

**TRANSFORMATIONAL LEADERSHIP AND EMPLOYEE SKILLS
DEVELOPMENT:
AN EMPIRICAL STUDY IN AN ALGERIAN CONSTRUCTION COMPANY 2025**

Dr. Bouterfas Mohammed Amine,
Institut of Economics and Management, Laboratory
LEPPESE, University centre of Maghnia, Algeria;
Email : m.bouterfas@cu-maghnia.dz
ORCID:<https://orcid.org/0009-0008-7242-4407>

Dr. Benazza Hicham,
Faculty of Economics and Management of Naama,
Laboratory of Research on Public Governance and
Social Economy, University of Naama, Algeria,
Email:benazza.hicham@cuniv-naama.dz,
ORCID: <https://orcid.org/0009-0001-0135-7189>

Pr. Bouriche Lahcene
Faculty of Economics and Management, Laboratory
ITMAM, University of Saida Dr Moulay Tahar,
Algeria; Email : Lahcene.bouriche@univ-saida.dz,
ORCID: <https://orcid.org/0000-0002-6751-6242>

Pr. Benhmida Mohamed Faculty of Economics
and Management, aboratory ITMAM, University
of Saida Dr Moulay Tahar, Algeria;
ORCID:<https://orcid.org/0000-0003-1935-0716>,
Email : mohamed.benhamida@univ-saida.dz

Dr. Lemerini Nedjla
Institut of Economics and Management, Laboratory
LEPPESE, University centre of Maghnia, Algeria;
Email : n.lemerini@cu-maghnia.dz
ORCID:<https://orcid.org/0000-0002-6643-4368>

Pr. Belarbi Abdelkader
Faculty of Economics and Management, Laboratory
ITMAM, University of Saida Dr Moulay Tahar,
Algeria; Email : abdelkader.belarbi@univ-saida.dz
ORCID:<https://orcid.org/0000-0001-5026-8759>

Manal Nardjess Benbrika menad Assia,
Faculty of Economics and Management, |
University of Saida Dr. Moulay Tahar, Saïda,
Algeria, Email : benbraika.manadjes@yahoo.com

Received: 09-01-2026 Accepted: 06-06-2026 Published:09-06-2026

Abstract

This study explores the influence of transformational leadership on employee skills development in an Algerian construction firm. It specifically assesses the five core dimensions-idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and empowerment—and their impacts on individual, collective, and organizational skills.

Methodology

The research employed a descriptive-analytical approach via a case study design. Data were gathered through a questionnaire distributed to a random sample of 50 employees at Al-'Uqban Construction Company in Saïda, Algeria. The instrument included 30 items: 18 on transformational leadership and 12 on employee skills, analyzed using descriptive statistics and simple linear regression in SPSS v25.

Findings

Findings indicated a high prevalence of transformational leadership practices (mean=3.88/5) and elevated employee skills levels (mean=4.03/5). Regression results confirmed a significant positive effect of transformational leadership on skills development, with the model accounting for 59% of variance ($R^2=0.59$, $p<0.001$). Inspirational motivation exhibited the strongest predictive power (58%), followed by empowerment (53%) and idealized influence

(48%), while intellectual stimulation and individualized consideration explained 23% and 14%, respectively.

Keywords

Transformational leadership, employee skills, skills development, construction sector, Algeria

1. introduction :

1.1 Study Background and Importance

Amid the rapid economic, social, and technological transformations of the contemporary world, institutions are increasingly required to adopt leadership approaches characterized by flexibility and effectiveness, enabling them to adapt to change and confront growing challenges efficiently. In this context, human resources emerge as the most critical strategic asset and a primary source of sustainable competitive advantage (Barney & Wright, 1998), as leading organizations strive to attract, develop, and retain talent to ensure continuity and excellence.

Within this framework, leadership plays a pivotal role in shaping organizational behavior, enhancing employee motivation, and fostering the development of their capabilities. An effective leader goes beyond issuing instructions and supervising implementation, extending to inspiring employees, motivating them, nurturing their skills, and harnessing their creative potential. With the evolution of management thought, transformational leadership has become one of the most prominent contemporary leadership styles, renowned for its capacity to drive positive change and achieve meaningful institutional transformation.

