

THE IMPACT OF STRATEGIC LEADERSHIP COMPETENCIES ON THE EFFECTIVENESS OF JORDANIAN PUBLIC INSTITUTIONS

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ABSTRACT

This study aims to identify the impact of strategic leadership competencies (strategic thinking, strategic planning, strategic relationships and communication, strategic leadership style) on the effectiveness of Jordanian public institutions, from the perspective of some institutional effectiveness measurement approaches and from the standpoint of managers. The study population consists of (8) government institutions with (280) managers and conducted a comprehensive survey on them, which resulted in (169) terms suitable for analysis. The study relied on the analytical quantitative descriptive approach to analyze the responses of study sample members using the SPSS software, and the study reached several results with the most important are:

- *The existence of strategic leadership competencies in the Jordanian public institutions that ranged between medium and high, at the minimum scale limit.*
- *The existence of aslightly high level of Jordanian public institutions effectiveness from the perspective of goals achievement, environment adaptability, and beneficiaries' satisfaction approaches.*
- *The existence of strategic competencies on the effectiveness of Jordanian public institutions.*

The study recommended the importance to develop strategic competencies for the leadership of Jordanian public institutions and relyon them to increase its effectiveness. Study also recommended drawing researchers' attention to conduct additional studies related to the study topic, from the standpoint of other parties and other approaches for the effectiveness of possibly different results, and to achieve the benefit of public institutions work for different sectors and society.

Keywords: Competencies, Effectiveness, Jordanian Public Institutions, Strategic Leadership

INTRODUCTION

The administrative functions is divided between the institutions of public and private sector according to the political and economic philosophy that prevails in the country, and most institutions seek to achieve the desired goals and impact in a turbulent and rapidly changing environment, therefore the management thought has focused on examining the effectiveness of public institutions because it is the only way to lead and direct societies towards progression and prosperity, despite the disagreement on its concept and the difficulty to measure it, due to the numerous factors that influence it which include the appropriate valuable asset of resource management and the maximization of its value proficiently and creatively to regulate sectors and satisfy needs.

The achievement of public institutions effectiveness depends on the institution possession level of human intelligence represented in a leadership that own the strategic competencies, which allows it to shape a futuristic strategic vision for the institution, has the capability to achieve it, and make the institution unique in achieving goals and impact on the environment. All jobs in general need specific qualifications and competencies to occupy it, but

the occupant of leadership positions must have many qualifications that formulate the personality of leaders, some of it strategic and some other are administrative because the leadership considers the mind of institution that directed its resources to achieve its effectiveness and ensure its continuity with superiority while providing services to the society and take it to the path of collective well-being. Therefore, this study comes to identify the availability level of strategic leadership skills and competencies among the occupants of leadership positions in the institutions and to show the impact of strategic competencies available among occupants of jobs on the effectiveness of public institutions, from the standpoint of managers themselves.

Study Problems

The public institutions experience several challenges, where the public policy document of Human Resources Management & development (HRM) and the government policy document of public sector development issued by the Ministry of Public Sector Development in 2011 and the national strategy of human resources development (2016-2025) referred to these challenges that have affected the shape and size of government apparatus, and has increasing effect on its declining performance. The most important of those challenges related to the incompatibility of staff numbers, qualifications, experience, and skills with the requirements for job occupancy, as well as the existence of gaps between the require efficiency and performance levels which have an indication on the effectiveness of public institutions, and prompted the Civil Service Bureau to release the Career Competencies (Manual, 2016).

Previous studies have shown the impact of correlation between human resources planning from one side and the nepotism and mediation on the effectiveness of organizations from other side, such as (Alawamlah, 2013; Al-Mehdawi, 2007; Al-Sa'aidah, 2014), while the studies of (Adamoniene & Petraushkien, 2014; BC,2018; Raynata, et al., 2020) suggested that it is important to identify the required competencies for leadership positions to respond to changes effectively, and address problems creatively and innovatively to increase the effectiveness. Therefore, the problem of Jordanian public institutions effectiveness may be one of the factors that affect it, which represented in the absence of management leaderships that have the necessary competencies to achieve the effectiveness of these institutions, especially the strategic competencies needed to succeed in managing challenges; from a strategic standpoint, therefore it's possible to express the study problem by asking the following main question:

"What is the impact of strategic leadership competencies on the Jordanian public institutions effectiveness, from the standpoint of managers?"

The following secondary questions branched from this question:

First Question: What is the level of strategic competencies (strategic thinking, strategic planning, strategic relationships and communication, strategic leadership style) among leaders of Jordanian public institutions, from the standpoint of managers?

Second Question: What is the effectiveness level of Jordanian public institutions (goals achievement approach, environment adaptability approach, and beneficiaries satisfaction approach), from the standpoint of managers?

Third Question: What is the impact of strategic competencies (strategic thinking, strategic planning, strategic relationships and communication, strategic leadership style) among leaders on the effectiveness of Jordanian public institutions from the perspective of goals achievement, environment adaptability, and beneficiaries' satisfaction approaches, from the standpoint of managers?

Fourth Question: Are there statistically significant differences in the leaders' competencies attributed to the personal variables (gender, age, qualification, job title, and years of experience)?

Study Objectives

This Study Aims to Achieve the Following Goals

- Determine the reality of strategic competencies available among leaders of Jordanian public institutions.
- Identify the reality of organizational effectiveness in the Jordanian public institutions.
- Reveal the impact of strategic competencies available among leaders on the effectiveness of Jordanian public institutions.
- Reveal the existence level of statistically significant differences in personal variables (gender, age, job title, and years of experience) on the strategic competencies available to leaders of Jordanian public institutions.
- Provide a scientific study for those concerned about the strategic management of human resources and the effectiveness of Jordanian public institutions and researchers.
- Develop results and recommendations that may benefit decision makers in the Jordanian administration.

Study Importance

The study variables, study problems, and the hope it evaluates to achieve its objectives reflect the degree of its scientific and practical importance, which manifest through the following:

- It make a comparison between management thought and the practical reality of independent and dependent variables to identify the extent of prevailing gap and analyze it, because it examines the impact of most important variables that increase the ability of public institutions to manage change and successfully deal with most challenges on the strategic level.
- It examines the strategic competencies of leadership to distinguish between this type of competency and the less important types of leadership, such as the technical, executive, and other competencies, which considers a desirable benefit for students and practitioners.
- It represent a practical contribution in its areas and may contribute to identifying and structuring competencies as conditions for the occupancy of leadership positions by concerned people, or emphasizing it based on its findings and recommendations.
- It will help those who design and implement leadership-oriented training and development programs, which include the capabilities, knowledge, and skills needed to develop their strategic leadership competencies.

Study Model

The theoretical study model has been developed based on its topic and by reviewing the theoretical literature related to the topic, and benefited from several studies to prepare the independent variable, which are (Alawamlah & Alsayah, 2012; Namasaka, 2018; Irtaimah, 2018; Norzailan, Yusof & Othman, 2016; Korzynski, et al., 2020) and the study of Public Service Agency (BC,2018). Studies related to the dependent variable are (Aywaj & Ahmaideh, 2017; Khalaf, 2020; Madhwi & Korbali, 2019; Kareem, 2019) and the study of (Raynataet, et al., 2020). The following figure shows the study variables and the supposed relationship between them.

