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Proposed strategy for developing administrative leadership at King Khalid University in light of the human capacity development program

Abdulaziz Saeed Alqahtani

Educational Leadership and Policy, King Khalid University, Abha 62521, Saudi Arabia; drkhasawneh77@gmail.com

CITATION

Alqahtani AS, (2024). Proposed strategy for developing administrative leadership at King Khalid University in light of the human capacity development program. *Journal of Infrastructure, Policy and Development*. 8(15): 8770.
<https://doi.org/10.24294/jipd8770>

ARTICLE INFO

Received: 24 August 2024
Accepted: 24 September 2024
Available online: 16 December 2024

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Abstract: The aim of the study is to identify the requirements for qualifying administrative leaders and the challenges they face at King Khalid University, in light of the general framework of the Human Capacities Development Program, which includes four dimensions (values and behaviours-basic skills-future skills-knowledge). A descriptive approach was used, and the study population consisted of academic leaders at King Khalid University, totalling (107). A questionnaire was used as a research tool, comprising three axes and (53) statements to collect data after ensuring their validity and reliability. The results showed the agreement of the study population on the axis of requirements for qualifying administrative leaders at King Khalid University to a very high degree, with an average score of (4.44), and their agreement on the challenges facing the qualification of administrative leaders at King Khalid University to a very high degree, with an average score of (4.11), and their agreement on the mechanisms for qualifying administrative leaders at King Khalid University to a very high degree, with an average score of (4.29). The results also showed no statistically significant differences at the significance level (0.05) between the means of responses of the study population on the requirements, challenges, and mechanisms for qualifying administrative leaders according to variables (gender-academic qualification—experience in the current job). In light of the study results, a proposed strategy was developed, and recommendations were made, including adopting the proposed strategy and governing the programs for qualifying administrative leaders at King Khalid University to ensure transparency, fairness, and accountability at all stages from nomination, preparation, and evaluation, in addition to considering the university's strategic plan when designing programs for qualifying administrative leaders to adopt the values embraced by the administration and build leaders who contribute to achieving its vision and mission in the long term.

Keywords: qualification; leadership; King Khalid University; proposed strategy; human capacity development

1. Introduction

The Kingdom of Saudi Arabia has witnessed significant changes at all levels aimed at building a globally competitive Saudi society that positively evolves in all fields. One of the most important changes are the Saudi Vision 2030, which includes a strategy aimed at distributing development trends, namely: Arab and Islamic depth, leading investment power, and the strategic position of the Kingdom of Saudi Arabia.

Vision 2030 includes a detailed plan comprising sub-objectives translated into various programs implemented by all sectors of the state, whether in industry, energy, health, or academia. Among these programs is the Human Capability Development Program launched in 2021, representing one of the latest efforts in human capacity development. It focuses, in general, on enhancing values, developing fundamental skills, future skills, and knowledge development. Its initiatives include providing

competent leaders qualified for university institutions (Human Capability Development Program media document, 2021, <https://www.hrdf.org.sa/en/>).

Vision 2030, in its main axes and subsidiary objectives, aims to improve the performance of government agencies, with both current and future leadership contributing significantly to this endeavour. Additionally, it targets young cadres by enhancing their readiness for work, as they constitute a fundamental base for administrative leadership. The Executive Plan of the National Transformation Program 2018–2020 emphasizes investing in human capital through preparing and empowering leadership (National Transformation Program executive plan 2018–2020, 2017, <https://www.vision2030.gov.sa/en/explore/programs/national-transformation-program>).

It is evident from the targeting of King Khalid University to improve the ranking of university institutions and enhance learning outcomes and outputs, not only at the local level but also at the international level. This underscores the importance of having qualified and well-trained educational leaders who contribute to achieving these strategic goals in the future. These leaders should possess the necessary competence and awareness of their role in achieving the objectives of the Saudi Vision 2030, whether they are current leaders or future leaders undergoing preparation and training.

King Khalid University has directed more attention to educational leadership, whether at the ministry level or at the university level, in terms of selection criteria, nomination regulations, qualifications, and on-the-job training, realizing their role in elevating university institutions. The university aligns its goals with Vision 2030 and its programs in human capacity development and administrative competency development through preparing educational leaders capable of assuming leadership positions in the future. This is achieved through dedicated efforts, such as the National University Development Strategy project, identifying job data for investment in administrative leadership qualification, establishing a leadership attraction unit, and launching a leadership preparation and qualification program aimed at providing specialized leadership training for employees in the ministry's apparatus and King Khalid University to enhance their efficiency in their current positions and prepare them for new leadership positions, in addition to launching the Future Leaders platform, aiming to provide opportunities for nomination for leadership positions, whether at the ministry or King Khalid University level, and building a second tier of future leaders.

Van Velsor and Wright (2012) add that the importance of preparing administrative leaders stems from the characteristics they possess, which, in turn, reflect on improving organizational performance. These characteristics include raising awareness of surrounding developments, the ability to adapt, a desire for learning and acceptance of change, enhancing enthusiasm and dedication in work performance, as well as promoting collaboration and teamwork. Additionally, Cieminski (2018) emphasized the importance of preparing administrative leaders, affirming the management's need to plan for leadership succession practices within the university through programs aimed at preparing administrative leaders.

The mechanisms for preparing administrative leaders were defined, as mentioned by Maphisa et al. (2017), as follows:

- Linking the training plan with the organization's strategy.
- Identifying key roles in succession planning and then identifying potential candidates for leadership positions through continuous talent search processes within the institution and evaluating candidates based on set criteria in light of future trends.
- Commencing the development of selected employees to be ready for leadership positions through developmental activities.
- Formulating a development plan for each employee that diversifies developmental methods such as training, recurrent mentoring, task delegation, and building learning teams through electronic activities, and then continuously monitoring and evaluating these programs.
- In light of King Khalid University's direction towards preparing administrative leaders, and given its importance in creating qualified competencies for future leadership positions, King Khalid University plays an active role in adopting this approach to contribute to meeting its needs for administrative leadership. This requires conducting a study to determine the requirements for preparing administrative leaders, facing their challenges, and establishing mechanisms for their preparation based on scientifically designed models that are executable and compatible with King Khalid University, contributing to the development of their human capabilities.

1.1. Problem statement

Based on the vision of Saudi Vision 2030, which aims to increase investment in human capital and improve the performance of government agencies by developing the performance of government employees in general and leadership in particular, there is a need to focus on programs for preparing and training current leadership and future leadership, which play a key role in achieving these objectives (National Transformation Program Executive Plan 2018–2020, 2017, <https://www.vision2030.gov.sa/en/explore/programs/national-transformation-program>).

Based on the general framework of the Human Capability Development Program, which includes university staff as one of its targets, its strategic pillars and initiatives emphasize the importance of training and preparing leaders in university institutions, highlighting the importance of leadership in achieving the program's objectives. The general framework of the program focuses on core skills, future skills, values, behaviours, and knowledge (Human Resources Development Fund, 2021, <https://www.hrdf.org.sa/en/>).