1.2 Problem Statement

The problem of this study revolves around the following main question:

To what extent does transformational leadership contribute to developing employees' skills at **Al-'Uqban Construction Company?**

This central question is further elaborated through the following sub-questions:

- What is the level of implementation of transformational leadership across its key dimensions—**idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and empowerment**—within the institution under study?
- What is the level of employees' skills at the **individual, group, and organizational** levels within the studied institutio

1.3 Study Objectives

Our study aims to achieve a set of core objectives, including identifying the level of practice of transformational leadership across its five dimensions within Ouekban Works Institution, measuring the level of employees' skills, and analyzing the impact of each transformational leadership dimension on developing these skills. The study also seeks to determine the most influential dimensions in enhancing employees' skills, ultimately providing practical recommendations to support and strengthen transformational leadership practices, thereby contributing to human resource development and improved institutional performance.

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1.4 Study Importance

Despite the momentum surrounding our research topic, most studies focus on organizational environments outside the Algerian context, highlighting the need for field studies that address the specificities of Algerian institutions, particularly in vital sectors like public works. This underscores the importance of this study, which aims to bridge this gap by analyzing the impact of transformational leadership on employees' skill development, offering an integrated theoretical framework and empirical results that economic institutions can leverage to enhance their leadership practices and bolster human resource development programs.

2. Theoretical Framework

2.1 Transformational Leadership: Concept and Dimensions

2.1.1 Origin and Evolution of the Concept

The origin of the transformational leadership concept traces back to the contributions of scholar MacGregor Burns (Burns, 1978) in his book "Leadership," where he distinguished between two main leadership styles: transactional leadership and transformational leadership. Transactional leadership relies on the principle of exchange between the leader and subordinates through incentives and rewards in return for achieving the required performance. In contrast, transformational leadership seeks to elevate subordinates by motivating their higher needs and enhancing their ethical values, contributing to higher levels of commitment and performance (Kumar & Rajeev, 2025).

Bass (1985) developed Burns' framework by deepening the concept of transformational leadership, viewing it and transactional leadership not as opposing styles but as complementary ones that leaders can practice to varying degrees depending on the situation. In collaboration with Avolio, he introduced the Full Range Leadership Model, which includes five core dimensions of transformational leadership (Bass & Avolio, 1994).

In modern definitions, Bai (2025) views transformational leadership as a style based on motivating, inspiring, and empowering employees, manifested through idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, focusing not only on short-term performance but also on supporting long-term professional growth. Saif et al. (2025) also note that transformational leadership reflects a set of characteristics and abilities possessed by leaders, enabling them to motivate and inspire individuals to achieve shared goals efficiently and effectively (Danina & Annika, 2025).

2.1.2 Dimensions of Transformational Leadership

First: Idealized Influence (Charisma)

This dimension expresses the leader's ability to serve as a role model for subordinates through embodying integrity, commitment to ethical values, and self-confidence. This leads to gaining employees' admiration and respect, motivating them to emulate the leader and follow their behavior (Bass & Riggio, 2006).

Second: Inspirational Motivation

This involves the leader's capacity to articulate a clear and attractive future vision, communicating it in a way that arouses enthusiasm and optimism among subordinates, thereby enhancing their motivation to commit to shared goals (Avolio & Bass, 2002).

Third: Intellectual Stimulation

This refers to the leader's emphasis on encouraging subordinates to engage in creative and critical thinking, prompting them to propose new and innovative ideas, reconsider problems in non-traditional ways, and actively participate in the problem-solving process (Hashim et al., 2025).

Fourth: Individualized Consideration

This means the leader's attention to individual differences among subordinates by addressing their specific needs, developing their capabilities and potential through guidance, mentoring, and training, while providing appropriate support tailored to each person's characteristics (Avolio & Bass, 1995).

Fifth: Empowerment

This entails granting employees a degree of autonomy through delegation of authority and responsibilities, allowing them opportunities to participate in decisions related to their work, fostering confidence in their abilities, and providing necessary resources and support to perform their tasks efficiently and effectively (Helalat et al., 2025).

2.2.1 Concept of Skills

A skill is defined as the ability to perform a task or execute a specific activity with efficiency and effectiveness, by employing appropriate methods and means in a way that achieves the best possible results relative to available resources and capabilities. It can also be defined as a combination of knowledge, abilities, and experiences that enable an individual to perform tasks with high efficiency and achieve outstanding performance in the work environment (Armstrong, 2023). Skills differ from knowledge, as they represent the applied aspect of knowledge and the ability to transform it into tangible actions and accomplishments.

2.2.2 Types of Skills

Skills in the institution can be classified into three main types:

1. **Individual Skills:** These consist of the abilities possessed by the individual that enable them to perform their tasks efficiently and effectively, including technical skills related to their field of expertise, behavioral skills such as communication and teamwork, as well as cognitive skills like critical thinking and problem-solving (Zarifian, 2001).

2. **Group Skills:** These skills emerge from the interaction and integration of team members' abilities, reflecting the group's capacity for coordination, collaboration, and knowledge and experience sharing to achieve common goals efficiently (Le Boterf, 1998).
3. **Organizational Skills:** These refer to the institution's overall capabilities as a whole, embodied in its work systems and adopted procedures, along with its organizational culture that distinguishes it from others, serving as a primary source of competitive advantage (Nordhaug, 1993).

2.3 Relationship Between Transformational Leadership and Employee Skill Development

Previous studies indicate a strong relationship between transformational leadership and the development of employees' skills, achieved through several key mechanisms:

- **Role Modeling Influence:** The transformational leader acts as a role model, where subordinates acquire skills and experiences through observation and imitation of their behaviors (Deprez et al., 2023).
- **Motivation and Inspiration:** The leader ignites subordinates' enthusiasm for development and learning by linking their skill enhancement to an inspiring and clear future vision (Cheng et al., 2022).
- **Intellectual Stimulation:** The transformational leader encourages individuals to think creatively and critically, contributing to the development of their cognitive abilities and problem-solving skills (Chua et al., 2021).
- **Individualized Consideration:** The leader provides personalized support and guidance to each subordinate, helping identify their developmental needs and addressing them effectively (Bass & Riggio, 2006).
- **Empowerment:** The leader grants employees freedom in decision-making and initiative, providing opportunities for practical learning and growth through experience and practice (Conger & Kanungo, 1988).
- **2.4 Previous Studies (Literature Review)**
- Recent years have seen growing interest in studying the impact of transformational leadership on employee performance and skill development across various organizational contexts, with many modern studies analyzing this relationship from multiple angles, either directly or through mediating variables.
- For example, the study by Jyoti, Dharmendra, & Dhvani (2023) showed a positive direct relationship between transformational leadership and employee engagement and job performance. Bai's study (2025) concluded that transformational leadership effectively enhances employees' professional growth by supporting knowledge sharing and psychological capital development, positively reflecting on their skill and functional ability development. Saif et al. (2025) confirmed that transformational leadership plays a fundamental role in enhancing organizational citizenship behavior by influencing employees' psychological and motivational aspects, increasing their work engagement and performance.

- Sun et al. (2025) demonstrated that transformational leadership positively affects job well-being, contributing to a stimulating work environment that supports continuous learning and skill development. In the same vein, Hashim et al. (2025) found a strong relationship between transformational leadership and fostering employee creativity, as this leadership style stimulates innovative thinking and cognitive skill development.
- At the applied level, Farahdiba and Adhihendha (2025) found that transformational leadership enhances employees' change readiness by building organizational trust, a key factor in skill development and adaptation to changes. Wijaya et al. (2025) showed that this leadership style contributes to building an innovation-based organizational culture, supporting individual and group capability development within institutions.
- Analytical studies, such as Akther et al. (2025), provided a detailed bibliometric analysis of transformational leadership literature, confirming increasing interest in this style in recent years, particularly regarding its role in competency development and achieving outstanding performance in organizations.