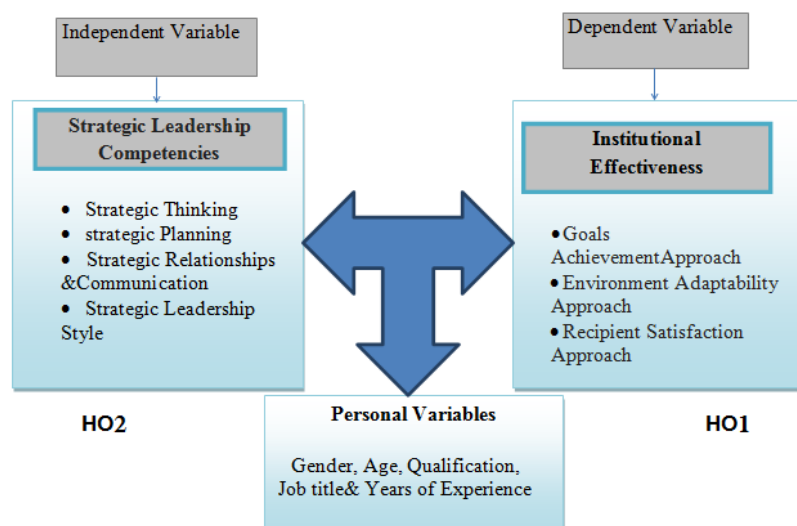


FIGURE 1
STUDY MODEL

Study Hypotheses

In order for this study to achieve its objectives, the following hypotheses must be tested:

1st Main Hypothesis: There is no statistically significant impact at the level ($\alpha \leq 0.05$) for the strategic competencies (strategic thinking, strategic planning, strategic relationships and communication, strategic leadership style) on achieving the effectiveness of Jordanian public institutions.

The following secondary hypotheses emerge from this main hypothesis:

- There is no statistically significant impact at the level ($\alpha \leq 0.05$) for the strategic competencies (strategic thinking, strategic planning, strategic relationships and communication, strategic leadership style) on achieving the objectives of Jordanian public institutions.
- There is no statistically significant impact at the level ($\alpha \leq 0.05$) for the strategic competencies (strategic thinking, strategic planning, strategic relationships and communication, strategic leadership style) on achieving the environment adaptability of Jordanian public institutions.
- There is no statistically significant impact at the level ($\alpha \leq 0.05$) for the strategic competencies (strategic thinking, strategic planning, strategic relationships and communication, strategic leadership style) on achieving the beneficiaries' satisfaction of Jordanian public institutions.

2nd Main Hypothesis: There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the strategic competencies available for leaders attributed to the personal variables (gender, age, qualification, job title & years of experience).

Study Limitations

This study will identify the impact of strategic leadership competencies on the effectiveness of Jordanian public institutions, therefore this study has been conducted and interpreted within the following limits:

Temporal Boundaries: The researcher conducted this study during the (2020/2021) academic year.

Spatial Boundaries: The researcher implemented this study at the Jordanian public institutions, which are subject to the civil service system, or enjoy financial and administrative independence regardless of its name or area of activity.

Human Boundaries: The researcher collected Data from managers in the Jordanian public institutions (Head of Division, Department Head and Department Director or Higher).

THEORETICAL FRAMEWORK

Strategic Leadership Competencies

Introduction

The public institutions care about their human resources because they are the active arm and method to achieve its goals and futuristic vision, and in order for public institutions to successfully complete its strategy, it must hold and maintain the leadership and human resources that have a range of appropriate competencies to advance the functional roles assigned to them. Competency or efficiency means the language of capability (Al-Qamous Al-Moheet), it means peer and equal (Lessan Al-Arab), and comes in the meaning of eligibility to do something at the fullest level (Contemporary Dictionary), and the plural of it competences or competencies. Competencies defined procedurally as "the behavioural and personal knowledge, skills, capabilities, and trends that employees must possess and enable them to do and practice their jobs or perform their tasks" (Civil Service Office, 2016).

Strategic Thinking Competency

The traditional thinking methods became invalid due to the rapid changes, and the need showed for new and innovative methods to provide a vision for the future. Hilal considers that strategic thinking represent the essence of strategic management that requires senior management to devote time to think about the future, and defines it as an innovative thinking method about the futuristic vision of expected issues, the prediction of opportunities and threats, and drawing of scenarios to deal with these visions, opportunities, and threats to ensure the survival and growth of organization (Hilal, 2008). Alawamleh & Al-Sayah indicated that thinking is a developmental phenomenon develops with organizations and represented in an internal knowledge that produces behaviors and strategic visions of organizations. Thinking consists of several components, such as cognitive processes, ultra-cognitive directing and controlling processes, and institutional trends, directions, preparations, and factors related to the topic (Alawamleh & Al-Sayah, 2012).

Olwan defines strategic thinking as "thinking in an innovative and creative way that encourages an open and flexible exchange of ideas, offers an appropriate solutions to the expected and unexpected challenges, and considers thinking as an independent method that has several characteristics, such as it reflects a full view of the system, its structure focused on the long-term market or sense of direction, it calls for the intelligent utilization of opportunities or the openness on a new experience, it connects between the memory and present of institution to make decisions and create its future, and it uses hypotheses as an engine for solving problems or developing ideas and creativity (Olwan, Irtaimah & Al-Lozi, 2019:63-65). (Othman, Yusof & Norzailan, 2016) stressed on the need from leaders to have the strategic thinking skills which represented in the creative thinking about options and alternatives, while (Norzailan, Othman & Ishizaki, 2016) adds that strategic leaders should be able to think outside the box therefore they need a different mindset to think creatively, own the capability to monitor environment and capture the knowledgeable and unclear opportunities for others, and to develop the organization's strategy (Norzailan, Yusof & Othman, 2016, 66). Therefore, the importance of competence strategic thinking of organizations' leaders outside of the ordinary range shows

through the development of knowledge, wisdom, and insight (Norzailan, Othman & Ishizaki, 2016).

Strategic thinking considers very important to make organizations competent to achieve its goals, where the urgent shouldn't prevail over not urgent, and that failure to practice thinking means the failure of institution (Hilal, 2008). The study of (Abu Ziad, 2019) found that strategic thinking affects the organizational competency; therefore strategic thinking is a necessity for the effective leadership, and there are several important styles of thinking that leaders must possess its skills and these styles according to (Alawamlah & Al-Sayah, 2012):

- **Critical Thinking:** a scientific approach for dealing with different information and situations, which includes the production and organizing of ideas, and a logical experiment of thinking inputs to reach and evaluate conclusions.
- **Creative Thinking:** is the readiness of organization's mind to produce unexpected ideas and solutions, and develop innovative meanings, and include perceptions and imaginations to create unexpected relationships and creative mentaltrial for the thinking topic.
- **Higher-Order Thinking:** it combines between the critical thinking and creative thinking, and its inference, productive, and meditative thinking.
- **Meta-Cognition or Meta-Thinking:** it's the knowledge of knowledge, and includes the organization's awareness of its cognitive processes, and the evaluation of its thinking competencies to monitor and control its cognitive processes, and learn about what the organization is doing.

Strategic Planning Competency

The success or failure of organizations is attributable to strategic planning and strategic management, which focuses on strategy development and management and implementation methods (Al-Heiti, 2010). For decades, organizations began to analyze the surrounding environment, which known as strategic planning and deals with the organization's current situation by analyzing the internal and external environment, and identifying the objectives that contribute to its performance (Al-Dajni, 2011) to protect itself from the environment risks and provide safety and stability to it (Al-Aqeeli, 2005). Hilal believes that strategic planning is the backbone to ensure organization's growth and continuity, and produces a strategy that combines the internal and external environmental factors for flexible implementation in the future without neglecting the past and present of organization to successfully manage the future (Hilal, 2008). Strategic planning can be defined as a predictive intellectual human process based on learning from the past and present, and knowledge of the environment based on the management and control of resources to achieve the organization's objectives and manage the future.

