COMBINED LEADERSHIP DEVELOPMENT PRACTICES: IMPROVING ORGANIZATIONAL PERFORMANCE THROUGH ORGANIZATIONAL COMMITMENT

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ABSTRACT

The main purpose of the study was to investigate the impact of combined six common leadership development practices (LDPs) on organizational performance through organizational commitment and propose best practices among them. Data collected from the managers of the banking sector through questionnaires which completed by 480 employees. Data were analyzed by different analysis including SEM using Smart PLS. The blend of LDPs positively influence the organizational performance. Action learning and mentoring are the best chosen practices among all six common leadership development practices. Coaching and 360 degree feedback are also effective practices after the two best practices. The practices which have a scope for improvements were Social Networks and Job Assignment. It will help the bank branch manager having leadership development responsibilities to carry out the tasks according to the best practices suggested by the study to effectively develop employees as leaders. The research has encouraged the effective and combined implementation of LDPs for improving the organizational performance in the banking sector.

Keywords: Leadership development practices; Organizational Performance; Organizational Commitment; Coaching, Mentoring; Action Learning, Job Assignment; 360 degree feedback; Social Networks

Introduction

Leadership development is having a strategic importance for current modern organizations (Subramony et al., 2018). Business organizations are facing an issue of slow progress and major shift in demographics from the decades because many boomers who have leadership edge has reached to their retirement age (Bérard, 2013). This issue has been faced globally in organization. The shortage of leaders have become a global issue and compelling organization to invest in leadership development in organizations (Aldulaimi, 2018). These two factors of slow progress in organizational performance and shortage of leaders is creating a need to develop high potential leaders in organization (Bérard, 2013). Now, leadership development will become the priority of organizations (Subramony et al., 2018). Hence, it is not astonishing that organizations are spending considerable resources and money on leadership development (Elkington et al., 2017).

The literature of leadership development concludes that leadership is a strategic step for companies and suggests that in order to survive in this dynamic and competitive environment, organizations should take leadership in all the levels and hierarchy of organizations (Flanigan et al., 2017). The internal and external environment boosts the need of development leadership in organization. The success of the leadership development programs depends on the effort, support, participation, involvement, actively being part of the process by the managers, CEO etc. The recent forecasts found that companies are spending and will spend a large amount of money on leadership development (O'Leonard & Loew, 2012). In Europe, 35 percent of the organization and 52 percent in the Asian countries have increased leadership development budget (Global Leadership Forecast, 2018). . Important insights has been discovered regarding the relationship between leadership and organizational performance and it's still in process (Flanigan et al., 2017).

Leadership development may use different leadership practices to develop different leadership skills, expertise and competencies such as mentoring, coaching, action based learning, 360-degree feedback, job assignments, and social networks etc. (Loyal, 2017). Previous literature focused on measuring the leadership development practices in terms of leaders. Research studies have measured the impact of different leadership development practices on organizational level outcomes individually. There is unexplored area that the how the bundled leadership

development practices exercised by leaders are influencing the employees and their commitment in organizations (Subramony et al., 2018). These practices should be bundled up because organizations rarely use the practice in organization in isolation (Subramony et al., 2018). Organizations use different leadership development practices (LDPs) at the same time. The leadership development as bundles can have more impact of managerial intent than the practices in isolation. This logic is leading our study on the analysis which is organizational.

Leadership should be taken in all the levels of organizations in order to survive in this competitive environment according to Global Human Capital Trend. It's an important critical issue for the organization. Recent studies checked the effectiveness of leaders in organization but pay less attention to see their impact on employees. The managerial staff use their leadership styles and development practices in organizations and it must have impact on employees (Asrar-ul-Haq & Kuchinke, 2016). The inducement of LDPs creates a link with organizational commitment because they affects employee's organizational commitment. The organization's performance also depends on the commitment of their employees towards the organization (Rachagan, S. et al, 2014). Majority of theories have been made in USA, application of leadership development and practices to other national and regional contexts. Leadership development and competencies vary across different countries and cultures. This created a gap to study those leadership development in Pakistani context and their impact on Organizational performance (Alagaraja, Cumberland, & Herd, 2017).

The Human resource managers and leadership development professionals influence their role in organization and promotes leadership development. Senior managers and professionals set the leadership development policies and day to day tasks, allocate resources and they communicate the idea of importance of leadership development by being an example (Hambrick and Mason, 1984). Senior managers are very important for the leadership development because of their crucial role in organization (Viitala, Kultalahti, & Kangas, 2017).Researchers suggested that the success of a leader is, developing other leaders. If leader possess every quality but he or she does not pay attention or make other leaders, he or she is not helping organization in a productive way and it won't make the organization sustainable. Providing focus to goals to employees and setting the direction, transferring their knowledge, skills and abilities to followers can be the reasons of developing the leaders in followers (Dalakoura, 2010). Pinnington (2011)

used the Days (2001) LDPs that are 360 degree appraisal, coaching, mentoring, networks, job assignment and action learning in academic sector. For this study, Pinnington six LDPs will be considered and will be tested on the banking sector because they are highly related with work based learning and they have no such external consultant involvement present. These practices are used separately in many studies (CIA, 2016).

There are many LDPs and tools are identified and tested in different research papers. But we need to explain the relationship of these practices with employee's organizational commitment and organizational performance. LDPs have not been investigated combined by the researchers. Organization use different organizational development practices at the same time. These practices should be bundled up because organizations rarely use the practice in organization in isolation (Subramony et al., 2018).The recent years were focusing on the leaders and their practices. This creates a gap to study those practices used by managerial staff that what kind of impact those practices have on middle and lower level managers (Asrar-ul-Haq & Kuchinke, 2016). Majority of theories have been made in USA, application of leadership development and practices to other national and regional contexts. Leadership development and competencies vary across different countries and cultures. This creates a gap to study those leadership development in Pakistani context and their impact on Organizational performance (Alagaraja et al., 2017). The practices are used in isolation to check different impacts on organizational outcomes in different research studies.