3. Study Hypotheses

3.1 Hypotheses

Based on the theoretical framework and previous studies, the following hypotheses were formulated:

- **Main Hypothesis 1:** There is a statistically significant effect of transformational leadership on the development of employees' skills in the institution at a significance level of 0.05.
- **Sub-Hypothesis 1:** There is a statistically significant effect of idealized influence on the development of employees' skills in the institution at a significance level of 0.05.
- **Sub-Hypothesis 2:** There is a statistically significant effect of inspirational motivation on the development of employees' skills in the institution at a significance level of 0.05.
- **Sub-Hypothesis 3:** There is a statistically significant effect of intellectual stimulation on the development of employees' skills in the institution at a significance level of 0.05.
- **Sub-Hypothesis 4:** There is a statistically significant effect of individualized consideration on the development of employees' skills in the institution at a significance level of 0.05.
- **Sub-Hypothesis 5:** There is a statistically significant effect of empowerment on the development of employees' skills in the institution at a significance level of 0.05.

4. Research Methodology

4.1 Type of Study and Followed Approach (Methodology)

To achieve the study's objectives and test its hypotheses, the theoretical aspect relied on descriptive and analytical approaches to establish and understand the theoretical background of the study's variables—transformational leadership and employees' skills. For the field aspect, a case study approach was adopted, with Al-'Uqban Construction Company in Saïda

Province selected as the case. Regarding research tools, a questionnaire was designed for the institution's employees, and data were analyzed using SPSS version 25.

4.2 Study Population and Sample

The study population consists of all workers at Al-'Uqban Construction Company in Saïda Province. A random sample of 50 workers was selected, representing an acceptable proportion of the original population.

Table (1): Demographic Characteristics of the Sample

variable	Category	Frequency	%
Gender	Male	38	76.0%
	Female	12	24.0%
Age	Under 30 years	13	26.0%
	30-40 years	21	42.0%
	41-50 years	13	26.0%
	Over50 years	3	6.0%
Scientific Qualification	Baccalaureate	13	26.0%
	Bachelors Degree	19	38.0%
	Masters Degree	15	30.0%
	Doctorate	3	6.0%
Professional Experience	Under years5	15	30.0%
	5-10 years	20	40.0%
	11-15 years	9	18.0%
	Over15 years	6	12.0%

Source: Prepared by researchers using Spss 25

4.3 Study Instrument

A questionnaire was designed to collect data, consisting of three sections:

- **Section 1:** Demographic data (4 questions).
- **Section 2:** Statements measuring employees' skills (12 statements), distributed as follows:
 - Individual and group skills dimension (7 statements).
 - Organizational skills dimension (5 statements).
- **Section 3:** Statements measuring transformational leadership (18 statements), distributed as follows:
 - Idealized influence dimension (3 statements).
 - Inspirational motivation dimension (4 statements).
 - Intellectual stimulation dimension (3 statements).
 - Individualized consideration dimension (4 statements).
 - Empowerment dimension (4 statements).

A five-point Likert scale was used for responses (1 = Strongly Disagree, 5 = Strongly Agree).

4.4 Validity and Reliability of the Instrument

Content validity was ensured by presenting the questionnaire to a panel of specialized experts. Cronbach's alpha coefficient was also calculated to measure the instrument's reliability.

Table (2): Reliability and Validity Coefficients

Variable/Dimension	Number of Statements	Cronbach's Alpha Coefficient	Self-validity Coefficient
Individual and Collective Skills	7	0.78	0.88
Organizational Skills	5	0.86	0.93
Overall Skills Dimension	12	0.89	0.94
Idealized Influence	3	0.80	0.89
Inspirational Motivation	4	0.83	0.91
Intellectual Stimulation	3	0.84	0.92
Individualized Consideration	4	0.87	0.93
Empowerment	4	0.89	0.94
Overall Transformational Leadership	18	0.90	0.95
Overall Questionnaire	30	0.93	0.96

Source: Prepared by researchers using Spss 25

The results indicate that all reliability coefficients exceed the acceptable value (0.70), confirming the questionnaire's high degree of reliability and validity.

4.5 Statistical Methods

Data were analyzed using SPSS v25, relying on the following statistical methods:

- Frequencies and percentages to describe sample characteristics.
- Arithmetic means and standard deviations to determine variable levels.
- Simple linear regression analysis to test the hypotheses.

5. Presentation and Analysis of Results

5.1 Descriptive Statistics Results for Study Variables

First: Level of Transformational Leadership in the Institution

Table (3): Arithmetic Means and Standard Deviations for Transformational Leadership Dimensions

Dimension	Arithmetic Mean	Standard Deviation	Level
Idealized Influence	3.76	1.02	High
Inspirational Motivation	3.92	0.94	High
Intellectual Stimulation	3.89	0.79	High
Individualized Consideration	3.93	0.61	High
Empowerment	3.89	1.01	High
Overall Transformational Leadership	3.88	0.72	High

Source: Prepared by researchers using Spss 25

The results indicate that the overall level of transformational leadership practice in the studied institution was high (3.88 out of 5). The individualized consideration dimension achieved the

highest mean (3.93), followed by inspirational motivation (3.92), then intellectual stimulation and empowerment (3.89 each), and finally idealized influence (3.76).

Second: Level of Employees' Skills in the Institution

Table (4): Arithmetic Means and Standard Deviations for Employees' Skills

Dimension	Arithmetic Mean	Standard Deviation	level
Individual and Collective Skills	4.02	0.65	high
Organizational Skills	4.03	0.62	high
Overall Skills	4.03	0.56	high

Source: Prepared by researchers using Spss 25

The results indicate that the overall level of employees' skills in the institution was high (4.03 out of 5). The levels of individual and group skills (4.02) and organizational skills (4.03) were closely aligned.

5.2 Hypothesis Testing

First: Testing the Main Hypothesis (Impact of Transformational Leadership on Employee Skill Development)

Table (5): Regression Analysis Results for the Impact of Transformational Leadership on Employee Skill Development

variable	Regression Coefficient (B)	Standard Error	Beta	t value	Significance Level
Constant	1.704	0.285		5.987	0.000
Transformational Leadership	0.600	0.072	0.768	8.301	0.000

Source: Prepared by researchers using Spss 25

Regression	Results	Summary
Correlation coefficient	(R) =	0.768
Determination coefficient	(R ²) =	0.589

F-value = 68.912, significance level 0.000

The results indicate a statistically significant effect of transformational leadership on employee skill development, with the calculated F-value at 68.912 and a significance level of 0.000 (less than 0.05). The regression model explains 58.9% of the variance in employee skill development (R² = 0.589). Therefore, the main hypothesis is accepted.

Second: Testing the Sub-Hypotheses

Table (6): Summary of Sub-Hypothesis Test Results

Hypothesis	Independent Variable	Determination Coefficient R ²	Value F	Significance Level	Hypothesis Result
1	Idealized Influence	0.483	44.815	0.000	Acceptable
2	Inspirational Motivation	0.579	66.095	0.000	Acceptable
3	Intellectual Stimulation	0.230	14.344	0.000	Acceptable

4	Individualized Consideration	0.140	7.799	0.007	Acceptable
5	Empowerment	0.530	54.110	0.000	Acceptable

Source: Prepared by researchers using Spss 25

Sub-Hypotheses Results Summary

The results confirm acceptance of all sub-hypotheses, with all F-values statistically significant at the 0.05 level. The findings reveal variation in the strength of transformational leadership dimensions' impact on employee skill development: inspirational motivation had the strongest effect (explaining 57.9% of variance), followed by empowerment (53%), idealized influence (48.3%), intellectual stimulation (23%), and finally individualized consideration (14%).

Discussion of Key Results

6.1 Transformational Leadership Level

Study results showed a high level of transformational leadership practice at Ouekban Works Institution, aligning with Mihoubi's (2015) findings of strong transformational traits in her studied organization. This elevated level can be attributed to the public works sector's demands for high coordination and ongoing team collaboration, necessitating transformational styles focused on employee motivation and empowerment.

Results also indicated individualized consideration had the highest mean, reflecting leaders' attention to workers' personal needs, consistent with public works projects requiring consideration of diverse skills and experiences.

6.2 Employees' Skills Level

Findings revealed a high level of employee skills, indicating success in attracting qualified talent and developing skills through training programs. This aligns with public works sector requirements for diverse technical skills and integrated teamwork capabilities.

6.3 Impact on Skill Development

Results confirmed a positive, statistically significant impact of transformational leadership on skill development, consistent with Shin (2014, 2016) and Jyoti et al. (2023). This effect operates through mechanisms including:

- **Inspirational Motivation:** Ignites workers' enthusiasm for growth by linking skill development to an inspiring future vision.
- **Empowerment:** Provides practical learning opportunities via task execution, decision-making, and responsibility, enhancing practical skills.
- **Idealized Influence:** Positions the leader as a model of efficiency and commitment, motivating emulation and capability building.
- **Intellectual Stimulation:** Encourages creative and critical thinking, fostering cognitive skills and problem-solving.
- **Individualized Consideration:** Addresses individual growth needs through personalized guidance and support.

6.4 Variation in Dimension Impacts

A variation was observed in dimension impacts, with inspirational motivation most influential and individualized consideration least so. Explanations include:

- Public works project nature demanding continuous team motivation, amplifying inspirational motivation's role.
- Algerian cultural emphasis on personal relationships and moral recognition, boosting collective motivational styles' effects on performance and commitment.
- Leaders' time constraints from project pressures and deadlines, limiting intensive individualized attention.

Key Findings Summary

This study aimed to highlight transformational leadership dimensions-idealized influence, inspirational motivation, intellectual stimulation, individualized consideration, and empowerment-while assessing each dimension's impact on employee skill development at the studied institution. Statistical analysis of distributed questionnaires revealed a meaningful and statistically significant effect of each transformational leadership dimension on skill enhancement.

Results showed idealized influence fosters a culture of role modeling and respect, boosting employee motivation for higher performance. Inspirational motivation played a pivotal role in enhancing enthusiasm and ambition through a clear shared future vision. Intellectual stimulation contributed to creativity and innovative problem-solving by encouraging independent thinking and initiative. Individualized consideration clearly addressed individual differences, elevating employees' sense of appreciation and belonging. Finally, empowerment demonstrated strong effectiveness in promoting responsibility and self-confidence, positively reflecting on skill levels and performance.

These findings underscore the strategic importance of adopting transformational leadership in institutions, especially amid urgent needs for human resource development, intensified competition, and rapid changes. Thus, transformational leadership transcends modern organizational theory to become an essential element for any institution seeking excellence and sustainability, by building effective, qualified teams capable of adaptation, innovation, and efficient goal achievement.

7. Conclusions and Recommendations

7.1 Conclusions

Based on study results, transformational leadership is practiced at a high level in Ouekban Works Institution, with clear prominence in individualized consideration and inspirational motivation dimensions. Employees exhibit high levels of individual, group, and organizational skills, reflecting effective recruitment and training strategies.

Results confirm a positive impact relationship between transformational leadership and employee skill development, with transformational leadership explaining about 58.9% of skill variance. Notably, dimension impacts varied: inspirational motivation ranked first, followed by empowerment, idealized influence, intellectual stimulation, and finally individualized consideration. These findings highlight the strategic importance of adopting transformational leadership in Algerian institutions as an effective tool for enhancing human resource development and institutional performance, contributing to sustainable competitive advantage.

7.2 Recommendations

To enhance transformational leadership's impact on employee skill development, the study recommends specialized training programs for leaders at all managerial levels, with special emphasis on inspirational motivation through training in crafting inspiring visions and effective communication.

It proposes expanding empowerment practices by delegating authority and granting workers greater decision-making freedom, while boosting intellectual stimulation via encouragement of new ideas and active problem-solving participation. Despite its relatively lower impact, individualized consideration should be prioritized through listening to employees and discussing career paths. The study also advises developing training programs addressing diverse employee needs to nurture individual, group, and organizational skills, alongside fostering open communication between leaders and workers to create a stimulating environment for continuous learning and knowledge sharing.

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