To develop human capabilities at King Khalid University and discover and attracting promising leaders and leadership cadres to occupy leadership positions, and placing all leadership competencies on an equal footing to enhance practices for preparing administrative leaders at King Khalid University, providing the requirements to do so, and facing their challenges according to scientific models that include procedural mechanisms to ensure their optimal preparation.

1.2. Research questions

- What are the requirements for preparing administrative leaders at King Khalid University in light of the Human Capability Development Program from the perspective of the study community?
- What are the challenges of preparing administrative leaders at King Khalid University in light of the Human Capability Development Program from the perspective of the study community?
- What are the mechanisms for preparing administrative leaders at King Khalid University in light of the Human Capability Development Program from the perspective of the study community?
- Are there statistically significant differences in the responses of the study community regarding the requirements, challenges, and mechanisms for preparing administrative leaders at King Khalid University in light of the Human Capability Development Program attributable to variables such as gender, qualification, and work experience?
- What is the proposed strategy for preparing administrative leaders at King Khalid University in light of the Human Capability Development Program?

1.3. Study significance

This study discusses the preparation of administrative leaders at King Khalid University in light of the Human Capability Development Program, which is important for developing human capital and ensuring effective long-term professional development planning for leaders. The theoretical and practical importance of the study is as follows:

Theoretical Importance:

- The study aligns with the Saudi Vision 2030 by focusing on preparing administrative leaders to ensure the construction of competent leadership contributing to achieving the strategic objectives of the vision.
- It emphasizes the importance of training and preparing leaders in university institutions, as highlighted by the general framework of the Human Capability Development Program.
- It addresses the topic of administrative leadership, aiming to optimize competencies to ensure efficient and competent leadership positions in the future, as well as being an effective way to sustain human capital.
- It sheds light on the efforts of King Khalid University in preparing and training leaders.
- This study may guide researchers to conduct further studies on the topic of administrative leadership.
- It presents some theoretical and global models in preparing administrative leaders, serving as a theoretical references for utilization.
- It focuses on the values and positive behaviours that are important characteristics of leadership.
- It develops core skills for administrative leadership, including planning, coordination, guidance, and decision-making.
- It builds future skills that meet the needs of individuals and expected positions at

King Khalid University.

- It focuses on developing both cognitive and applied aspects by enhancing managerial and leadership concepts.

Applied Importance:

- The results of this study may benefit the officials at King Khalid University regarding the extent to which the university is aligning with the Ministry's directions in preparing administrative leaders.
- Enhancing the practices of preparing administrative leaders at King Khalid University in light of the Human Capability Development Program.
- Assisting in the direction of preparing administrative leaders, which reduces the functional burdens on current leaders, reflecting on improving performance at King Khalid University.
- Involving the construction of a procedural model that elucidates several practices that may contribute to the effective preparation of administrative leaders at King Khalid University.

1.4. Study limits

- Objective Limit: The study was limited to preparing administrative leaders at King Khalid University, including identifying its requirements, challenges, preparation mechanisms, and then building a model for preparing administrative leaders at King Khalid University in light of the Human Capability Development Program.
- Human Limit: This study was applied to academic leaders at King Khalid University.
- Spatial Limit: King Khalid University.
- Temporal Limit: The study tool was applied in 2023.

2. Methodology

The current study adopts a descriptive approach as it aligns with the nature and objectives of the study. It aims to describe the reality of the phenomenon under study, helps identify problems, understand detailed aspects of the studied phenomenon, and comprehend the present to guide the future. This is achieved through studying the current situation, identifying its strengths and weaknesses, and determining the need for partial or fundamental changes. This involves data collection, tabulation, and interpretation, with the goal of deriving meaningful generalizations to solve the study's problem.

2.1. Sampling

The study population consists of academic leaders at King Khalid University, totalling 107 individuals.

The study tool was applied using a comprehensive survey method on the entire study population due to the small size of the population and the need to obtain comprehensive information. This approach aims to extract generalizations to prepare administrative leaders at King Khalid University in light of the Human Capability Development Program. **Table 1** presents data on the participants.

Table 1. Distribution of study sample members according to study variables (gender, qualification, years of experience in the current job).

Variable	Categories	Number	Percentage
Gender	Male	68	63.6%
	Female	39	36.4%
	Total	107	100%
Academic qualification	Postgraduate studies	46	43%
	Bachelor’s degree	61	57%
	Total	107	100%
Years of experience in current work	Less than 5 years	9	8.5%
	From 5 to less than 10 years	16	15%
	10 years and over	81	76.5%
	Total	107	100%

The validity of the study tool was ensured by confirming the validity of the dimensions of the study tool with the overall degree of the axis, as shown in **Table 2** below:

Table 2. Correlation coefficients of the dimensions of the challenges of qualifying administrative leadership with the overall degree of the axis.

Dimensions	Values and behaviors	Core skills	Future skills	Knowledge	Total score
Values and behaviors	–	*0.913	*0.954	*0.920	*0.913
Core skills	–	–	*0.789	*0.795	*0.773
Future skills	–	–	–	*0.749	*0.867
Knowledge	–	–	–	–	*0.840

*Statistically significant at the significance level (0.01).

The results in **Table 2** indicate that the correlation coefficients for the dimensions of the challenges of qualifying administrative leadership with the overall degree of the dimensions are statistically significant at the significance level (0.01), with correlation coefficients ranging from (0.954–0.749). The highest correlation coefficient was for the dimension of “Future Skills”, and the overall degree ranged from (0.913–0.773). This result indicates that the study tool enjoys high validity, allowing its application to the study community.

2.2. Reliability

The results in **Table 3** indicate that the reliability coefficient for the dimensions of the axis of requirements of qualifying administrative leadership using Cronbach’s Alpha coefficient ranged from (0.932–0.878), and using the split-half method ranged from (0.855–0.804). These values are higher than (0.70), which is the reliability coefficient in survey studies (Al-Najjar, 2018), indicating high reliability of the study tool, allowing its use.

Table 3. Values of reliability coefficients of the study tool using Cronbach’s Alpha coefficient and the split-half method for the axis of requirements of qualifying administrative leadership in light of the human capabilities development program.

Dimension	Number of statements	reliability coefficient	split-half
Requirements related to values and behaviors	5	0.902	*0.849
Requirements related to basic skills	4	0.878	*0.800
Requirements related to future skills	4	0.932	*0.804
Knowledge-related requirements	4	0.917	*0.855

The results in **Table 4** indicate that the reliability coefficient for the dimensions of the axis of challenges of qualifying administrative leadership using Cronbach’s Alpha coefficient ranged from (0.933–0.868), and using the split-half method ranged from (0.904–0.813). These values are higher than (0.70), which is the reliability coefficient in survey studies (Al-Najjar, 2018), indicating high reliability of the study tool, allowing its use.

Table 4. Values of reliability coefficients using Cronbach’s Alpha coefficient and the split-half method for the axis of challenges of qualifying administrative leadership in light of the human capabilities development program.

Dimension	number of statements	reliability coefficient	split-half
Challenges related to values and behaviors	4	0.868	*0.860
Challenges associated with basic skills	5	0.909	*0.855
Challenges related to future skills	4	0.933	*0.904
Knowledge-related challenges	5	0.914	*0.813

The results in **Table 5** indicate that the reliability coefficient for the dimensions of the axis of mechanisms of qualifying administrative leadership using Cronbach’s Alpha coefficient ranged from (0.955–0.934), and the split-half method ranged from (0.930–0.883). These values are higher than (0.70), which is the reliability coefficient in survey studies (Al-Najjar, 2018), indicating high reliability of the study tool, allowing its use.

Table 5. Values of reliability coefficients using Cronbach’s Alpha coefficient and the split-half method for the axis of mechanisms of qualifying administrative leadership in light of the human capabilities development program.

Dimension	number of statements	Cronbach’s alpha coefficient	split-half
Mechanisms related to values and behaviors	5	0.941	*0.883
Mechanisms related to basic skills	4	0.949	*0.930
Mechanisms related to future skills	5	0.955	*0.923
Mechanisms associated with knowledge	4	0.934	*0.908

3. Results of the study, discussion, analysis, and interpretation

This chapter presents an overview of the results of applying the current study tool and answering the study questions by analyzing and processing the responses collected from the study community. The results were presented according to the sequence of the study questions, interpreted, discussed, and linked to previous studies as follows:

3.1. Results related to the first question

What are the requirements for qualifying administrative leadership at King Khalid University in light of the Human Capabilities Development Program from the perspective of the study community?

To answer this question, the arithmetic means and standard deviations for each dimension and the overall degrees of the dimensions were calculated. The arithmetic means and standard deviations for each dimension of the requirements of qualifying administrative leadership at King Khalid University in light of the Human Capabilities Development Program, as perceived by the study community, are presented in descending order according to their arithmetic means:

The results in **Table 6** indicate that the overall mean for the dimensions of the requirements of qualifying administrative leadership at King Khalid University in light of the Human Capabilities Development Program, as perceived by the study community, was significantly high, with an arithmetic mean of (4.44) and a standard deviation of (0.89). The requirements associated with values and behaviours ranked first with a significantly high agreement, with an arithmetic mean of (4.62) and a standard deviation of (0.71), while the requirements associated with future skills ranked last with a significantly high agreement, with an arithmetic mean of (4.32) and a standard deviation of (0.76). It is also observed that the standard deviations for all areas were less than one, indicating consistency and agreement in the responses of the study community without variation.

Table 6. Arithmetic means and standard deviations of the responses of the study community for the dimensions of the requirements of qualifying administrative leadership at King Khalid University, arranged in descending order according to their arithmetic means.

Number	Dimension	Arithmetic Mean	Standard Deviation	Rank	Degree of Agreement
1	Requirements related to values and behaviors	4.62	0.71	1	Very High
4	Requirements related to basic skills	4.42	0.71	2	very High
2	Requirements related to future skills	4.36	0.77	3	Very High
3	Knowledge-related requirements	4.32	0.76	4	Very High
Total		4.44	0.89	–	Very High

This result can be attributed to the perceived importance by the study community of the requirements for qualifying administrative leadership in light of the Human Capabilities Development Program, as they believe it to be an important direction at King Khalid University that ensures long-term success, provides opportunities for competent individuals to train for leadership positions, meet the needs of the institution as well as those of the individuals working within it. Through the qualification process of this group, the vision and strategic plans can be translated into tangible reality, and their potential can be maximized effectively.

Furthermore, this result can be attributed to the conviction of the study community members regarding the necessity of these requirements as an initial step upon which the process of qualifying administrative leadership is based, in light of the general framework dimensions of Human Capabilities Development Program. Additionally, it reflects the perceived importance by the study community of focusing

on values and behaviours adopted by the organization, endorsing transparency, fairness, and equal opportunities in the qualification process. Moreover, it emphasizes the development of essential skills through training by qualified human competencies and through structured programs, given the university's adoption of a digital transformation system within its administration.

Moreover, it underscores the importance of equipping administrative leaders with appropriate skills and experiences for their future roles, not just their current ones, by adopting modern management approaches such as administrative empowerment and job rotation to develop their skills and identify leadership competencies in line with the university's vision and mission. Furthermore, it emphasizes focusing on knowledge transfer and management systems to establish reference databases for administrative leaders, which are crucial requirements in qualifying administrative leaders at King Khalid University to prepare them for new leadership roles, as qualifying administrative leaders in institutions is an important requirement for achieving the organization's vision and mission.

Regarding the first rank after the requirements associated with values and behaviours with a significantly high agreement, with an arithmetic mean of (4.62) and a standard deviation of (0.71), this result can be attributed to the conviction of the study community members regarding the importance of values and behaviors as indicators focused on the efficiency of the qualification process. This is because values govern individuals' behavior, are part of society's culture, embody its habits and traditions, and ensure justice and transparency in the qualification process, guaranteeing equal opportunities for nomination to administrative leadership positions for all employees. It also indicates the necessity of transparency, ensuring clear criteria for nomination, qualification, and evaluation of administrative leaders, which reflects on ensuring the competence of candidates.

On the other hand, in the last rank after the requirements associated with future skills with a significantly high agreement, with an arithmetic mean of (4.32) and a standard deviation of (0.76), although it ranked Lastly in dimensions, the degree of agreement on this requirement was significantly high. This could be attributed to the realization by academic leaders that one of the main objectives of qualifying administrative leaders lie in developing their future skills, as it effectively contributes to creating intellectual capital possessing leadership skills in the future.

3.2. Results related to the second question

What are the challenges of qualifying administrative leadership at King Khalid University in light of the Human Capabilities Development Program from the perspective of the study community?

To answer this question, arithmetic means and standard deviations for each dimension and the overall degree of the dimensions were calculated. Additionally, the arithmetic means and standard deviations for each dimension of the challenges of qualifying administrative leadership at King Khalid University in light of the Human Capabilities Development Program, as perceived by the study community, were calculated individually as follows:

The results in **Table 7** indicate that the overall average of the dimensions of the

challenges of qualifying administrative leadership at King Khalid University, in light of the Human Capabilities Development Program from the perspective of the study community members, was highly agreeable, with an arithmetic mean of (4.11) and a standard deviation of (0.85). The dimensions associated with knowledge-related challenges ranked first with a significantly high agreement, with an arithmetic mean of (4.18) and a standard deviation of (0.81). Conversely, the dimensions associated with values and behaviours ranked last with a significantly high agreement, with an arithmetic mean of (4.04) and a standard deviation of (0.93). It is also noted that the standard deviations for all areas were less than one, indicating consistency and agreement among the responses of the study community members without variation.

Table 7. Arithmetic means and standard deviations of the responses of the study community members to the dimensions of the challenges of qualifying administrative leadership at King Khalid University ranked in descending order according to their arithmetic.

Number	Dimension	Arithmetic Mean	Standard Deviation	Rank	Degree of Agreement
4	Challenges related to values and behaviors	4.18	0.81	1	High
2	Challenges associated with basic skills	4.14	0.92	2	High
3	Challenges related to future skills	4.14	0.95	3	High
1	Knowledge-related challenges	4.04	0.93	4	High
Total		4.11	0.85	–	High

This result can be attributed to the conviction of the study community members regarding the existence of challenges in the process of qualifying administrative leadership, especially in light of the recent trend towards their qualification at King Khalid University. Additionally, the study community members agreed on the lack of prioritization in developing administrative leadership, the deficiency in qualification plans, their lack of clarity, and the absence of genuine oversight to evaluate the performance of the current leadership, resulting in their long-term retention in positions without effort from some to evolve and improve. Furthermore, there is a weakness in directed training programs for administrative leaders, as well as a lack of strategic thinking in the qualification process, and uncertainty regarding how to qualify administrative leaders and the mechanisms and steps to prepare them, which remain unclear to senior leaders and those responsible for investing in and developing human resources at King Khalid University. Moreover, institutions of higher education are mostly limited in developing their professional leadership capacities to training programs.

Additionally, this result can be attributed to what the study community members perceive as challenges in qualifying administrative leadership related to the dimensions of the general framework of the Human Capabilities Development Program, which can be attributed in turn to the novelty of the program and the lack of focus on its dimensions as determinants of overall work within the university and in the process of qualifying administrative leadership in particular. The study community members see challenges in aspects related to values and behaviors in shortcomings in the performance measures adopted for the behavioral and values aspects among the university staff and in the incentive system to support positive behaviors in the work

environment, as well as deficiencies in integrating the practical and theoretical aspects of developing essential skills and a lack of focus on future skills in the process of qualifying administrative leadership, in addition to agreement on the challenges associated with knowledge.

The first rank, after the challenges associated with knowledge, came with a significant agreement, with an arithmetic mean of (4.18) and a standard deviation of (0.81). This result can be attributed to the limited organizational culture supporting plans and programs for qualifying administrative leadership, in addition to the absence of an existing knowledge management system within King Khalid University.

This absence poses a challenge in focusing on the knowledge dimension in the qualification process, alongside the scarcity of specialists capable of building an information bank that can be utilized in the qualification process. Moreover, the lack of collaboration in knowledge, information, and experiences stored by senior administrative leaders occupying various positions is evident. Furthermore, this result can also be attributed to the shortage of data in the university and its lack of clarity, or the withholding of this data from employees and the failure to benefit from it in the process of qualifying for second-tier leaders.

In the last rank, after the challenges associated with values and behaviors, it also came with a significantly high agreement, with an arithmetic mean of (4.04) and a standard deviation of (0.93). This result can be attributed to the agreement of the study community members on the existence of challenges in the values and behaviors aspect, especially in light of the weak presence of regulated measures for the values and behaviors aspect at King Khalid University. The focus is mainly on disciplinary regulations, which are relatively weakly disseminated within the organizational culture framework of the university. Additionally, the evaluation and reward systems adopted at King Khalid University are ineffective, along with the lack of objectivity in rewarding ethical values and behaviors.

3.3. Results related to the third question

What are the mechanisms for qualifying administrative leadership at King Khalid University in light of the Human Capabilities Development Program from the perspective of the study community members?

To answer this question, the arithmetic means and standard deviations for each dimension and the total score for the dimensions were calculated, as well as the arithmetic means and standard deviations for each dimension separately, as follows:

Results related to the dimensions of the mechanisms for qualifying administrative leadership at King Khalid University in light of the Human Capabilities Development Program from the perspective of the study community members.

The results in **Table 8** indicate that the overall average of the dimensions of the mechanisms for qualifying administrative leadership at King Khalid University, in light of the Human Capabilities Development Program from the perspective of the study community members, was very agreeable, with an arithmetic mean of (4.29) and a standard deviation of (0.84). It ranked first after the mechanisms associated with knowledge with a significantly high agreement, with an arithmetic mean of (4.35) and a standard deviation of (0.89). Conversely, the mechanisms associated with values and behaviors ranked last with a significantly high agreement, with an arithmetic mean of

(4.22) and a standard deviation of (0.89). It is also noted that the standard deviations for all areas were less than one, indicating consistency and agreement among the responses of the study community members without variation.

Table 8. Arithmetic means and standard deviations of the responses of the study community members to the dimensions of the mechanisms for qualifying administrative leadership ranked in descending order according to their arithmetic means.

Number	Dimension	Arithmetic Mean	Standard Deviation	Rank	Degree of Agreement
1	Mechanisms related to values and behaviors	4.36	0.89	1	Very High
2	Mechanisms related to basic skills	4.35	0.85	2	Very High
3	Mechanisms related to future skills	4.25	0.91	3	Very High
4	Mechanisms associated with knowledge	4.22	0.89	4	Very High
Total		4.29	0.84	–	Very High

This result can be attributed to the conviction of the study community members regarding the necessity of having a specific methodology in the qualification process. This requires the presence of executive procedural mechanisms that contribute to the development of effective plans for the qualification of administrative leadership, in addition to the importance of mechanisms for qualifying administrative leadership in producing future leaders ready to assume leadership responsibilities.

Similarly, this result can be attributed to the belief of the study community members in the viability of mechanisms for qualifying administrative leadership through focusing on fundamental knowledge, skills, future skills, values, and behaviors as effective guides in the qualification process. This contributes effectively to the proper qualification of administrative leadership and the establishment of globally competitive leaders, which is considered one of the objectives of the Human Capabilities Development Program as one of the programs to achieve Vision 2030.

Ranked first after the mechanisms associated with knowledge with a significantly high agreement, with an arithmetic mean of (4.36) and a standard deviation of (0.89), this result can be attributed to the conviction of the study community members regarding the importance of the knowledge aspect in the leadership qualification process. This aligns with the ministerial directive to focus on specialized qualification through the launch of the Future Leaders platform and the Leadership Preparation Program, which aims to provide specialized leadership training based on global methodologies in preparing leaders at all levels. Currently, leadership and management concepts are being included in training programs aimed at qualifying administrative leaders, alongside easy access to the necessary regulations and organizational guidelines for work procedures.

Ranked last after the mechanisms associated with values and behaviors with a significantly high agreement, with an arithmetic mean of (4.22) and a standard deviation of (0.89), although it came last, the degree of agreement on this aspect was very high. This may be attributed to the realization of the importance by the study community members of building a values system at King Khalid University that forms the basis for the qualification of administrative leadership and is reflected in all stages of the qualification process. This ensures transparency in the selection process,

providing equal opportunities in a fair environment. This result may also be attributed to the conviction of the study community members that as much as senior management adopts concepts of justice, equality, equal opportunities, and transparency, its ability to contribute increases. Transparency in leadership selection reduces their concerns and protects them from bias when leaders choose their successors in leadership positions. Transparency also leads to the selection of leaders characterized by objectivity, integrity, loyalty to the institution, and public good.

3.4. Results related to the fourth question

Are there statistically significant differences in the responses of the study sample regarding the requirements, challenges, and mechanisms for qualifying administrative leadership at King Khalid University in light of the Human Capabilities Development Program attributed to variables (gender, qualification, experience in the current job)?

To answer this question, arithmetic means, standard deviations, *t*-tests, and one-way analysis of variance were calculated to analyze the responses of the study community members as follows:

Differences According to Gender Variable:

To reveal the statistical significance of differences between the means of estimation of the study sample individuals for the requirements, challenges, and mechanisms for qualifying administrative leadership at King Khalid University in light of the Human Capabilities Development Program according to the gender variable, the *t*-test was used to compare independent means.

Table 9. Presents the *t*-test for the responses of the study community members regarding the axes of requirements, challenges, and mechanisms for qualifying administrative leadership attributed to the gender variable.

Axes	Gender	Number	Degrees of Freedom	Arithmetic Mean	Standard Deviation	T-value	Significance Level
Requirements for qualifying administrative leaders	Male	68	105	4.49	0.54	1.007	0.316
	Female	39		4.35	0.94		
Challenges of qualifying administrative leaders	Male	68	105	4.18	0.73	1.105	0.272
	Female	39		3.99	10.2		
Mechanisms for qualifying administrative leaders	Male	68	105	4.32	0.70	0.489	0.626
	Female	39		4.24	1.04		
The total score for the axis	Male	68	105	4.33	0.51	0.965	0.337
	Female	39		4.2	0.93		

The results in **Table 9** indicate no statistically significant differences at the significance level ($0.05 \leq \alpha$) in the estimation degree of the study community members for the axes of requirements, challenges, and mechanisms for qualifying administrative leadership at King Khalid University in light of the Human Capabilities Development Program according to the gender variable. This result can be attributed to the alignment of viewpoints between male and female study community members regarding aspects of qualifying administrative leadership in terms of requirements, challenges, and mechanisms, and the harmony of their responses regarding what was included in the study tool. This may be due to the collaborative planning and

implementation of administrative leadership qualification programs at King Khalid University involving both genders, reflecting a similar orientation towards the proposed qualification requirements, challenges, and mechanisms in the study.

Differences According to Educational Qualification Variable:

To reveal the statistical significance of differences between the means of estimation of the study community individuals for the axes of requirements, challenges, and mechanisms for qualifying administrative leadership at King Khalid University in light of the Human Capabilities Development Program according to the educational qualification variable, the *t*-test was used to compare independent means.

The results in **Table 10** indicate no statistically significant differences at the significance level ($0.05 \leq \alpha$) in the estimation degree of the study community members for the axes of requirements, challenges, and mechanisms for qualifying administrative leadership at King Khalid University in light of the Human Capabilities Development Program according to the educational qualification variable. This result indicates agreement among the study community members regardless of educational qualification regarding the requirements, challenges, and mechanisms for qualifying administrative leadership. This result may be attributed to the current non-specialization of the qualification process at King Khalid University, meaning that the aspect of obtaining higher qualifications among academic leaders is not reflected, as evidenced by the agreement on the lack of specialized expertise in designing administrative leadership qualification programs, which in turn affects the agreement on the content of the study tool's requirements, challenges, and mechanisms regardless of qualification.

Table 10. Presents the *t*-test for the responses of the study community members regarding the axes of requirements, challenges, and mechanisms for qualifying administrative leadership attributed to the educational qualification variable.

Dimensions	educational qualification	number	degrees of freedom	arithmetic mean	standard deviation	<i>t</i> -value	significance level
Requirements for qualifying administrative leaders	Postgraduate	46	105	4.51	0.57	0.826	0.411
	Bachelor's	61		4.39	0.81		
Challenges of qualifying administrative leaders	Postgraduate	46	105	4.11	0.72	0.023	0.982
	Bachelor's	61		4.11	0.94		
Mechanisms for qualifying administrative leaders	Postgraduate	46	105	4.37	0.65	0.835	0.406
	Bachelor's	61		4.23	0.95		
The total score for the axis	Postgraduate	46	105	4.33	0.55	0.654	0.515
	Bachelor's	61		4.24	0.78		

Differences According to Years of Experience Variable:

To reveal the statistical significance of differences between the means of estimation of the study community individuals for the axes of requirements, challenges, and mechanisms for qualifying administrative leadership at King Khalid University in light of the Human Capabilities Development Program according to the variable of years of experience, arithmetic means and standard deviations were calculated for the axes.

The results in **Table 11** indicate apparent differences in the arithmetic means and standard deviations for the axes of requirements, challenges, and mechanisms for qualifying administrative leadership according to years of experience in current employment, allowing for the use of one-way analysis of variance.

Table 11. Arithmetic means and standard deviations for the responses of the study community members regarding the axes of requirements, challenges, and mechanisms for qualifying administrative leadership attributed to years of experience in current employment.

Category	Number	–	Axis of Requirements for Qualifying Administrative Leaders			Total score
From 1 year to less than 5 years	9	Average	4.69	4.43	4.42	4.44
		deviation	0.29	0.44	0.78	0.71
From 5 to less than 10 years	16	Average	4.25	4.020	4.11	4.11
		deviation	0.45	0.67	0.91	0.85
10 years and more	82	Average	4.73	4.18	4.26	4.29
		deviation	0.24	0.75	0.88	0.84
Total	107	Average	4.55	4.21	4.27	4.28
		deviation	0.23	0.62	0.75	0.69

Table 12. One-Way analysis of variance for the responses of the study community members regarding the axes of requirements, challenges, and mechanisms for qualifying administrative leadership according to the variable of years of experience.

Domains	Source of variance	Sum of squares	Degrees of freedom	Mean squares	F value	Significance level
Requirements for qualifying administrative leaders	Between groups	0.604	2	0.302	0.580	0.516
	Within groups	54.144	104	0.521		
	Total	54.748	106			
Challenges of qualifying administrative leaders	Between groups	0.310	2	0.155	0.209	0.812
	Within groups	77.105	104	0.741		
	Total	77.415	106			
Mechanisms for qualifying administrative leaders	Between groups	1.995	2	0.997	1.420	0.246
	Within groups	73.027	104	0.702		
	Total	75.021	106			
The total score for the axis	Between groups	0.771	2	0.385	0.796	0.454
	Within groups	50.378	104	0.484		
	Total	51.149	106			

The results in **Table 12** indicate no statistically significant differences at the significance level ($0.05 \leq \alpha$) in the estimation degree of the study community members for the axes of requirements, challenges, and mechanisms for qualifying administrative leadership according to years of experience in current employment. The results also suggest agreement among the study community members regardless of their experience regarding the requirements, challenges, and mechanisms for qualifying administrative leadership. This result may be attributed to the recent trend towards qualifying administrative leadership at King Khalid University, reflecting the

consensus among the study community on the necessary requirements, challenges, and mechanisms for qualification, in addition to the novelty of the Human Capabilities Development Program with its dimensions that have defined the requirements, challenges, and mechanisms, resulting in the absence of significant differences attributable to experience.

3.5. Results related to question five

What is the proposed strategy for qualifying administrative leadership at King Khalid University in light of the Human Capabilities Development Program?

To answer this question, a model for qualifying administrative leadership at King Khalid University was constructed based on the general framework of the Human Capabilities Development Program, including values and behaviors, basic skills, future skills, and knowledge. This model was built upon the literature review findings regarding the requirements and challenges of administrative leadership qualification, their implementation mechanisms, global theoretical models for qualifying administrative leadership, and the efforts of King Khalid University in qualifying administrative leadership, in addition to the study's results.

1) Strategic Foundations:

- The Saudi Vision 2030 aimed at enhancing investment efficiency, emphasizing the importance of having qualified and well-trained educational leaders who contribute to achieving the vision's goals.
- The Human Capabilities Development Program seeks to build globally competitive citizens in all fields, including leadership, by reinforcing values, developing basic skills, future skills, and knowledge.
- Organizational policies, exemplified in the current study by the Organizational Guide of King Khalid University.
- Theoretical models for qualifying administrative leadership, including organizational frameworks and implementation methods, such as: Leadership Line Model, Leadership Talent Management Model, Public Sector Leadership Succession Planning Model, Acceleration Group Model, Business Success Planning Model, Dynamic Strategy for Succession Leadership, Leadership Development and Integration Process Model, and Seven-Star Model.
- Global experiences in qualifying administrative leadership, as identified in the current study: Leaders Program at the University in Singapore, Future Leaders Preparation Program at the University and School Leadership Institute in Australia, Future Leaders Program at the University in England, National Professional Qualification Program for Educational Leaders in Malaysia.
- Efforts of King Khalid University in qualifying administrative leadership, starting from the National Strategy Project for University Development until the year 1444 AH, in addition to the Leadership Preparation and Qualification Program, job data identification, and finally, launching the Future Leaders Platform.
- Field study results, elucidating the study community's responses regarding the requirements, challenges, and mechanisms for qualifying administrative leadership in light of the general framework of the Human Capabilities Development Program (values and behaviors, basic skills, future skills, and

knowledge).

2) Strategic Justifications:

- The need for King Khalid University to adopt programs and initiatives aimed at improving employee productivity and enhancing human capital investment efficiency to achieve the goals of Vision 2030.
- The importance of having qualified and well-trained educational leaders to enhance the university's ranking and improve learning outcomes.
- King Khalid University's role in activating programs to achieve Vision 2030, with the Human Capabilities Development Program being one of the latest.
- The trend towards leadership qualification focusing on future skills, included in the general framework of the Human Capabilities Development Program.
- Utilizing outstanding individuals as secondary-tier leaders who benefit from their competence to fill leadership positions at King Khalid University.
- Planning for King Khalid University's future leadership vacancies and attracting individuals expected to excel in these positions.
- Alleviating the workload on current leaders, leading to performance improvement at King Khalid University.
- Implementing modern management practices during the process of qualifying administrative leadership at King Khalid University to enhance individual performance, such as job rotation and empowerment.

3) Strategic Objectives:

- Disseminate the culture of qualifying administrative leadership at King Khalid University and the positive effects resulting from its adoption.
- Present the requirements for qualifying classroom leaders in light of the general framework of the Human Capabilities Development Program, which includes values, behaviors, basic skills, future skills, and knowledge.
- Identify the challenges of qualifying administrative leadership at King Khalid University within the framework of the Human Capabilities Development Program, including values, behaviors, basic skills, future skills, and knowledge, in addition to addressing the challenges of implementing the strategy and ways to overcome them.
- Develop executive mechanisms that contribute to the effective preparation of administrative leaders at King Khalid University in three stages: preparation, qualification, and evaluation.
- Enhance the capabilities of administrative leaders to equip them with the necessary skills to deal with future leadership requirements.
- Establish a database for qualified leadership competencies resulting from the qualification process to utilize them in occupying leadership positions.
- Provide knowledge materials in stages that constitute an information bank beneficial for the leadership qualification process.

4) Implementation stages of the strategy:

Stage of Preparation:

Objective: Establishing preliminary procedures for qualifying administrative leaders and identifying the main entities supporting the qualification process.

Detailed Objectives:

- Planning for the qualification of administrative leaders from a strategic and

executive perspective.

- Formation of relevant committees and distribution of tasks accordingly.
- Forming necessary partnerships to support the qualification process.
- Implementing initial steps of the qualification process, including nomination and screening of participants.
- Designing and accrediting the qualification program in light of the general framework of the Human Capabilities Development Program.

Implementation Mechanisms:

This stage includes the following mechanisms:

- Conducting a study by the university with support from the Planning and Development Department to understand the benefits, requirements, and challenges of qualifying administrative leadership and attempt to mitigate them. The study involves analyzing the organization's strengths and weaknesses, identifying areas for improvement, ensuring the selection and training of administrative leaders address organizational weaknesses and enhance strengths.
- Disseminating the culture of qualifying administrative leadership to establish it within the organizational culture and concentrate efforts by executing and supporting parties, enhancing senior management conviction of the importance of qualification, reflecting on the efficiency of the qualification process.
- Integrating processes of qualifying administrative leadership with strategic management planning by coordinating with planning and development, ensuring alignment with the action plan and detailed recruitment objectives.
- Establishing a university-level committee chaired by the university president, with the university secretary as the vice-chair and committee rapporteur, in addition to membership by assistants, department heads, and university department directors, tasked with managing and supervising the process of qualifying administrative leadership.
- Allocating tasks to committee members according to their respective roles, with the university preparing tasks in light of the department's reality, expected job roles, and the needs for these positions.
- Preparation of a brief introductory guide to the qualification program including its objectives, the steps involved, and the nature of the target audience. The qualification process should focus on values, behaviors, basic skills, future skills, and knowledge, with a mechanism for investing in the outputs.
- Provision of digital communication channels to facilitate inquiries and communication between administrative levels, candidates, and the university as the main executing entity.
- Establishment of community partnerships with supportive entities such as businesses or institutions to provide financial support for training and offer incentives.
- Design of a nomination form to be completed by applicants, including preliminary data and an overview of the employee's performance, represented by job performance ratings to identify strengths and weaknesses, as well as professional development through attended or conducted training courses, scientific or procedural research, and training portfolios if available.
- Generalization of the program to all departments and administrations, including

distribution of the introductory guide and nomination form, with an email provided for receiving nomination requests from interested applicants.

- Screening of applicants and selection of candidates for qualification based on the grades obtained from nomination forms, and establishment of an initial database for the target audience.
- Measurement of the leadership motivation of candidates in the database using modern scales, with the Gallup Scale being one example, as well as a 360-degree scale to measure leadership attitudes.
- Adoption of the initial database, which includes the best candidates in light of multiple leadership scales and their gradual application, ensuring that the nomination form, 360-degree scale, and leadership motivation scale are considered rather than relying on seniority or self-preference for leaders.
- Analysis of the results of candidates in the qualification process based on initial scales to identify their strengths and weaknesses, determine their needs, as well as identify the needs of future positions expected to be filled, which were preliminarily outlined in the feasibility study.
- Formation of a committee to design the administrative leadership qualification program, including the university president as the chair, the university secretary as the vice-chair and rapporteur, heads of training and scholarships, a number of leadership competencies within the university, and specialists from the outputs of scholarships and training in leadership disciplines, in addition to external specialized entities such as universities, professional development institutes, or the private sector, leveraging successful institutional experiences in qualifying administrative leadership to design the program.

Designing an administrative leadership qualification program with a focus on the following aspects:

- Identification of values and behaviors in the university's administrative leadership qualification program in light of the Human Capabilities Development Program, focusing on the values and behaviors outlined in the Human Capabilities Development Program document. This should integrate with the values adopted by the management in its strategic plan, as well as in consideration of the requirements of the expected leadership positions.
- Emphasis on core skills in the program required for leadership positions in general, such as planning, organizing, directing, monitoring, effective communication, team building, and others. Utilization of leadership competencies as outlined in scientific literature should be considered, aligning with the organizational strengths and weaknesses of candidates to enhance strengths and improve weaknesses, also in light of the anticipated requirements of future leadership positions.
- Development of a list of future skills in the program that align with leadership domains, such as various types of thinking (creative, innovative, strategic, etc.), future foresight skills, emotional intelligence skills, problem-solving skills, ensuring that these skills align with the university's strategic perspective and contribute to achieving its strategic plan and management vision and mission.
- Inclusion of knowledge in the program to cover the development of candidates' cognitive aspects related to leadership concepts, introduction to regulations and

organizational guidelines necessary for general work procedures and specific to the expected future positions, taking into account the strategic integration between job requirements and candidate development.

- Comprehensive integration between job needs and candidates to ensure building skills required by the anticipated positions and develop leadership aspects in candidates.
- Diversification and variety of qualification strategies including training modules, leadership observations, guided readings, simulation-based leadership training, work in diverse committees, and others, as deemed effective and suitable by the committee for candidate development, combining both theoretical and practical aspects.
- The program should include a detailed timeline for the qualification process, including leadership tasks, training programs, and knowledge dissemination starting from basics to empowerment, all according to the committee's judgment.
- Program evaluation by a panel of educational experts or accredited arbitration offices at universities, providing arbitration services by specialized personnel, and then working on implementing the arbitrators' feedback to develop the program and finalize the version.
- Assignment of candidates by the university director's decision to commence the program as an administrative organization to ensure candidates' discipline in completing the qualification process in all its stages.

Launching the administrative leadership qualification program at the university under the patronage of the university director, with the presence of the responsible committees, candidates, and supporters.

Execution Duration: 8 weeks starting from the beginning of the academic year.

Executing Bodies: The committee chaired by the university director.

Supporting Units within the university administration: Information Technology Department—Community Partnership Department — Planning and Development Department.

Qualification Phase:

Objective: This phase aims to qualify administrative leadership and its requirements through various means.

Specific Objectives:

- Issuing necessary directives regulating the process of qualifying administrative leadership.
- Diversifying the methods of qualification through seminars, workshops, training programs, and others.
- Focusing on activating the role of first-line leaders in the qualification process.
- Applying modern leadership trends such as administrative empowerment and job rotation to enhance the efficiency of qualification.

Implementation Mechanisms:

- Issuing a memorandum from the Training and Scholarship Department regarding training programs, their execution schedules, and venues.
- Diversifying training and its strategies as adopted in the approved program in the preparation phase.
- Attending conferences held in the same year, whether in-person or remotely,

whose topics align with the program's objectives.

- Conducting introductory seminars by educational experts to develop conceptual and practical leadership aspects in candidates and address their queries.
- Hosting external entities participating in the qualification process, transferring leadership experiences such as development and qualification centers or university faculty members from King Khalid University distinguished in the qualification of administrative leadership.
- Providing support from first-line leaders appointed in the committee according to their competencies and the needs of administrative leaders from their department or administration, such as contributing to identifying training needs for candidates or proposing developmental training programs or specifying objective performance indicators deemed important for job requirements. Additionally, sharing knowledge and leadership experience with candidates, with periodic reporting to the department director as the main implementing authority on the supportive efforts provided by appointed first-line leaders in the committee for the qualification process.
- Conducting visits for exchanging leadership experiences, whether internally within departments and administrations at the university or with external entities such as universities and development centers or international trips if budget allocations permit, providing participants with direct exposure.
- Providing participants with the opportunity to participate in decision-making processes in pre-designed leadership situations within departments and administrations they belong to.
- Assigning administrative leaders to work in diverse committees to acquire fundamental work skills, whether internally within departments and administrations they belong to or at the administrative level.
- Adding new leadership tasks and duties for participants to deepen their ability to execute tasks in the future.
- Involving participants in the operational plan team within departments and administrations they belong to and formulating periodic reports submitted to the Planning and Development Department, which enhances skills in plan development and familiarity with the strategic objectives of King Khalid University.
- Including training programs containing practical scenarios related to emotional intelligence development skills to prepare administrative leaders for positively managing their emotions and the emotions of others.
- Training participants in problem analysis, proposing alternative and multiple solutions to deal with them through designing simulation scenarios and observing their strategies in dealing with them individually.
- Holding regular meetings with first-line leaders appointed to the committee, hosting leadership experts, where a scheduled timing is allocated for sessions involving both experts and first and second-line leaders. These sessions aim to enhance effective communication skills, facilitate the exchange of experiences and knowledge, and allocate time for discussions and inquiries.
- Implementing administrative empowerment by delegating responsibility and authority from first-line leaders to administrative leaders, granting them

temporary responsibility and active participation in decision-making within a scheduled timeframe. Individual reports on participants' performance in decision-making processes are submitted to evaluate their individual performance.

- Implementing job rotation to provide participants with diverse job experiences by temporarily transferring them from one position to another within the same administration. This includes rotating participants between departments within the university's affairs and academic affairs departments, considering administrative hierarchy. This facilitates familiarization with various operational activities and other staff members.

Execution Period: 10 weeks.

Executing Entities: University Administration.

Supporting Entities: Office of the University Director-Training and Scholarship Department-Information Technology Department.

Evaluation Phase:

Objective: To evaluate administrative leadership and assess the qualification process.

Specific Objectives:

- Self-assessment of administrative leadership and providing necessary feedback.
- Periodic monitoring of achievement records for administrative leadership.
- Final evaluation and scoring for administrative leadership.
- Evaluating the qualification program to develop strengths and focus on areas of improvement.
- Approval of final lists for administrative leadership and submission of reports to relevant authorities.
- Measuring the program's impact and utilizing the results to enhance future courses.

Implementation mechanisms:

- Preparation of a self-assessment record by the program design committee, which participants complete and submit periodically to the university administration according to the specified timelines included in the program designed during the preparation phase. This supports individuals at the departmental level, detects areas of weakness among participants, and provides the necessary support through tasks or training programs outlined in the plan, targeting specific groups.
- Providing regular feedback based on the self-assessment record, followed by suggestions for necessary development, ensuring ongoing monitoring to track improvements and motivate participants to enhance their performance.
- Preparation of an achievement record, including the self-assessment record, participants' outputs in program tasks, and periodic reports submitted to monitor progress in the qualification process and the application of learned concepts in the work environment, documented with evidence accessible to the university administration.
- Performance evaluation using a 360-degree assessment after completing the program to assess the level of administrative leadership practices and the effectiveness of the qualification conducted in the program, as well as its impact on improving leadership practices.

- Evaluation of participants and allocation of points to each based on a scorecard determined by the program design committee. This scorecard considers documented achievements, results of the 360-degree assessment, feedback from the direct supervisor, and the committee's input regarding the participant's future roles. The total points earned should meet a minimum threshold for successful completion.
- Providing final feedback to each participant based on the points obtained in the final evaluation process, elucidating strengths, areas for development, necessary professional development requirements, and the committee's insights regarding expected future roles.
- Periodic evaluation of the program's effectiveness to ensure continuous improvement, ongoing assessment, and direct rectification of any identified errors, with necessary corrective actions taken.
- Final evaluation of the program by the committee, along with recommendations for its improvement in subsequent years, guided by the program design committee.
- Establishing an electronic database supervised by the university's leadership unit, containing the names of successful participants, along with their points, strengths, and committee feedback as outlined in the final evaluation. This database enhances participants' opportunities for job applications based on their strengths.
- Issuance of a completion certificate uploaded onto the university's system, counted as part of each participant's professional development.
- Monitoring the investment of participants in leadership positions, which will be guided by the program design committee in future years when preparing feasibility studies.
- Submitting a report to the university director's office, with a copy provided to the Vision Realization Office, as it is the competent authority in monitoring the implementation duration of Vision 2030 programs, one of which is the Human Capacity Development Program.
- Utilizing technology with the participation of the Information Technology department by relying on electronic models in self-assessment processes, report submission, and training according to various templates.
- Providing diverse incentives, both material and morale, to participants at the end of each periodic evaluation and also at the end of the program after identifying the list of successful candidates, in addition to rewarding them for outstanding performance.
- Giving priority to program graduates for administrative leadership qualifications when announcing future leadership vacancies.
- Assessing the impact of the administrative leadership qualification process through a survey focusing on participants, the qualification program, and overall program evaluation as follows:
 - Participants
 - There is an improvement in participants' managerial skills during the qualification process.
 - Administrative leaders effectively participated in leadership tasks during job rotation.

- Participants contributed to decision-making through administrative empowerment.
- Participants acquired managerial knowledge and concepts that enrich their professional practices.
- Participants demonstrated excellence in team leadership.
- Participants showed a high level of emotional intelligence skills during the qualification period.
- Qualification Program
 - The qualification program was aligned with the overall framework of the Human Capacity Development Program.
 - The programs included sequential stages, each preparing for the next.
 - The qualification program offered diverse training methods to ensure effectiveness.
 - Necessary support was provided to participants in administrative leadership.
- Overall Evaluation
 - Partnerships were established with supporting entities for program implementation.
 - Specialized arbitration bodies were included in the program to ensure its efficiency.
 - Program activities did not conflict with the job duties of administrative leaders.
 - Collaboration was made with specialized consultancy firms in administrative leadership qualification.
 - Successful experiences in administrative leadership qualifications were utilized.

Duration of Implementation: 8 weeks.

Executing Entities: University Administration.

Supporting Entities: Information Technology Department—Vision Realization Office at the University Administration.

5) Strategy implementation requirements:

The leadership qualification at King Khalid University, as indicated by the field study results, requires the following:

- Leadership qualification requirements related to values and behaviors.
 - Dissemination of the university's adopted values outlined in its strategic plan among its staff.
 - Announcement of the administrative leadership qualification program to all employees to ensure equal nomination opportunities.
 - Transparency in the selection procedures for administrative leadership candidates.
 - Fairness in the evaluation process for administrative leadership.
 - Providing communication channels to offer continuous support for administrative leaders.
- Leadership qualification requirements related to core skills.
 - Selection of specialized human competencies to design administrative leadership qualification programs.

- Identification of administrative leadership through structured programs.
- Diversification of qualification methods such as guided readings, case studies, and direct training to enhance efficiency.
- Adoption of digital transformation in the work environment by the university.
- Leadership qualification requirements related to future skills.
 - Adoption of an incentive system supporting outstanding employees who present innovative ideas in the work environment.
 - Application of administrative empowerment to develop administrative leadership skills.
 - Identification of leadership competencies in light of the university's vision and mission, focusing on them in the administrative leadership qualification process.
 - Implementation of job rotation to diversify candidates' experiences, reflecting on performance efficiency in future positions.
- Leadership qualification requirements related to knowledge.
 - Provision of diverse communication means for sharing experiences and knowledge vertically and horizontally among managerial levels.
 - Identification of leadership and managerial concepts to be included in training programs.
 - Adoption of a knowledge management system contributing to the existence of reference databases for administrative leadership.
 - Establishment of a database of scientific materials to be referred to in the administrative leadership qualification process.

6) Challenges of strategy implementation and how to address them:

The leadership qualification at King Khalid University, as indicated by the field study results, faces the following challenges:

Challenges of Strategy Implementation:

- Challenges related to leadership qualification regarding values and behaviors.
 - Weak prioritization of filling leadership vacancies for administrative leaders over other employee candidates.
 - Renewal of assignments for current leaders without applying modern performance metrics to ensure efficiency.
 - Deficiencies in the adopted performance metrics for behavioral and value aspects among the university's management staff.
 - Deficiencies in the incentive system to support positive behaviors in the work environment.
- Challenges related to leadership qualification regarding core skills.
 - Weakness in the functional performance evaluation system to identify outstanding individuals who can be recruited into administrative leadership.
 - Lack of integration between practical and theoretical aspects in the qualification process.
 - Scarce presence of specialized competencies in designing administrative leadership qualification programs.
 - Limited employee nomination for ministerial programs targeting administrative leadership qualification.

- Insufficiency (in terms of quantity and quality) of training programs provided for administrative leadership qualification.
- Challenges related to leadership qualification regarding future skills.
 - Weak focus on critical thinking skills in candidate qualification programs.
 - Insufficiencies in emphasizing future skills in the process of qualifying administrative leadership.
 - Failure to include the process of qualifying administrative leadership within the strategic targets of King Khalid University.
 - Lack of career path plans at King Khalid University.
- Challenges related to leadership qualification regarding knowledge.
 - Limited organizational culture supporting plans and programs for qualifying administrative leadership.
 - Lack of senior management awareness of the importance of administrative leadership.
 - Inadequate description of the tasks and responsibilities of administrative leadership.
 - Weakness in exchanging experiences in qualifying administrative leadership within King Khalid University.
 - Lack of partnerships with consulting entities to provide support for qualifying administrative leadership.
- Proposed Mechanisms to Address Strategy Implementation Challenges:
 - Relying on the database containing administrative leadership when appointing leaders in available leadership vacancies.
 - Applying modern metrics in multiple aspects for current leadership, ensuring their continuous development of skills, focusing on leadership motivations, performance, values, and behaviors.
 - Diversifying methods of qualifying administrative leadership to include the development of cognitive and applied skills.
 - Relying on specialized competencies in designing and training administrative leadership qualification programs.
 - Expanding incentives within the work environment to include positive behaviors, not just job performance, with the application of metrics to reveal performance in the behavioral and value aspects.
 - Targeting administrative leadership to fill leadership vacancies when available.
 - