styles and skills developed through game-based learning. *Journal of Business Research,* 94, 360-366. https://doi.org/10.1016/j.jbusres.201 8.01.057

Steel, P., & Koniq, C. (2006). Integrating theories of motivation. *Academy of Management Review, 31*(4), 889–913. https://doi.org/10.5465/amr.2006.225 27462

Sutton, J., & Austin, Z. (2015). Qualitative research: Data collection, analysis, and management. *Canadian Journal of Hospital Pharmacy*, *68*(3), 226-231. https://doi.org/10.4212/cjhp.v68i3.14 56

Sung, S. Y., & Choi, J. N. (2014). Do organizations spend wisely on employees? Effects of training and development investments on learning and innovation in organizations. *Journal of Organizational Behavior*, *35*(3), 393-412. https://doi.org/10.1002/job.1897

Tafvelin, S., Hasson, H., Holmström, S., & von Thiele Schwarz, U. (2019). Are formal leaders the only ones benefitting from leadership training? A shared leadership perspective. *Journal of Leadership & Organizational Studies*, *26*(1), 32–43. https://doi.org/10.1177/15480518187 74552

Theeboom, T., Beersma, B., & van Vianen, A. (2014). Does coaching work? A meta-analysis on the effects of coaching on individual level outcomes in an organizational context, *The Journal of Positive Psychology, 9*(1), 1-18. https://doi.org/10.1080/17439760.201 3.837499

Truitt, D. L. (2011). The effect of training and development on employee attitude as it relates to training and work proficiency. *SAGE Open*.

https://doi.org/10.1177/2158244011433338

Van de Ven, A. H. (2016). Grounding the research phenomenon. *Journal of Change Management, 16*(4), 265-270. https://doi.org/10.1080/14697017.2016.1230336

Vetter, T. R. (2017). Descriptive Statistics: Reporting the answers to the 5 basic questions of who, what, why, when, where, and a sixth, so what? *Anesthesia & Analgesia, 125*(5), 1797–1802. https://doi.org/10.1213/ANE.0000000000002471

Yasir, M., Imran, R., Irshad, M. K., Mohamad, N. A., & Khan, M. M. (2016). Leadership styles in relation to employees' trust and organizational change capacity: Evidence from non-profit organizations. *SAGE Open*. https://doi.org/10.1177/2158244016675396

Appendices

Appendix 1. Results of common method bias test: Harman's one-factor test

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.659	39.173	39.173	6.66	39.173	39.173	4.51	26.499	26.499
2	1.852	10.894	50.067	1.85	10.894	50.067	3.34	19.626	46.125
3	1.290	7.586	57.653	1.29	7.586	57.653	1.96	11.528	57.653
4	1.019	5.997	63.65						
5	0.847	4.981	68.631						
6	0.755	4.443	73.074						
7	0.731	4.299	77.373						
8	0.522	3.070	80.443						
9	0.486	2.860	83.303						
10	0.478	2.815	86.118						
11	0.436	2.565	88.683						
12	0.386	2.272	90.955						
13	0.361	2.124	93.079						
14	0.348	2.047	95.126						
15	0.316	1.857	96.983						
16	0.293	1.723	98.706						
17	0.220	1.295	100.001						

**Extraction Method: Principal Component Analysis*