Olwan, Irtaimah & Al-Lozi distinguish between the strategic planning and strategic thinking based on the analytical processes required by strategic planning, and the insightful intuition and exposed knowledge required by strategic thinking. They consider strategic planning as a systematic path that includes creative and functional elements for decision-making in the organization, which depends on rationality and completed with the strategic thinking and management (Olwan, Irtaimah & Al-Lozi, 2019). Norzailan, Othman & Ishizaki show that leaders must be able to develop strategies, in light of the high environmental uncertainty based on creativity, concentration, and organizational leadership, and high external direction on the long-term, as well as interpretation of signals from the environment and making a decision on the way to respond to it (Norzailan, Othman & Ishizaki, 2016:395). (Othman, Yusof & Norzailan) added that strategic planning process calls to pursue a policy that recognize and manage stakeholders involved in the process, because ignoring them provokes resistance to the strategy or its development (Othman, Yusof & Norzailan, 2016).

Successful organizations have a Consistent Core Ideology but its strategies, objectives, and activities change to align with change movement in the environment (Alawamlah & Al-Sayah, 2012). The strategic planning process also requires from leadership to understand the perceptions and realities of organizations or whatever it can be managed and controlled; from one side and the leadership and creativity in variables or whatever cannot be controlled; on the

other side to achieve the compatibility between strategy, constants, environmental variables, and the organization leadership in a way that reconciles its reality, strategic vision, and ambition.

Strategic Relationships & Communication Competency

Researchers presented many concepts to determine meanings of communication, where (Bakti, 2017) defined communication in organizations as an interchangeable social process that involve sharing of understanding and perception between the two communicating parties and influencing behaviors to achieve the organization's objectives (Bakti, 2017), while (Kelvin-Iloafu) defined communication as a development organizational process that spread all over the organization's aspects, a tool for social interactions, and a method to establish and maintain relationships (Kelvin-Iloafu, 2016). It's possible to define communication and strategic relationships as a science and an art to exchange information and ideas between the internal and external parties of communication process to reach understanding, recognition, determination, and influence on behaviors, and also to organize and sustain the relationships to achieve the organization's strategy.

Namasaka confirmed that communications are a strategic function of leaders and an essential part of the strategic management because strategic communications occur due to goals-setting, success scales and factors, and targeted audience as well as identifying the appropriate communication channel, developing the message, reviewing and evaluating the communication process, and learning from it in the future. Namasaka adds that communications should be used as a proactive rather than a supportive function, and sees that strategic communications is the secret for the success of organizational strategies because it enables them to identify stakeholders who have the power and influence to interact with them successfully (Namasaka, 2018: 1-2). Irtaimah referred to some of the interaction and communication competencies of leaders; inside and outside the organization such as basic communication, negotiation, teamwork, skills for handling others, and customer relationships management (Irtaimah, 2018: 173), while the study of (Al-Atiyat et al., 2020) found that social intelligence has an important impact on the improvement of communications. Kelvin-Iloafu believes that managers should improve their messages and information, as well as their ability to understand whatever others are trying to convey to them, because effective communication strengthens the organizational relationships and reduce strikes and closures (Kelvin-Iloafu, 2016).

Communication performs several functions at the internal and external level, such as information transfer, motivational function, employees understanding of their roles, and staff control, as well as maintaining the organization's direction in the changing environment, contributing to the knowledge of deviations from the goals set, and maintaining relationships with other organizations and various environmental forces, which reduces the resistance (Kelvin-Iloafu, 2016). Therefore, the strategic leader must have the ability to mix and deliver ideas (Norzailan, Othman & Ishizaki, 2016), due to the existence of relationship between strategic leadership and communication (Irtaimah, 2018), where with it will be possible to say that all available competencies in leadership cannot be effective unless the leader has the competence communication and strategic relationships; at the internal and external levels due to the numerous benefits that competency brings to serve the sustainability and excellence of organization.

Strategic Leadership Competency

The concept of strategic leadership is relatively new, where it emerged after the concept of strategic management (Irtaimah, et al, 2019) and leadership is a complex process that influence others and achieve the organization's goals (Jaradat & Mashhour, 2017). Redmond refers to (Hoskisson et al., 2010) definition of leadership as the ability to influence a group to achieve a vision or a set of objectives and the definition of (Hoskisson et al., 2004) for strategic

leadership as the management capability to anticipate, visualize, and maintain the flexibility as well as the enablement of others to strategically innovate and change as necessary (Redmond, 2016: 1&4). The strategic leadership can be defined as an approach based on a set of inherited and acquired personal characteristics as well as the experience and knowledge to influence others and lead the change and creativity processes for the achievement of organization's strategy and vision by balancing between the short and long-term.

Jaradat & Mashhour believe that individuals' behaviors determined according to the personal characteristics of individuals, therefore it's important to understand the personality of individuals to identify their competences and make prediction about their behaviors, where the most important feature of leaders are: control or power and openness to others and the environment, bearing responsibility, characterized by credibility, conscience, and integrity, emotional stability or self-determination, the desire for change and leadership, and acceptance from others (Jaradat & Mashhour, 2017). Organizations need people with leadership abilities, intelligence, and experience to deal with the complex and dynamic environment (Redmond, 2016). Redmond presents several benefits for the strategic leadership that show their importance to organizations (Redmond, 2016):

- Identify the strategic direction and vision.
- Implement and develop the organization's strategy successfully.
- Improve the performance.
- Develop the organizational culture and work ethics.
- Develop and improve the human capital, and preserving it.
- Enhance the competitive advantage.
- The organization's short and long-term stability.

According to Irtaimeh, the strategic leadership is at the top of organizational structure and works to achieve the effectiveness and efficiency of institution and adapt to the external environment. Strategic leadership relies on analysis and planning to face the changes of present and future based on the speed and power of intuition, experience, and skill in decisions making to meet the latest developments such as time. The leadership lean towards flexibility, change, and creativity according to an organizational culture based on respect for ideas.

Organizational Effectiveness

The process of evaluating organizations' performance is an old one and the traditional evaluation has been performed in accordance with financial criteria, and due to different performance areas in institutions according to the nature of its work and objectives, the financial evaluation became insufficient and must use standards and approaches along with the financial measures (Al-Galiby, 2007). Public institutions differ from the private sector and non-profit organizations, which require the adoption of an appropriate standards and approaches to evaluate its performance, and the organization effectiveness considers one of the most appropriate measurements for assessing the performance of public institutions, therefore this part of the study will address the organizational effectiveness concept and some approaches used in its evaluation.

Organizational Effectiveness Concept

The success of any organization depends largely on the knowledge, experience, and skills of its employees (Kareem, 2019) and organizational effectiveness considers an important concept for all institutions (Soall, 2018), but researchers disagreed on defining a comprehensive concept for it and also have a disagreement on the approaches and criteria that should be used to study and evaluate the effectiveness of institutions. Kareem (2019) defined the organizational effectiveness as the organization's ability to achieve its productivity, objectives, stability,

adaptation to the environment, human resource development, and the optimal use of resources. Raynataet defined organizational effectiveness as the organization's ability to improve its resources and achieve its short and long-term objectives, as well as the satisfaction of strategic stakeholders (Raynataet et al., 2020). Al-Hashimi presented several concepts and definitions provided by scientists and researchers for organizational effectiveness, which can be classified as follows:

- Concepts that have focused on the organization's ability to achieve its goals, such as the definition of (Etzioni, Hanan, Narayanan & Nath, and Freeman).
- Concepts that have focused on the organization's ability to maintain an effective internal system to achieve goals, such as the definition of (Bennis, Likert, Argyris & Abu-Qahf).