Berard (2013) discussed the leadership development process, is an area that requires research, a better understanding, and real life examples of what to do and what to not. The cited research on LDPs has been carried out in developed countries. But there is no such research on these practices in the developing countries (Yaqoob & Qaiser, 2009). So, there is a need to study those LDPs in the under developed and developing countries. The supreme question of each bank is how to enhance the performance of bank presently, nevertheless it can never be possible without increasing the performance of worker (Abdulrahman, 2018).For the banking industry, an immense amount of changes that affects the performance has been actualized that includes different training and developments programs (Padmasiri, 2018). There is no such instrument still recognized to confirm how to increase bank's performance (Abdulrahman, 2018). Conclusively, it's important to recognize and explain how different LDPs are influencing banking performance. This study aimed to cater these research gaps in the literature of

management. The objective of the study is to explain the best practice among all the LDPs and to examine the combined effect of LDPs on organizational performance and to investigate the impact of LDPs on organizational performance through organizational commitment.

Conceptualization of Leadership Development

Leadership development is a more integrated and collective approach that embraces interaction between leader and followers (Turner, 2019). Leadership development is the practice of leadership framework which is broader and collective (Dalakoura, 2010). It includes every individual of an organization in the social continuous process, there is more emphasizes on the development of individuals relations and it will be a value addition process to the organization. Leadership development has strategic importance in organizations and it enforces on improvement. Leadership development encourages and supports the organization in which different leadership processes boosts up and become apparent from different situations (Elkington et al., 2017). Developing individual's skills, knowledge, competencies and focuses on reinforcement on personal and potential growth through the use of different coaching, mentoring, challenging tasks and certain action based approach. Leadership development will be a critical success factor for the organization because it enables the employees to reach their full potential; when there is an alignment between organizational goals and performance with leadership development goals (Turner, 2019). Leadership development is an area of research, understanding and practices of do and don't in organization (Elkington et al., 2017).

Leadership development has become vital strategy step for organization in current dynamic environment. The current trends have increased the need to invest in leadership development in organization to develop leaders. Executives are actively focusing on developing organizational leaders as a part of the business strategy. Those organizations which are focusing on formalized process to leadership development are more prepared to meet the challenges in dynamic environment (Leskiw & Singh, 2007).

Leadership Development Practices

LDPs make leaders effective in leadership roles in organization by making them capable through skills and competences (Younger, Smallwood and Ulrich 2004; Groves 2007). LDPs are

being collectively used in organizations. They have been implemented concurrently. LDPs in a bundled form may have a synergistic effect on organization. They may have a stronger effects on the targeted skills of employees rather than being used individually (Subramony et. al, 2015). LDPs may include coaching, 360-degree feedback, job assignments, mentoring, action learning, social networks and many other formal training and development programmes (Garavan, Hogan and Cahir-O'Donnell 2009). When these practices are coordinated in an organization, these practices enhances the leadership capabilities and make effective leaders (Benson, 2006). The organizations use single leadership development practice in an organization rather than collectively, the practice does not help the organization to gain advantage on the investment on that practice (Amagoh 2009).

LDPs are performance oriented practices in organization. Organizations are investing in LDPs to gain positive employee behaviors in order to increase organizational performance (Chami-Malaeb & Garavan, 2013).

Utilizing the some principal elements of resource based view (RBT; Barney, 1991; Barney, Ketchen, & Wright, 2011), proposing that organization's employees are strategic resources that are accumulated and developed through leaders in organization. Investments in developing leaders in organization through LDPs will enhance their capabilities, skills and commitment towards organization which will eventually increase the organizational performance.

Leadership Development Practices and Organizational Performance

Leaders motivates employees to achieve the organizational goals. Asamoah (2017) discussed the leadership practice influence workforce to achieve organizational targets. Hence, it influences the organizational performance through motivating the employees to work harder. The LDPs as a bundle used in organizations impact organizational performance through social and human capital (Subramony et al., 2018).

H$_1$: The impact of LDPs on organizational performance

The process of collecting and evaluating the behavioral feedback taken from the employees of organization in order to enhance self- awareness, development of individual and

effective decision making is called 360 degree feedback (Church et al., 2018). 360 degree feedback is an evaluation process in which peers, workers, colleagues, and customers provide feedback. The results are shared with the managers or supervisors after the process of evaluation is completed (Mohapatra, 2015). 360 degree feedback provides the manager consistent way to know about the employees in organization (Pollitt, 2004). Due to this consistent feedback, manager can get to know how to effectively develop the leaders in employees. For the leadership development, 360 degree feedback must be a part of the development process. 360 degree feedback is an approach used by organization to constantly improve the organizational performance (Pollitt, 2004). 360-degree feedback has been considered as a process which helps in the growth and development of employees and it helps to increase the organizational performance (Mohapatra, 2015).

H$_{1a:}$ The impact of 360 degree feedback on organizational performance

The mentoring is when the mentors helps the employees to understand, identify and improve their strengths and weakness by having a clear connections and communication with the mentees (Joo, et. al, 2018). The mentoring is a relationship i.e. formal between the senior and line managers that is directed towards the advancement of the line managers. It is approach that is useful for the line managers that provide support in performing the banking practice and it helps in professional leadership development (Weng et al., 2010). Allen et al., (2015) study demonstrated mentoring relates to performance of organization. The resource based view of the firm offered the support to this relationship. The theory suggested the unequal distribution of resources in firm. The firm who possess resources that are valuable, rare, inimitable, and non-substitutable has competitive advantage over the other firms. The assets (i.e. human) have more focused than physical assets because it is difficult to imitate the human assets than physical. To have sustainable competitive advantage, the human capital is the important asset. Over and above that, with mentoring which is a tool that enhances the employee's knowledge, develops the skills and abilities to perform their jobs can be an effective way to achieve the goals of organizations. (Allen, Smith, Mael, Gavan O'Shea, & Eby, 2009). Therefore, mentoring results positively to achieve enhanced organizational level goals (i.e. increased organizational performance) and the individual level outcomes.

H$_{1b:}$ The impact of mentoring on organizational performance

Coaching is a development practice and strategy that enhances the positive relationships of manager and employees (Woo, 2017). Coaching has been emerged in leadership development it describes that the dose of the coaching is required in the organization to be effective (Goff, Edward Guthrie, Goldring, & Bickman, 2014). The organization in the last years used to provide employees performance appraisal but appraisals were based on the past performance. Coaching is the strategy to make the employees progressive and developed as leader and in order to make them committed towards their work and hence, to increase the organizational performance (Frankel & Otazo, 1992). Study conducted on 498 Spanish firms, concluded that coaching in an organization has a significant impact organizational performance and their indicators and employee performance as well (Utrilla, Grande, & Lorenzo, 2015). Organizations are widely using the coaching for the leadership development in organization (Goff et al., 2014). Coaching develops the employee in terms of leadership and growth. The purpose of coaching is to improve the competencies of employees and it leads the employees to perform better in organization and hence, it leads to the improvement in organizational overall performance (Woo, 2017).

$H_{1c:}$ The impact of coaching on organizational performance

A set of nodes and ties in organization is called social network (Choi, 2016). The social network incorporates positive and negative ties to a leader with their follower's (Venkataramani, Labianca, & Grosser, 2013). Social network is a core concept of leadership (Burt, 2000). The social network focuses on the analyzing the interpersonal relationships in organization is getting attention day by day. The social network classified as advice networks and adversarial networks. Advice networks are the positive relations and adversarial networks are the negative behavior including the sabotage, threats, rejection etc. (Choi, 2016). These two types of networks in organization definitely affects the outcomes i.e. individual and organizational. Hence, increase in advice network and reduction in adversarial relations are desirable because it will positively affect the employees and furthermore the organizational performance. The social networks have a positive and significant impact on performance (Cai, Du, Zhao, & Du, 2014).

$H_{1d:}$ The influence of networks on organizational performance

Challenging Job Assignment has been conceptualized as level of stimulation and difficulty in tasks during job (De Pater, Van Vianen, Fischer, & Van Ginkel, 2009). Job

assignment includes challenging tasks and it involves developing the change. When employee performs well and it increases their commitment and the organizational performance (De Pater, Van Vianen, Bechtoldt, & KLEHE, 2009). Subramony et al. (2018) studied different leadership practices and their impact on organizational performance. Job assignment considered as integration leadership practice and study concluded that there is a positive association between leadership development practice and organizational performance.

H$_{1e:}$ The influence of job assignment on organizational performance.

Action learning is continuous learning in an ongoing process which is facilitated by peers with the intentions of expecting and getting all the work done (Stocks, Trevitt, & Hughes, 2018). Action learning is a practice used in organizations to turn the problems into opportunities and to extract, discover and observe the new ways to solve the problems and handle the challenges (Pounder, 2009). The action learning will increase the personal strengths and weakness and hence, the personal skills of the employees will get influenced. It will increase the organizational performance (Subrumony et al., 2018). Action Learning is a realistic approach used by the organizations which directly relates to the work environment and increases the organizational performance. Action learning is beyond just telling the employees to how to solve a problem, it enhances the learning capabilities which definitely increases the organizational performance (Pounder, 2009).

H$_{1f:}$ The influence of action learning on organizational performance

Leadership Development Practices and Organizational Commitment

Cao and Hamori (2016) discussed the impact of LDPs on organizational commitment. Leadership development approaches like mentoring, coaching etc. increases the organizational commitment by helping HR managers (Cao & Hamori, 2016). The study has investigated the combined effects to reduce the biased impact of the leadership practices on organizational commitment. Becker (1962) human capital theory found that if development practices make the human resources that make them capable enough to go another firm for work that means it lacks the organizational commitment of employees. Researchers have concluded that the LDPs have a

strong influence on organizational commitment and it enhances the organizational commitment that reduces the retention of employees of organization(Ennis, Gong, & Okpozo, 2018).

H₂: The impact of LDPs on organizational commitment

360 degree feedback is an evaluation process in which peers, workers, colleagues, and customers provide feedback. The results are shared with the managers or supervisors after the process of evaluation is completed (Mohapatra, 2015). 360 degree feedback is used in evaluations and developments in organizations now a days. Multi-source assessment also known as 360 degree feedback offers a magnificent tool for targeted performance feedback and it helps to validate the accuracy and precision of performance information. 360 degree feedback requires information from different sources such as colleagues, supervisors, team members, internal and external customers and other work associates. As employees are being the important valuable asset of organization. Organizations are paying attention on different development programs. 360 degree critically review the employee's capabilities, competencies and skills and develop them. The development of employees help the organization and employee. 360 degree feedback has an impact on employee's commitment towards organization (Church et al., 2018).

H₂ₐ: The impact of 360 degree feedback on organizational commitment.

Mentoring is when the mentors helps the employees to understand, identify and improve their strengths and weakness by having a clear connections and communication with the mentees. It has a positive effects on employee's commitment towards organization. (Joo, Yu, & Atwater, 2018). The process where managers give informal support to employees on an individual basis, to make them successful in an organization is called mentoring. Researchers studied the influence of formal mentoring on organizational commitment and the results suggested that mentoring influences performance of employee and organization by improving the employee attitudes. When the mentors provide learning opportunities, it increases the employee's commitment toward organization. The commitment of the employees linked them to the feeling of being a part and identity of organization (Weng et al., 2010). The mentors worked on the behalf of organization and they make the tasks and conditions of employees, when the employees feel their job enriched, the mentor's ability to effect the commitment of employees enhances (Lapointe & Vandenberghe, 2017).

H$_{2b:}$ The effect of mentoring on organizational commitment.

Unlocking the aptitude of an individual having the intention to increase the performance is called Coaching (Bashir, 2017). Managers who act as coach provide employees feedback, encourages them, and increases their knowledge and awareness and helps develop the employees and their job competencies and lead them to achieve high performance. Coaching is different from the ways of interacting and helping employees i.e. counseling or mentoring (Pousa, Mathieu, & Trépanier, 2017). It is different from the behaviors adopted by the managers which include managing employees, supervising them, or providing them feedback. It's a time taking process in which the skills among employees develop and it requires constant practice. When the organization is focused on goal which are specifically long terms encourages the use of coaching (Pousa and Mathieu, 2010). Coaching can increase the employee satisfaction level and employee's sense of belonging and sense to remain in that organization. When the coaching is effective and satisfactory, it makes the organization and its aspects attracted to employees which in turn increases the organizational commitment. For instance, the learning in an organization is depending on coaches which are known as supervisor's support. This support reflects the positive relationship between job satisfaction and organizational commitment. Mentoring programs has been identified as the way to increase organizational commitment. Based on literature of managerial coaching, mentoring and organizational commitment, these three concepts are positively related to each other. When the coaching and mentoring are done by different supervisors or managers, organizational commitment will be enhanced complementarily. Therefore, mentoring increases the impact of coaching on organizational commitment (Woo, 2017).

H$_{2c:}$ The impact of coaching on organizational commitment.

A set of nodes and ties in organization is called social network (Choi, 2016). Social capital is becoming an important component for organization. The social capital depends on the quality of the social network. Social networks have a contingent impact on Organizational commitment (Kim & Rhee, 2010). The social network influence work related outcomes and behavior that are related to organizational commitment (Siciliano & Thompson, 2018). Eisenberg and Morge (1983) found that the job related social networks has a positive impact on organizational commitment.

H$_{2d:}$ The influence of social networks on organizational commitment.

Job assignment includes challenging tasks and it involves developing the change. Job assignment in terms of interpersonal skills such as the taking out the best in people and making them together run toward a common objective (Dragoni, Tesluk, Russell, & Oh, 2009). Hall and Lawler (1969) suggested that the working assignments and performance shapes the attitudes of employees over the two decades year ago. When the researchers are given unchallenging job assignments and works, they shape the employees unfavorable attitudes towards organization. Following the assumptions of Hall and Lawler, by giving the unchallenging job assignment can less developed the organizational commitment. Mark hypothesized the positive relationship between job assignment and organizational commitment (Witt & Beorkrem, 1991). The stretch job assignments lead employees to polish their skills and increased their passion, courage and their commitment towards success and organization (Dragoni et al., 2009).

H$_{2e:}$ The impact of job assignment on organizational commitment.

Action learning is continuous learning in an ongoing process which is facilitated by peers with the intentions of expecting and getting all the work done (Stocks, Trevitt, & Hughes, 2018). The experiences of action learning have concluded that it makes the meanings for persons (Subrumony et al., 2018) The impact of action learning helps employees gain the ability for making effective decision and steps in uncertain situations and it increases the employees practice and professional capability and in result, increases their performance (Yiu Yuen & Cheong Cheng, 2000). Pounder (2009) suggested the action learning is related to organizational learning and in result, it enhances organizational performance. He found and proposed that the organizations should use the approach of action learning, it can increase the employees thinking to increase opportunities and to look on problems, threats and problems with different ways (Pounder, 2009). Hind and Koenigsberger (2007) studied the concept and relationship of culture, commitment and action learning. They focused on action learning process and demonstrated this process more change and improvement oriented than others and linked it with culture and commitment (Hind & Koenigsberger, 2007).

H$_{2f:}$ The effect of action learning on organizational commitment.

By using, the action learning programs, organization's management and employees became more committed. Hence, action learning programs have a positive impact on organizational commitment. This approach is also making individual and collective corporate success and it increases the all over performance of organization.

Organizational Commitment and Organizational Performance

Organizational commitment refers is an individual's attachment towards organization (Woo, 2017). It's the force which helps individuals identify the person's values and organizational goals. The employees who have high organizational commitment, they perform their jobs more delicately and organizations have lower turnover rates. Organizational commitment can also define as; it's an employee's loyalty with organization. Rachagan, S. et al (2014) studied the relationship of organizational commitment and organizational performance. They used organizational commitment as mediator. They concluded that the organizational commitment of employees and managers positively affects the organizational performance.

H_3: The influence of organizational commitment on organizational performance.

Organizational performance refers to how efficiently an organization is performing to achieve its goals, objective and vision (Valmohammadi & Ahmadi, 2015). The organization's management is responsible for accessing, evaluating and reporting organizational performance. Organizational performance in terms of goal attainment and financial resources.

Mediating role of Organizational Commitment

Asamoah (2017) studied the leadership development practice impact on organizational performance. It was based on the NIB of Ghana. They concluded that the LDPs impacts organizational performances (i.e. financial performance) and success. So, LDPs used by leaders do have impact on overall organizational performance. Campbell et al. (2013) have initiated the relationship of leadership and organizational performance. The research study found that leadership is a process of influence. Leadership is not being good and nice behaving with others. He found out that the leadership is a process of emphasizing employees to improve their

performance and when employee's performance will increase, it will definitely improve organizational performance. Furthermore, this hypothesis will have the investigation of organizational commitment as a mediator between LDPs and organizational performance.

H_4: The impact of LDPs on organizational performance with the mediating role of organizational commitment.

Conceptual Model On the basis of above literature, the study has the conceptual framework:

LEADERSHIP DEVELOPMENT PRACTICES

- 360 DEGREE FEEDBACK
- MENTORING
- COACHING
- NETWORKS
- JOB ASSIGNMENT
- ACTION LEARNING

ORGANIZATIONAL COMMITMENT

ORGANIZATIONAL PERFORMANCE
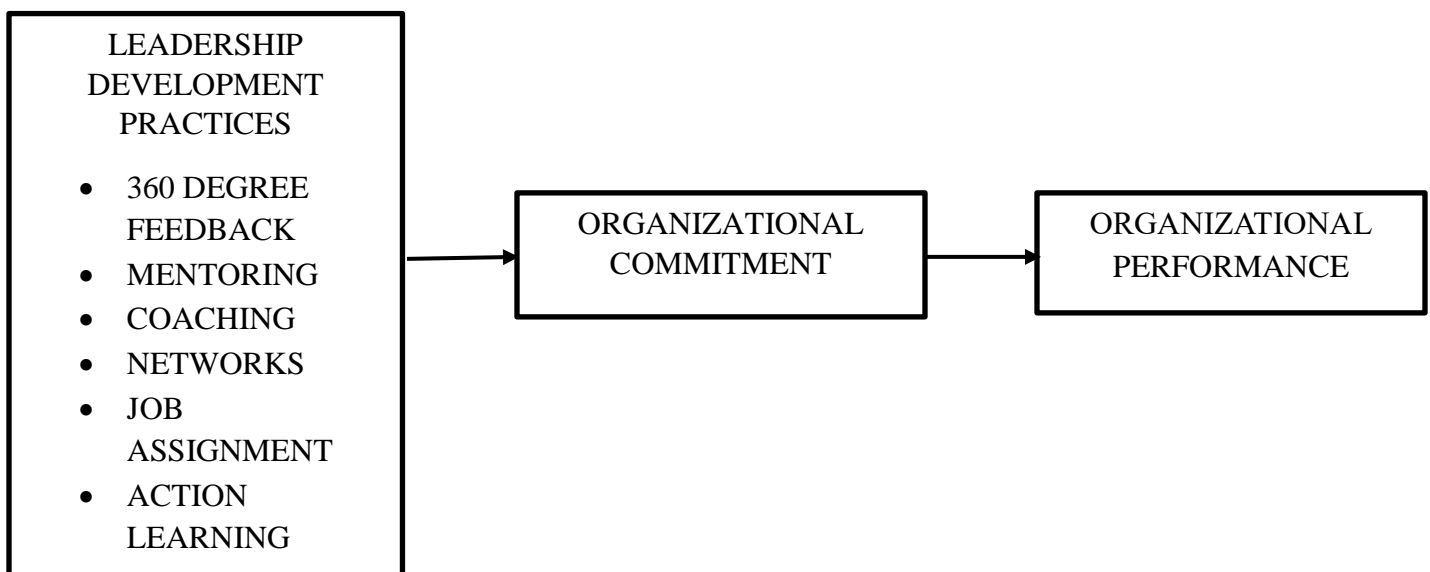
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Methods

I.   Research Participants

Participants were 480 banking managerial employees who come across different LDPs on themselves by their managers. Their participation were voluntarily. A majority of the participants were male (56.67%) and 43.33% were female. Respondents mostly ranged in age 26-30 (30.63%), 24.38% were between 31-35, 17.09% were between 36-40, 15.21% were below 25, 7.50% were between 41-45, 2.92% were between 46-50 and 2.30% were above 50. A majority of the population were having total experience between 1 to 5 years (43.13%) and 32.50% were

having 6 to 10 years, 12.50% were between 11 to 15, 8.54% were above years and 3.33% were between 16 to 20 years. A majority of the population were having between 1 to 5 years' experience in current organization (52.70%), 30.63% were having between 6 to 10 years, 10.83% were having between 11 to 15 years, 3.33% were having between 16 to 20 years and 2.50% were above years.

Table Error! No text of specified style in document.**.1: Frequency Distribution of Demographic Variable (N=480)**

VARIABLE	FREQUENCY	PERCENTAGE
Age		
Below 25	73	15.21%
26-30	147	30.63%
31-35	117	24.38%
36-40	82	17.09%
41-45	36	7.50%
46-50	14	2.92%
50& above	11	2.30%
Total	480	100%
Gender		
Male	272	56.67%
Female	208	43.33%
Total	480	100%
Marital Status		
Single	160	33.33%
Married	320	66.67%
Total	480	100%
Total Experience		
1-5 years	207	43.13%
6-10 years	156	32.50%
11-15 years	60	12.50%
16 – 20 years	16	3.33%
Above 20 years	41	8.54%
Total	480	100%
Experience in Current Organization		
1 – 5 years	253	52.70%
6 – 10 years	147	30.63%
11 – 15 years	52	10.83%

16 – 20 years	16	3.33%
Above 20 years	12	2.50%
Total	480	100%
Income/Salary		
15000-25000	59	12.29%
26000-35000	187	38.96%
36000-45000	123	25.63%
46000 & above	111	23.13%
Total	480	100%
Education		
Inter	4	1%
Bachelor	200	41.67%
Master	270	56.25%
Phd	0	0%
Others	6	1.25%
Total	480	100%

II.   Measures

Organizational Performance has been measured with 4 items adopted from Tucker and Throne (2010). The items are based on keywords: organizational goals, benefits to constituencies, goal attainment and acquisition of resources. The sample question is, "Over the past years, to what extent has your organization has been able to acquire the resources it needs."

The 360 degree feedback has been measured with the 7 items adopted from Church et al. (2018). The items are based on keywords: valuable insights, self-awareness, feedback tools and effectiveness, improvement in effectiveness, developmental objectives and leader development. The sample question is, "The 360 degree feedback process helped me gain valuable insights about myself as a leader."

Mentoring has been measured with 9-items adopted from Weng et al. (2010). The items are based on keywords: opportunities, suggestions, advancement, privacy concerns, friendships, keeping in touch, adapting mentor behavior, respect and admire mentoring skills. The sample

question is, "The mentor gave me many important assignments that provided me with opportunities to learn banking skills."

Coaching has been measured with 6-items scale adopted from Noe (1988). The items are based on keywords: career advancement, career goals, ideas, work objectives and feedback regarding performance. The sample question is, "Coach has shared history of his/her career with you."

Social Network has been measured with 3 items scale adopted from Sparrowe et al. (2001). The items are based on keywords: advice, confidential work-related matters and difficulty in performing task. The sample question is, "I go to supervisor /leader for help or advice on work related matters."

Action Learning has been measured with 6 items from Lamont et al. (2010). The items are based on keywords: current practices, opportunity to present your problem, facilitation, challenge, reflective inquiry and problem solving ability. The sample question is, "Action learning sets are important in relation to your current practices in bank."

Challenging Job Assignment has been measured with 7 –items from De Pater et al. (2009). The items are based on keywords: initiative, responsibility, diverse projects, authority, representativeness, carrying out risky task and personification. The sample question is, "It is your responsibility to start up or try out something new, or to initiate strategic changes in your division."

Organizational Commitment has been measured with 6 items scale adopted from Weng et al (2010) with Cronbach's alpha value of 0.913 and mean of 3.40 (SD = 0.63). The items are based on keywords: willingness, efforts, sense of pride, opportunities and commitment. The sample question is, I am willing to put in extra efforts for my bank.

Questionnaire Administration

The data were collected by using a structured questionnaire from estimated 685 employees of banking sector. As part of survey, respondents were expected to fill out the survey according to the activities in their respective organization's LDPs. The survey clearly mentioned that respondents must should have familiarity and responsibilities with the LDPs. The

approximately 685 questionnaires with cover letters indicating the resolution of study were sent to different branch managers after taking consent from them through emails, personal visits and online survey. Received 525 questionnaires in return. The valid and completed results received were 495 in number because of the elimination of questionnaires which contained missing and misleading data (response rate of 76.6 %). As suggested by Hair et al., (2018) the rule of thumb, considered 480 sample size responding to the survey for study.

Results and discussion

Smart PLS is a leading software used for partial least square structural equation modeling developed by Ringle, Wende & Will (2005). Researchers and academicians are freely using this software for analysis because of user friendly interface (Wong, 2013). The analysis has done by using different statistical procedure including Structural Equation Modeling (SEQ), Descriptive Statistics, Mean, and Standard Deviation, outer loadings, validity and reliability of the constructs, path co-efficient, specific indirect effects, total effects and Importance Performance Map and the others outputs of measurement model.

Construct Reliability & Validity

Reliability tells the extent of the measures of the construct are free from incorrectness to give reliable results. To check the reliability, values of Cronbach Alpha, Composite Reliability and Average Variance Extracted (AVE). Cronbach Alpha is most commonly used method to evaluate reliability (Sekaran & Bougie, 2016). Scholars used this as primary method to evaluate the reliability. There are different values for the acceptance of the reliability has been studied for example Carramine and Zeller (1979) suggested the acceptance value should be 0.80 and other researchers recommended 0.60. Therefore, the acceptance criteria for the reliability for this study is 0.70. Thus, the threshold value for the reliability acceptance of the constructs is 0.70. All constructs reviewed for their composite reliability (CR) and estimation of Cronbach's alpha, which were higher than 0.70 as essential level suggested by (Cohen, 1988). The following table is showing the construct reliability and validity.

Table 1: Construct Reliability & Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
AL	0.848	0.854	0.888	0.569
C	0.885	0.899	0.907	0.619

DF	0.836	0.863	0.877	0.515
JA	0.966	0.990	0.976	0.856
M	0.965	0.983	0.971	0.787
OC	0.890	0.894	0.916	0.645
OP	0.901	0.901	0.931	0.770
SN	0.748	0.761	0.856	0.665

Note: AL- Action Learning, C- Coaching, DF- 360 Degree Feedback, JA- Job Assignment, M-Mentoring , OC-Organizational Commitment, OP-Organizational Performance, SN-Social Network.

Discriminant Validity

Intense qualities or highlighted values in the following table demonstrate the square-root of AVE, which is greater than the evaluated correlation values, subsequently showing the constructs discriminant validity that's associated with the proposed assessment models. The value of discriminant validity should be less than 0.85. The value greater than 0.85 shows the overlapping constructs that means they are measuring the same thing. By and large, these outcomes fulfil all necessities for setting up the values of validity and reliability of the constructs.

Table 2: Discriminant Validity

	AL	C	DF	JA	M	OC	OP	SN
AL	**0.754**							
C	0.319	**0.787**						
DF	0.177	0.180	**0.718**					
JA	-0.006	0.050	0.049	**0.725**				
M	0.116	0.215	0.082	0.098	**0.777**			
OC	0.502	0.146	0.167	0.218	0.225	**0.703**		
OP	0.251	0.151	0.383	0.176	0.430	0.453	**0.778**	
SN	-0.689	-0.336	0.042	-0.041	-0.115	-0.282	-0.014	**0.716**

Note: AL- Action Learning, C- Coaching, DF- 360 Degree Feedback, JA- Job Assignment, M-Mentoring , OC Organizational Commitment, OP-Organizational Performance, SN-Social Network

Hypothesis Testing

Path Co-efficient evaluation shows the relationships between the variables or the proposed hypothesis of the research study has been found out in data. It's a summary of the relationships or hypothesis. Furthermore, it is found that relation of is action learning with

organizational commitment and organizational performance is positive and significant. Similarly, the relationships between the others leadership development practice i.e. job assignments, mentoring, and social network with organizational commitment and performance are also supported and significant. Likewise, proposed relationship of organizational commitment and organizational performance is also supported. The relationships between coaching with organizational commitment and organizational performance are also significant and supported. Furthermore, 360 degree feedback has a positive and significant relationship with organizational performance and organizational commitment. A brief summary of the findings is presented in the table.

Table 3: Path Co-efficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Result
AL -> OC	0.581	0.582	0.053	10.913	**0.000**	Supported
AL -> OP	0.166	0.162	0.053	3.127	**0.002**	Supported
C -> OC	0.150	0.139	0.047	2.049	**0.000**	Supported
C -> OP	0.045	0.046	0.045	1.001	**0.318**	Not Supported
DF -> OC	0.145	0.146	0.045	2.001	**0.000**	Supported
DF -> OP	0.264	0.266	0.039	6.846	**0.000**	Supported
JA -> OC	0.212	0.211	0.049	4.343	**0.000**	Supported
JA -> OP	0.175	0.074	0.037	2.038	**0.002**	Supported
M -> OC	0.159	0.160	0.048	3.327	**0.001**	Supported
M -> OP	0.340	0.339	0.041	8.330	**0.000**	Supported
OC -> OP	0.293	0.297	0.053	5.579	**0.000**	Supported
SN -> OC	0.127	0.127	0.041	3.103	**0.002**	Supported
SN -> OP	0.215	0.214	0.051	4.213	**0.000**	Supported

Note: AL- Action Learning, C- Coaching, DF- 360 Degree Feedback, JA- Job Assignment, M-Mentoring , OC- Organizational Commitment, OP-Organizational Performance, SN-Social Network

In this study, all values except coaching with organizational performance are comparable to the standard range. The supported hypothesis Action learning with Organizational Commitment (beta=0.581, p<0.01)   Action learning with Organizational Performance (beta =0.166, p<0.01), 360 degree feedback with Organizational Commitment (beta =0.145, p<0.01), 360 degree feedback with Organizational Performance (beta =0.264, p<0.01), Job Assignment with Organizational Commitment (beta =0.212, p<0.01), Job Assignment with Organizational Performance (beta =0.175, p<0.01), Mentoring with Organizational Commitment (beta =0.159,

p<0.01), Mentoring with Organizational Performance (beta =0.340, p<0.01), Organizational Commitment with Organizational Performance (beta =0.293, p<0.01), Social Network with Organizational Commitment (beta =0.127, p<0.01), Social Network with Organizational Performance (beta =0.215, p<0.01). Coaching with Organizational Commitment (beta =0.150, p<0.01), but Coaching with Organizational Performance (beta =0.045, p>0.01).The t values of the supported hypothesis are also higher than 1.96.

Specific Indirect Effect

The indirect effect of LDPs and organizational performance via organizational commitment is estimated with bootstrapping analysis (Hayes, 2013). According to preacher and Hayes (2004) mediation is supported and indirect effects are significant if confidence interval does not contain zero.

Table 4: Specific Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Results
AL -> OC -> OP	0.170	0.173	0.034	4.948	**0.000**	**Supported**
C -> OC -> OP	0.154	0.161	0.032	4.755	**0.000**	**Supported**
DF -> OC -> OP	0.130	0.136	0.028	4.641	**0.000**	**Supported**
JA -> OC -> OP	0.062	0.062	0.016	3.828	**0.000**	**Supported**
M -> OC -> OP	0.047	0.048	0.018	2.540	**0.011**	**Supported**
SN -> OC -> OP	0.037	0.038	0.014	2.698	**0.007**	**Supported**

Note: AL- Action Learning, C- Coaching, DF- 360 Degree Feedback, JA- Job Assignment, M-Mentoring , OC-Organizational Commitment, OP-Organizational Performance, SN-Social Network

In table, results show that the p-value does not contain zero which means that our indirect effects are significant. The table showed the results of specific indirect effects. The mediation of Organizational Commitment exists between all the LDPs. The accepted hypothesis are AL -> OC -> OP (Beta = 0.170, p< 0.05), JA -> OC -> OP (Beta =0.062, p<0.05), M -> OC -> OP (Beta =0.047, p<0.05), SN -> OC -> OP (Beta = 0.037, p<0.05), C -> OC -> OP (Beta =0.154, p<0.05) and DF -> OC -> OP (Beta =0.130, p<0.05).

There is partial mediation of organizational commitment in the relationship of the action learning leadership development practice and organizational performance. Likewise, same is the

case in the relationship of social network, job assignment and mentoring, 360 degree feedback, and coaching LDPs and organizational performance. But there is a full mediation between coaching and organizational performance. The tables including the total indirect effects, total effects and outer loading have been added to the more understanding of results.

Combined Effect of Leadership Development Practices on Organizational Performance

Smart PLS has been used to achieve the last objective of the research study. The technique has been used by calculating the mean of all the Leadership Development Practices as one variable named LDPs mean. The LDPs mean impact on the organizational performance through organizational commitment. Path Co efficient results have been shown in the table below. The results showed that there is a significant and positive impact of combined used LDPs in organization on organizational commitment with Beta= 0.615, p<0.000. Likewise, there is also a significant and positive relationship between combined used LDPs in organization on organizational performance with Beta = 0.453, p<0.000.

Table 5: Direct Effect and Specific Indirect Effect

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
LDPM -> OC	0.615	0.619	0.028	21.862	**0.000**
OC -> OP	0.453	0.456	0.047	9.577	**0.000**
LDPM -> OC > OP	0.279	0.283	0.036	7.666	**0.000**

Note: LDPM- Leadership Development Practices Mean, OC- Organizational Commitment, OP-Organizational Performance

There is a significant and positive relationship between LDPs Mean and Organizational Performance through Organizational Commitment. The table showed the results LDPM -> OC -> OP (Beta = 0.279, p< 0.000). This indicates that when the LDPs are combined and performed in an organization, it definitely impacts the organizational commitment and furthermore organizational performance. Hence, the objective of the study achieved by finding out leadership development practice bundled effect on organizational performance. Hence, the practices used combined in organizations enhances the organizational performance by boosting up the organizational commitment among employees.

Limitation of the study and future directions

The research has several limitations as many management researches have. One of the major constraint in this research is that the outcomes depend on a cross-sectional investigation project. The sample size was 480 and it was limited sample from population. The data was gathered from the banking sector of Lahore, Pakistan. However, it is not possible to generalize for the whole banking sector of Pakistan. Results will vary when the sample size will get changed. Future studies should increase the sample size, change the sector and can change the time settings as well. Respondents were asked to report on the organizational performance of last few years. But as the (Crook, 2011) has suggested the LDPs can take longer time to impact the organizational outcomes. So, the LDPs might take longer time to effect the organizational performance. It might already have affected our results. The study might have underestimates the long term impact of LDPs used in organization. Furthermore, the respondents with good performance might create conscious/subconscious association with LDPs and they might have reported the greater and the beneficial use of LDPs in organization.

The study considered cross sectional time dimension, it encourages the future researchers to consider different procedures and methods to collect different pieces of information about the research. The study considered the six common LDPs and their combined effect, the future researchers can consider the other leadership developments which are being used in organizations individually or collectively. Organizational commitment was the intervening variable in the research study. But there can be many variables that can get affected by the implementation of LDPs. Future researchers can add more mediating variables in the model to test the importance of LDPs in organization. Future researchers are encouraged to find out the impact of LDPs on different organizational outcomes. Linking and aligning the HRM practices and LDPs are also encouraged. Organizations and employees are controlled by HR policies and practices from the HR department. So, aligning the goals of HR and LDPs are highly encouraged. There are different types of leaders in organization. Different managers play different leadership role in organization. When the organizations are implementing the LDPs, leader role is also crucial.

As per Keyton (2006), research isn't flawless and there is a plausibility of mistake and inclination in occasions, for example sampling and in the measurement. Quantitative research underlines the significance of acquiring a sample illustration of the population. Besides, there is

no real way to decide whether members answer the surveys honestly and this shows the biasness. The researcher must adopt the best strategy to lessen however much biasness as could be expected. This investigation presents observations from a vast scope of different responses, which can place the leadership perception in a variety of situations. The sample comprises of diverse members with fluctuated age groups, cultural backgrounds, gender, education experiences and work involvement. Because of restricted resources and time imperatives, this study utilizes the convenience sampling method technique; though, future investigations can overawe this research by utilizing some other techniques of sampling.

Future considerations ought to think the characteristics of employees and managers and attributions that are involved in the leadership development procedure to pick up a more profound comprehension of the cognitive process. Future research ought to consider getting bigger industry-particular samples and directing a longitudinal study to analyze the procedure of leadership development. Additionally, research could examine how the LDPs can impact the work- group effectiveness. It would be valuable if the future investigations analyze the relationship of different and technology based LDPs, for example, the banking sector has been gradually changing and usage of technology has been increased from the last few years. Researchers should find out how the LDPs can be practiced online. These limitations are providing the opportunities for future researchers and researches.

Practical Implication

The purpose of the study was to find out how leaders can develop the employees in organization as leaders with implementation of LDPs and can enhance the organizational performance through organizational commitment. This study has several managerial implications. As the results suggested the best LDPs and the practices which have room for improvement, managers who are playing the role of leaders or having responsibility of leadership development in banking sector can consider those practices during the development process. Managers should take actions and start practicing those practices in the banks. Mentoring and Action Learning are the best practices in order to enhance their commitment and the overall performance of the banks so the manager in bank should be a mentor of the employees and should practice the action learning in the banks. In order to increase their interest and engagement with work that will automatically effect their commitment level.

The bank managers should focus on the implementation of combined LDPs. As results have supported the assumption, the combined effect should be highlighted and enhanced by managers. The impact of the combined implementation of LDPs is more enhanced because of the synergy effect. They will enhance the organizational performance. Rather than using the individual leadership development practice, combined implementation has been encouraged by the manager.

Social Network and Job Assignment have room for improvement in the banking sector. Manager should promote the job assignments in the daily routine of the employees and enhance the friendships relationships with them and should reduce the intensity of adversial relationship. Lack of adversial and enhancing or promoting the friendship culture will help employees to consider their manager as leader and they will start working more actively in a friendly environment. This will enhance their commitment.

It has implications for Human resource managers as well. They can transform their organizational policies according to the best practices of the study. Human Resource Managers recruit the employees in organizations and when they design the job description and tasks of the employees, they can make tasks and policies of their jobs and can help employees develop as leaders. HRM managers in banking sector can choose their managers for their branches according to these LDPs. The managers in organizations should the digital space and media in the organizations during the implementation of LDPs. The bank managers are advised to create a link between the digital media and LDPs in organization for the effective implementation. Managers can give online mentoring sessions, action based learning projects online, connected through the official social forums, their online monthly feedbacks and others.

The organizational leaders are advised to develop the employees as leaders before the boomers get retired. For the successful continuity of organization, young employees of organization are expected to train and develop. The current managers and leaders are having critical role to develop the employees. To develop and maintain the highly qualified leaders in organizations, the alignment of HR professional and leaders are required. Researchers and academicians can understand the relationship of LDPs with organizational performance through organizational commitment. Researchers can expand and modify their models according to the research study.

Conclusion

Leadership is a current trend in the current world. In order to make organization successful, every individual should be a leader. As suggested by the study, mentoring and action learning will be the most effective and outcome based practices, manager should invest more in them and consider the other leadership development practice i.e. social network and job assignment and try to improve them in their respective organizations. LDPs are a tool to enhance the organizational performance by reshaping the organization's strategy, appropriate changes in the culture of organization, development which are constant in nature, building the competencies and skills in the employees and developing them as a leader. Organizational leaders should take the responsibility to develop strategies to implement the LDPss to increase the organizational performance. By promoting these practices, leadership development will be strengthen in organization.

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