Al-Hashimi concluded by providing a definition for the organizational effectiveness as making a judgment on the extent of institution's ability to achieve the goals and results, to maintain the internal system, to adapt and optimize the use of available resources in the internal and external environments and to satisfy the ambitions of strategic groups (Al-Hashimi, 2010).

(Aywaj & Ahmaideh, 2017) categorized the concepts of organizational effectiveness as follows:

- The traditional concepts of (Barnard, Etzioni, Price, Donnelly, Hanan & Freeman) which related to the extent of institution's ability to achieve its objectives.
- The systematic concepts of (Rosenzweig & Kast, Mahony & Steers, Seachore & Yuthman) which related to the concept of system and the interaction between its components.
- The contemporary concepts of (Goodman & Pennings; Miles & Alvar) which relates to the organization's ability to deal with the public, achieve stakeholders' objectives, and adapt with the environment and survive.

The organizational effectiveness can be defined as the organization's ability to manage resources, achieve its strategy, and satisfy beneficiaries, and also to continuously adapt to the environment. This definition includes the organizational health of institution, goals approach, beneficiaries or stakeholders' satisfaction approach, and the environment adaptation approach; from strategic standpoint.

Organizational Effectiveness Approaches

The assessment of effectiveness requires identification of appropriate approaches and standards for organizations and its good use (Kareem, 2019) because the difference in determining the organizational effectiveness concept, the difference in organizing institutions' and its activities, the environment it operate, and the available competencies in it have contributed to the disagreement on a specific approach for evaluating this effectiveness. Researchers dealt with several approaches that have been categorized into contemporary approaches and others traditional (Aywaj & Ahmaideh, 2017) where the study of (Khalaf, 2020) addressed four approaches to evaluate the effectiveness, which are: goals' achievement, organization's resources, internal processes, and the stakeholders' approach, while the study of (Kareem, 2019:33) relied on the system resources approach, the goal approach, the stakeholder satisfaction approach, and the competing values approach. The study of (Tahsldari & Shahnaei, 2015) added the internal processes approach to the approaches of (Kareem, 2019) study.

This study will focus on three approaches to evaluate the effectiveness of Jordanian public institutions, which are goals' achievement, environment adaptation, and the beneficiaries or stakeholders' satisfaction approach because these approaches include multiple measurement criteria, which have been referred to in most of the organizational effectiveness concepts and it also suitable for public institutions, as the place for implementing the practical aspect of study.

Goals' Achievement Approach

This approach focuses on the specific organizational objectives or results that organization seeks to achieve in a certain period of time through strategies (Khalaf, 2020), appropriate methods (Aywaj & Ahmaideh, 2017), and the organizational objectives that justify the organization's existence and its legitimacy, as well as a performance and effectiveness evaluation tool. The disadvantages of this approach include that some objectives are difficult to measure due to the multiplicity and inconsistency of objectives (Aywaj & Ahmaideh, 2017), as well as the disagreement between leaders on the objectives, the order of priorities, and the commitment to plans and strategies in light of the continuous change in the leadership of public institutions, which work on organizing sectors and providing services to safeguard the public interest of society.

Environment Adaptation Approach

Organizations operate in a changing environment with multiple, interactive, and influential fields to a varying degrees on each other and in public institutions to formulate the overall social situation of environmental units. The study of (Hassouna & Al-Khafajji, 2015: 869) showed the impact of international business knowledge on the cooperation strategies, especially at the international operating companies level. In order for institutions to survive and achieve its proposed goals, it must be flexible, adaptive, and able to absorb and interact with changes in the environment on the short, medium, and long-term, and it must be able to understand the present and have a futuristic vision, and also to be accepted by society through the cultural and ethical compatibility between its culture and the society culture (Madhwi & Korbali, 2019), and should provide quality services to the beneficiaries of its services easily and achieve the desire benefits of it, as well as its ability to build positive relationships with all organizational units and the active players in society. It's possible to say that public institutions which have these characteristics or achieve an acceptable level of these criteria consider effective; from the standpoint of this approach.

Beneficiaries or Stakeholders' Satisfaction Approach

This approach focuses on the interaction of institution and its ability to achieve the goals and satisfaction of beneficiaries and stakeholders, through a fair and balanced distribution of interests and the satisfaction of needs, desires, and aspirations of beneficiaries at the institution. The beneficiaries or stakeholders for public institutions are society, human resources in the institution, suppliers, creditors, trade unions, service beneficiaries, economic forces, and other players in the environment. This approach has several disadvantages, such as the difficulty to implement it due to the conflict between the objectives of beneficiaries and the change in their interests, and also because it does not take the importance of each beneficiary and their impact on the institution's performance (Sanoussi, 2011), but there is a possibility to adopt this approach along with some other approaches of effectiveness, due to its appropriateness with the nature of work, objectives, and philosophy of public institutions, especially the Jordanian.

PREVIOUS STUDIES

The researcher was able to review several previous studies which related to the independent variable represented in strategic leadership competencies and the dependent variable represented in the organizational effectiveness, and divided it as follows:

Previous Studies related to Strategic Leadership Competencies

Some studies have distinguished between the leadership competencies and strategic leadership competencies (Norzailan, Yusof & Othman, 2016), which focused on three strategic

competencies: strategic thinking, policy management, and change management and demonstrated that built-in learning between knowledge and experience may help leaders to become strategic leaders. Norzailan study added that strategic leaders development programs differ from other leadership programs, and suggests that programs should combine between the educational learning theories and management learning to gain a group of skills required for the strategic leadership. The study of (Irtaimah, 2018) aimed to measure the impact of strategic leadership competencies and thought of leaders' core competencies, and found a mixed impact degree on strategic leadership competencies and thinking of leaders' core competencies, and also found that impact of independent variables on some of the dependent variables was minimal. Olwan, et al., (2019) study addressed the strategic leadership and the strategic competencies of strategic thinking, leadership merits, and functional merits in the theoretical literature related to strategic leadership while the study of (Bakti, 2017) emphasized the importance of leadership, the relationship between communication and leadership, and the successful decision-making.

The study of Kelvin-Iloafu examined the relationship between communication and strategic management and found a significant relationship between the communication and organization's success, while Adamoniene & Petrauskien examined the strategic competencies of local government leaders in Lithuania and found that strategic competencies are important for leaders in the civil service because it significantly affect the strategic management and decision-making. The study of Korzynski aimed to identify the impact of leadership competencies by implementing the limited leadership theory in the leaders' effectiveness through the leadership constraints as an intermediate variable, and revealed that leaders 'competencies are not enough for them to be an effective leaders, and that specific competencies help leaders to overcome some obstacles and increase their effectiveness. Ogreen studied the theoretical literature related to the transition from resources-based view to competencies-based view, and its impact on competitive advantage in light of globalization and environmental changes, and found that it's important to develop competencies to be able to deal with the uncertainty and changes of global environment. The British Columbia Government's Public Service Agency (BC, 2018) conducted a study about the concept of efficiency and competencies that should be available in the public service of Colombia and found several strategic competencies that should be available in the civil service leaderships, which are building strategic alliances, vision and setting goals, creating and managing changes, and solving problems. The study of (Alawamlah & Al-Sayah, 2012) which conducted in Jordanian public organizations showed an impact of thinking patterns on the strategic vision, and also showed a limited thinking and vision level among the study sample, while the study of (Alawamlah, 2013) added that nepotism and nepotism have an impact on the recruitment of civil service jobs, which affect the competencies of recruited individuals at all employment levels.

Previous Studies Related to the Organizational Effectiveness

Some of the studies that have been reviewed addressed by study and investigation the impact of some organizational variables on the effectiveness, considering that effectiveness is a target for all institutions and some others studied the effectiveness in theoretical literature. A study by (Khalaf, 2020) showed that organizational health has an impact of medium degree on the organizational effectiveness, but the studies of (Kreem, 2019; Al-Bataineh, 2016) confirmed the impact of human resources management strategies on performance. Studies of (Jawad & Fottah, 2009; Al-Sayidah, 2014; Al-Mehdawi, 2007) confirmed different impact level of human resources planning on the organizational performance or effectiveness, while the study of (Tahsildari & Shahnaie, 2015) examined the impact of work environment efficiency on improving the organizational effectiveness, and found that training, participation, performance evaluation, and job description all have significant impact on the organizational effectiveness. The study of (Hashimi, 2008) confirmed the role of training on achieving the objectives of

institution effectively, while the study of (Raynata et al., 2020) revealed that growing demand on the health care requires health institutions to increase its effectiveness through knowledge management, organizational culture, and changes in organizational structure as variables that have a clear impact on its effectiveness. Kataria, et al., (2013) study examined the relationship between employee participation and the organizational effectiveness and found a relationship and an impact of employee participation on the organizational effectiveness.

A study of Soall reviewed some theoretical literature related to effectiveness and concluded that concept and philosophy of effectiveness help organizations in the modernization and development processes, solve problems, and lead to the growth and survival of institution, while the study of (Sanoussi, 2011) emphasized the importance of health institutions effectiveness on the services it provide to society, and results showed that beneficiaries satisfaction approach is the most important to measure the effectiveness, and that satisfaction level of beneficiaries in the study society was low. Finally, the study of (Aywaj & Ahmaideh, 2017) examined the effectiveness evaluation approaches and comparison between them, as well as the role of human element in achieving the effectiveness. It also identified a set of characteristics for the active institution; the most important was organization's adaptability and the positive impact on environment. The previous studies showed a difference in the variables covered by those studies, whether the one related to strategic competencies of leadership or the evaluation of effectiveness, and varied between practical and theoretical studies but it directed this study in building its model and theoretical framework, and also contributed to the development of its instrument which makes this study different from its predecessors, in terms of the structure accuracy of variables and effectiveness evaluation approaches; in line with the practical aspect.

STUDY METHODOLOGY

To response to the study's questions, analyze its hypotheses, and reach its objectives, researchers used the analytical quantitative descriptive approach to identify the study variables and explain the relationship between them (multiple strategic competencies for leadership and the organizational effectiveness from the standpoint of three contemporary approaches and the standpoint of managers), where the study aims to reach generalizations that contribute to raising the balance of knowledge and enriching it, as well as an applicable recommendations.

Study Society & Sample

The study conducted a comprehensive survey for several public institutions, where the study society has been selected randomly from the Jordanian public institutions that consists of (8) different institutions operating at the national and regional level and conducted a comprehensive survey of (280) managers who occupied the jobs of (general manager or higher, department manager, head of department, head of division) and distributed the questionnaire on all managers in it, recovered from it (169) questionnaires valid for analysis at (66.66%) from the entire study population. Therefore, the survey of study society is acceptable for analysis according to (Krejcie & Morgan, 1970) as shown in the following table:

Institution Name	Number of Managers	Distributed Questionnaires	Recovered Questionnaires	Questionnaires Valid-for-Analysis-	% of Managers
Ministry of Higher Education	41	41	35	33	80.48
Ministry of Agriculture/Directorate of	17	17	8	7	41.17

Forestry					
Ministry of Agriculture/Directorate of Water Harvest	6	6	5	5	83.33
Ministry of Education/Al-Balqa Governorate Directorate	17	17	15	14	82.35
Ministry of Public Works/Al-Balqa Governorate Directorate	20	20	17	16	80
Ministry of Islamic Affairs & Holy Places/Al-Balqa Directorate	15	15	14	12	85.71
National Center for Training & Trainers Rehabilitation	21	21	14	7	33.33
General Food and Drug Corporation	128	128	73	65	50.78
National Library Department	15	15	13	10	66.66
Total	280	280	194	169	60.35

The characteristics of study sample after analysis are shown in the following table:

Variables	Categories	Number	%
Gender	Male	105	62.1
	Female	64	37.9
Job Title	Head of Division	54	32
	Head of Department	85	50.3
	Department Manager	30	17.8
Qualification	Intermediate Diploma	23	13.6
	Bachelor	103	60.9
	Master	32	18.9
	PhD	11	6.5
Years of experience	5 yrs. or less	11	6.5
	6-10 yrs.	36	21.3
	11-15 yrs.	60	35.5
	more than 15 yrs.	62	36.7
Total		169	100

Table (2) contains the following main data

- The proportion of male from study sample members is (62.1%), and female (37.9%).
- The largest percentage of study sample members goes to the bachelor degree with (60.9%) followed by the master degree with (18.9%), and then the intermediate diploma with (13.6%), while the PhD holder amounted to (6.5%).
- The proportion of sample members who are over 15 years of age (36.7%), the proportion of those members with experience between (11-15 years) is (35.5%), and members between (6-10) years amounted to (21.3%), while members with less than 5 years amounted to (6.5%).

Study Instruments & Variables

The study tool consisted of personal and functional variables, independent variable represented in the strategic competencies of leadership and dependent variable represented in the organizational effectiveness, which measured through (39) items included in the study questionnaire and developed depending on several studies (Alawamlah & Alsayah, 2012;

Namasaka, 2018; Norzailan, Yusof & Othman, 2016; Korzynski, et al., 2020; Al-Sa'aidah, 2014; Khalaf, 2020; Madhwi & Korbali, 2019; Kareem,2019). Items were distributed on variables as shown in the following table:

Main Variables	Secondary Variables	Type	Items		
			Question numbers	Number of Questions	Total
Personal & Functional	Gender	Independent	1		4
	Qualification	Independent	1		
	Job Title	Independent	1		
	Years of Experience	Independent	1		
Strategic Competencies of Leadership	Strategic Thinking	Independent	01-May	5	20
	Strategic planning	Independent	06-Oct	5	
	Strategic Communication & Relationships	Independent	Nov-15	5	
	Strategic Leadership	Independent	16-20	5	
Organizational Effectiveness	Goal Achievement Approach	Dependent	21-25	5	15
	Environment Adaptation Approach	Dependent	26-30	5	
	Beneficiary Satisfaction Approach	Dependent	31-35	5	
Total			39		

The variables were measured using the Fifth Likert Scale shown in the following table:

Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
5	4	3	2	1

Study Instrument Constructive Validity

To verify the validity of study tool, researchers presented it on competent and experienced arbitrators, then made the necessary adjustments and came out with the final version of study questionnaire, and to confirm the structural validity of study tool, researchers calculated the Pearson Correlation Coefficients between each item and the overall degree of its dimension for the independent and dependent study variables to determine the ability of each item in the scale to excel, where items with a Correlation Coefficients of less than (0.25) considered low and should be deleted (Linn & Gronlund, 2012). The Correlation Coefficients were between (0.680-0.864) for the independent variable and between (0.589-0.860) for the dependent variable, which are significant values at level ($\alpha \leq 0.01$) and it consider highly distinct items because its greater than (0.25), and indicate that items of independent and dependent study variables are valid to measure the study dimensions.

Study Tool Reliability

Researchers calculated the Cornbach Alpha coefficients to verify the reliability of study instrument, and to verify the reliability of questionnaire, Cornbach Alpha Coefficient must be greater than (60%) (Sekaran & Bougie, 2016) and it found to be between (0.77-0.91), which are valid values for the study purposes.

Appropriateness of Study Model to the Statistical Methods

To test the multiple regression analysis, it requires that independent variables to be significantly correlated with the dependent variable and in the same time it should not be strongly correlated with each other, where in case its strongly linked to each other, it will this reduce the value of (R) because independent variables share the same variation of dependent variable itself as well as the difficulty in determining the relative importance of each independent variable (Dowdeen, 2018). Researchers conducted the Multi collinearity test to confirm this correlation between independent variables and dependent variables, and the following table indicates that Tolerance of independent variables was less than 1 and greater than 0.10, while the VIF are less than 5 and indicate nonexistence of high correlation between independent variables (Hair et al., 2018).

Independent Variables	Tolerance	VIF
Strategic Thinking Competency	0.593	1.685
Strategic Planning Competency	0.376	2.662
Strategic Communication & Relationships Competency	0.433	2.309
Strategic Leadership Competency	0.507	1.974

In order to additionally verify the previous result, researchers found the Pearson Correlation Coefficients between the dimensions of independent variable to ensure the nonexistence of strong multiline linear correlation (Multi collinearity) phenomenon between the independent variables, where the highest Pearson Correlation Coefficients between strategic planning and strategic communication and relationship variables amounted to (0.730), which indicates the nonexistence of high Multi collinearity phenomenon between the independent variables because it's less than (80%) and also indicates that study sample is free of the high Multicollinearity problem (Gujarati, 2017).

Used Statistical Methods and Scales

To answer the study's questions and test its hypotheses, researchers used the statistical methods of SPSS software as shown in the following table 6:

Descriptive statistics:			
Repetitions and Percentages: to measure distributions of sample members' characteristics			
Arithmetic Means: to measure mean of sample members' responses on items of study questionnaire. Degree identified by the following formula:			
Length of time	Higher Limit–Lower Limits	5-1	1.33
	Number of levels	3	
The number of levels will be as follows:			
Level		Period	
Low		1-233	
Medium		2.34-3.67	
High		3.68-5.00	
Standard deviation: to measure the dispersion of sample members' answers from its arithmetic means			

Inference statistics:
Person Correlation Test: to test the correlation coefficients of independent variables and the structure validity to show the correlation degree level of each item with the overall degree of its dimension, and to determine the ability of each item in the scaletto excel.
Multiple linear regression analysis to test the impact of independent variables on the dependent variable
Independent Sample T-test
One Way ANOVA test
VIF test to examine the non-interference of independent variables and the study model structure strength test
Cornbach Alpha Coefficient Internal Consistency to test the reliability of study instrument

DATA STATISTICAL ANALYSIS & HYPOTHESIS TESTING

Identify the Importance of Study Variables, from the Standpoint of Respondents

“The level of strategic competencies (strategic thinking, strategic planning, strategic relationships and communication, strategic leadership style) among leaders of Jordanian public institutions, from the standpoint of managers”

The table below shows that the two dimensions of strategic leadership competencies represented in the strategic planning & strategic communication and relationships have received two arithmetic means at high degrees of (3.72, 3.80), respectively while the two dimensions of strategic leadership competencies represented in the strategic thinking & strategic leadership have received two arithmetic means at medium degrees of (3.67, 3.56) respectively. The overall dimension of strategic leadership competency reached a high degree of (3.69), which indicate a high level of strategic competencies (strategic thinking, strategic planning, strategic communication and relationships, strategic leadership) among leaders of Jordanian public institutions, from the standpoint of managers which attributed to the job level of study sample that falls within different leadership and management categories of the researched institutions, where the possession of multiple strategic competencies consider a necessity for the performance of their work.

Competency	Number	Mean	STDEV	%	Degree
Strategic Thinking Competency	169	3.67	0.725	73.4	Medium
Strategic Planning Competency	169	3.72	0.692	74.5	High
Strategic Communication & Relationships Competency	169	3.8	0.635	76	High
Strategic Leadership Competency	169	3.56	0.846	71.1	Medium
Overall Strategic Leadership Competencies	169	3.69	0.609	73.7	High

“The effectiveness level of Jordanian public institutions (goals achievement approach, environment adaptability approach, and beneficiaries satisfaction approach), from the standpoint of managers”

The table below shows that all dimensions of organizational effectiveness represented in the goal achievement approach, environment adaptation approach, and beneficiary satisfaction approach have received arithmetic means at high degrees of (3.85, 3.75, 3.98), respectively while the overall dimension of organizational effectiveness reached a high degree of (3.86), which indicate a high level of effectiveness at the Jordanian public institutions by demonstrating its ability to achieve its various organizational objectives, fast respond and adaptation to

changes in the environment, providing quality services that satisfy the beneficiaries) from the standpoint of managers.

Approaches	Number	Mean	STDEV	%	Degree
Goal Achievement	169	3.85	0.663	77	High
Environment Adaptation	169	3.75	0.641	75.1	High
Beneficiary Satisfaction	169	3.98	0.615	79.5	High
Organizational Effectiveness	169	3.86	0.567	77.2	High

Study Hypotheses Testing

Testing First Major Hypothesis: "There is no statistically significant impact at the level ($\alpha \leq 0.05$) for the strategic competencies (strategic thinking, strategic planning, strategic relationships and communication, strategic leadership style) on achieving the effectiveness of Jordanian public institutions".

Table (9) shows that strategic competencies have a significant impact on the organizational effectiveness at a significant F-value of (57,364), which is significant at level (0.05) and indicates the significance of study model. The R^2 value of (0.583) also indicates that strategic competencies with its dimensions explained (58.3%) from the variation in organizational effectiveness, and through the correlation coefficient R of (0.764), researchers noticed a strong ejection relationship between the strategic competencies and organizational effectiveness. Results show that "strategic planning competency" has the greatest impact on organizational effectiveness with a B-value of (0.327) and a t-value of (4.865) which is statistically significant at a level below (0.05), and came in the second rank the "strategic of communication and relationships competency" dimension with a B-value of (0.203) and a t-value of (2.965) which is statistically significant at a level below (0.05), and then came the dimension of "strategic leadership competency" with a B-value of (0.111) and a t-value of (2.333) which is statistically significant at a level below (0.05).

Therefore, the nihilistic hypothesis is rejected and will accept the alternative hypothesis, which states: "There is a statistically significant impact at level ($\alpha \leq 0.05$) for strategic competencies (strategic thinking, strategic planning, strategic communication and relationships, strategic leadership) on achieving the organizational effectiveness at the Jordanian public institutions, and this result are consistent with the study results of (Meraku, 2017).

Dependent Variables	Independent Variables	B-value	T-value	Sig.
Organizational Effectiveness	Strategic Thinking Competency	0.065	1.266	0.207
	Strategic Planning Competency	0.327	4.865	0.000*
	Strategic Communication & Relationships Competency	0.203	2.965	0.003*
	Strategic Leadership Competency	0.111	2.333	0.021*
	R		0.764	
	R Square		0.583	
	F		57.364	
	Sig. F		0.000*	

* Significant level ($\alpha \leq 0.05$)

Testing Secondary Hypotheses: Table (10) indicates that strategic competencies have a significant impact on organizational effectiveness in its dimension (goal achievement), its dimension (environment adaptation), and its dimension (beneficiaries satisfaction), and shows through the F values of (50.031, 43.141, 20.422), respectively, which are significant at level

(0.05). R^2 values also indicate that strategic competencies in its dimensions explained (55.0%) from the variation in goal achievement, (51.3%) from the variation in environment adaptation, and (33.2%) from the variation in beneficiaries satisfaction, and through R correlation coefficient values we notice a strong relationship between the strategic competencies and each of goal achievement, environment adaptation, and beneficiaries satisfaction. The coefficients of these hypotheses show that dimension of "strategic planning competency" had the greatest impact on goal achievement, with a B-value of (0.368) and a T-value of (4,498) which is statistically significance at a level below (0.05), the dimension of "strategic planning competency", had the greatest impact on environment adaptation, with a B-value of (0.335) and a T-value of (4.073) which is statistically significance at a level below (0.05), and the dimension of "strategic planning competency" had the greatest impact on beneficiaries satisfaction with a B-value of (0.278) and a T-value of (3.011) which is statistically significant at a level below (0.05).

Based on the above, researchers conclude the following:

There is a statistically significant impact at the level ($\alpha \leq 0.05$) for the strategic competencies (strategic thinking, strategic planning, strategic relationships and communication, strategic leadership style) on goal achievement at the Jordanian public institutions”, and this is consistent with the study results of (Machuki & Jaleha, 2018).

There is a statistically significant impact at the level ($\alpha \leq 0.05$) for the strategic competencies (strategic thinking, strategic planning, strategic relationships and communication, strategic leadership style) on environment adaptation at the Jordanian public institutions”, and this is consistent with the study results of (Alzahrani, 2018).

There is a statistically significant impact at the level ($\alpha \leq 0.05$) for the strategic competencies (strategic thinking, strategic planning, strategic relationships and communication, strategic leadership style) on beneficiaries satisfaction at the Jordanian public institutions”, and this is consistent with the study results of (Suriyankietkaew, 2016).

Dependent Variable	Independent Variables	B	T	Sig.
Goal Achievement	Strategic Thinking Competency	0.161	2.592	0.010*
	Strategic Planning Competency	0.368	4.498	0.000*
	Strategic Communication & Relationships Competency	0.148	1.777	0.077
	Strategic Leadership Competency	0.127	2.192	0.030*
	R	0.741		
	R Square	0.55		
	F	50.031		
	Sig. F	0.000*		
Environment Adaptation	Strategic Thinking Competency	0.043	0.683	0.496
	Strategic Planning Competency	0.335	4.073	0.000*
	Strategic Communication & Relationships Competency	0.215	2.574	0.011*
	Strategic Leadership Competency	0.148	2.542	0.012*
	R	0.716		
	R Square	0.513		
	F	43.141		
	Sig. F	0.000*		
Beneficiaries	Strategic Thinking Competency	-0.01	-	0.889

Satisfaction			0.139	
	Strategic Planning Competency	0.278	3.011	0.003*
	Strategic Communication & Relationships Competency	0.245	2.608	0.010*
	Strategic Leadership Competency	0.058	0.888	0.376
	R	0.577		
	R Square	0.332		
	F	20.422		
	Sig. F	0.000*		
* Significant level ($\alpha \leq 0.05$)				

Testing Second Major Hypothesis: There are no statistically significant differences at the level ($\alpha \leq 0.05$) in the strategic competencies available for leaders attributed to the personal variables (gender, age, qualification, job title & years of experience).

Based on Gender Variable

Table (11) shows that all T-values were not statistically significant at the level ($\alpha \leq 0.05$), which leads to accept the hypothesis that states: “there are no statistically significant differences at the level ($\alpha \leq 0.05$) in the strategic competencies available to leaders, due to the gender variable.

Strategic Leadership Competencies	Gender	Number	Mean	STDEV	T-value	DF	Sig.
Strategic Thinking	Male	105	3.73	0.728	1.49	167	0.138
	Female	64	3.56	0.714			
Strategic Planning	Male	105	3.76	0.739	0.887	167	0.376
	Female	64	3.66	0.61			
Strategic Communication & Relationships	Male	105	3.83	0.623	0.817	167	0.415
	Female	64	3.75	0.655			
Strategic Leadership	Male	105	3.62	0.856	1.338	167	0.183
	Female	64	3.44	0.825			
Overall Strategic Leadership Competencies	Male	105	3.74	0.636	1.375	167	0.171
	Female	64	3.6	0.557			

Based on Qualification Variable

Results of table (12) shows that all T-values were not statistically significant at the level ($\alpha \leq 0.05$), which leads to accept the hypothesis that states: “there are no statistically significant differences at the level ($\alpha \leq 0.05$) in the strategic competencies available to leaders, due to the qualification variable.

Strategic Leadership Competencies	Categories	Number	Mean	STDEV	T-value	Sig.	DF
Strategic Thinking	Intermediate Diploma	23	3.59	0.622	1.765	0.156	3
	Bachelor	103	3.6	0.754			

	Master	32	3.83	0.694			
	PhD	11	4.02	0.654			
	Total	169	3.67	0.725			
Strategic Planning	Intermediate Diploma	23	3.77	0.778	1.026	0.383	3
	Bachelor	103	3.66	0.678			
	Master	32	3.9	0.556			
	PhD	11	3.73	0.96			
	Total	169	3.72	0.692			
Strategic Communication & Relationships	Intermediate Diploma	23	3.75	0.699	0.423	0.736	3
	Bachelor	103	3.77	0.606			
	Master	32	3.88	0.63			
	PhD	11	3.93	0.821			
	Total	169	3.8	0.635			
Strategic Leadership	Intermediate Diploma	23	3.36	1.009	2.068	0.107	3
	Bachelor	103	3.49	0.812			
	Master	32	3.83	0.715			
	PhD	11	3.78	1.025			
	Total	169	3.56	0.846			
Overall Strategic Leadership Competencies	Intermediate Diploma	23	3.62	0.695	1.581	0.196	3
	Bachelor	103	3.63	0.598			
	Master	32	3.86	0.492			
	PhD	11	3.86	0.77			
	Total	169	3.69	0.609			

Based on Job Title Variable

Results of table (13) show that T-values were not statistically significant at the level ($\alpha \leq 0.05$) for the competencies (strategic planning, strategic communication and relationships), and it was statistically significant at the level ($\alpha \leq 0.05$) for the competencies (strategic thinking, strategic leadership) and the competencies as a whole, which leads to accept the hypothesis that states: “there are no statistically significant differences at the level ($\alpha \leq 0.05$) in the strategic planning and strategic communication and relationships competencies available to leaders, due to the job title variable. Results also show statistically significant differences at the level ($\alpha \leq 0.05$) in the strategic thinking and strategic leadership competencies, and the competencies as a whole available to leaders due to the job title variable. Through Scheffe test for post comparisons, study shows that differences were between departments’ managers from one hand and the heads of divisions and units on the other hand, and in favour of departments’ managers, which attributed to the attention of institutional managers that focus on the changes in external environment; the external tendency and to a lower degree on the internal factors while the attention of departments and divisions heads focus on the completion of internal work; internal tendency and to a lower degree on the external factors.

Table 13 ONE-WAY ANALYSIS OF VARIANCE (ANOVA) TEST FOR THE EFFECT OF JOB TITLE VARIABLE							
Strategic Leadership Competencies	Categories	Number	Mean	STDEV	T-value	Sig.	DF
Strategic Thinking	Head of Division	54	3.59	0.724	3.783	0.025*	2

	Head of Department	85	3.6	0.728			
	Department Manager	30	3.99	0.649			
	Total	169	3.67	0.725			
Strategic Planning	Head of Division	54	3.71	0.677	2.74	0.067	2
	Head of Department	85	3.64	0.749			
	Department Manager	30	3.98	0.474			
	Total	169	3.72	0.692			
Strategic Communication & Relationships	Head of Division	54	3.67	0.683	3.001	0.052	2
	Head of Department	85	3.81	0.593			
	Department Manager	30	4.02	0.618			
	Total	169	3.8	0.635			
Strategic Leadership	Head of Division	54	3.37	0.902	8.176	0.000*	2
	Head of Department	85	3.49	0.817			
	Department Manager	30	4.09	0.598			
	Total	169	3.56	0.846			
Overall Strategic Leadership Competencies	Head of Division	54	3.58	0.622	5.892	0.003*	2
	Head of Department	85	3.63	0.614			
	Department Manager	30	4.02	0.453			
	Total	169	3.69	0.609			

* Significant level ($\alpha \leq 0.05$)

Based on Years of Experience Variable

Results of Table (14) show that T-values were not statistically significant at the level ($\alpha \leq 0.05$) for the competencies (strategic thinking, strategic leadership), and it was statistically significant at the level ($\alpha \leq 0.05$) for the competencies (strategic planning, strategic communication and relationships) and the competencies as a whole, which leads to accept the hypothesis that states: “there are no statistically significant differences at the level ($\alpha \leq 0.05$) in the strategic thinking and strategic leadership competencies available to leaders, due to the years of experience variable.

Results also show statistically significant differences at the level ($\alpha \leq 0.05$) in the strategic planning and strategic communication and relationships competencies, and the competencies as a whole available to leaders due to the years of experience variable. Through Scheffe test for post comparisons, study shows that differences were between those with over 15 years of experience and those with experience between (11-15) years, and in favour of those with 15 years of experience which attributed to the fact that managers with long experience tend to avoid risks through the strategic planning and extend and employ an overlapping strategic network of external and internal relationships and communication to achieve objectives of their institutions.

Strategic Leadership Competencies	Categories	Number	Mean	STDEV	T-value	Sig.	DF
Strategic Thinking	5 yrs. or less	11	3.64	0.747	1.899	0.132	3
	6-10 yrs.	36	3.77	0.592			
	11-15 yrs.	60	3.5	0.817			
	more than 15 yrs.	62	3.78	0.68			

	Total	169	3.67	0.725			
Strategic Planning	5 yrs. or less	11	3.93	0.476	4.446	.005*	3
	6-10 yrs.	36	3.84	0.718			
	11-15 yrs.	60	3.47	0.783			
	more than 15 yrs.	62	3.86	0.544			
	Total	169	3.72	0.692			
Strategic Communication & Relationships	5 yrs. or less	11	3.55	0.614	5.835	.001*	3
	6-10 yrs.	36	3.94	0.693			
	11-15 yrs.	60	3.58	0.66			
	more than 15 yrs.	62	3.98	0.496			
	Total	169	3.8	0.635			
Strategic Leadership	5 yrs. or less	11	3.6	1.066	1.624	0.186	3
	6-10 yrs.	36	3.5	0.915			
	11-15 yrs.	60	3.4	0.824			
	more than 15 yrs.	62	3.73	0.769			
	Total	169	3.56	0.846			
Overall Strategic Leadership Competencies	5 yrs. or less	11	3.68	0.639	3.851	.011*	3
	6-10 yrs.	36	3.76	0.603			
	11-15 yrs.	60	3.49	0.642			
	more than 15 yrs.	62	3.84	0.529			
	Total	169	3.69	0.609			
* Significant level ($\alpha \leq 0.05$)							

RESULTS & RECOMMENDATIONS

Results

The implementation of study model led to the following results:

- There is a large degree of variation in the effectiveness of organization due to the difference and intensity of strategic leadership competencies; therefore there is a wide range of development and change that can be made in the effectiveness of organization by investing in the thinking and knowledge of organization's strategic leadership.
- The study showed that strategic leadership competencies consider an important determinant of organizational effectiveness, where the value of R^2 indicated that (58.3%) from the difference in organizational effectiveness is attributable to the strategic competencies of its leadership, and its supported by the calculated f-value of study model (57.364) and by comparing it with the tabulated f-value, the significant of study model will be lower than the level ($\alpha \leq 0.05$). The study also showed that impacted degrees of strategic leadership competencies' variables on the organizational effectiveness were respectively: adopt the strategic planning, build a network of strategic communications and relationships, use the strategic leadership style, and promote the strategic thinking.
- The individual characteristics of study sample represented in gender, qualification, job title, and years of experience did not show statistical significant differences in the strategic leadership competencies in general, due to the homogeneity of study sample as managers and leaders of those institutions.
- The job title variable showed significant differences in the strategic thinking and strategic leadership between department managers, senior positions, and division and department heads. Years of experience variable also showed significant differences in the strategic planning and communication systems and relationships between long-experienced managers with over 15 years and the managers with less experience between (11-15) years.
- There is a positive tendency among respondents toward the study variables, where it shows (75.2%) agreement on these variables which indicate the interest of respondents in the areas and dimensions of

study. It shows a relatively high degree of strategic leadership competencies represented in its arithmetic mean of (3.69), where the strongest strategic competencies reached (76%) in employing a network of strategic communications and relationships while the weakest got (71%) in providing the strategic leadership of organization. It also shows a relatively strong degree of organizational effectiveness with an arithmetic mean of (3.86), where the best signs of effectiveness reflected in the ability to satisfy beneficiaries with (79.5%) while the lowest signs of effectiveness showed in the response and adaptation to environmental changes with (75.1%).

RECOMMENDATIONS

Based on the study results that express the views of managers to evaluate its variables and examine and interpret the relationship between independent variables and dependent variables, the study made the following recommendations:

- The Jordanian public institutions on the Jordanian state level should reconsider the way it used to select leaders, from the standpoint of strategic management and design development programs for the leadership competencies, especially the necessary strategic leadership competencies by focusing on raising the level of strategic competencies to the modest level of studied competencies among the current leaders, because its level was at its best in the lowest degree of the highest level by providing leaders with the skills, knowledge, and behaviors necessary to provide them with the competencies at the appropriate methods.
- Work to increase and enhance the effectiveness of public institutions, from the standpoint of different approaches by relying on the strategic leadership competencies, which formulate a large proportion of determinants for the effectiveness of Jordanian public institutions.
- The importance of studying competencies that needs to be available in the strategic leadership, from researchers, and the effectiveness levels of Jordanian institutions from the standpoint of other approaches or from the standpoint of beneficiaries or employees due to the possibility of getting results that differ from results of this study, or to make useful recommendations for concerned people.

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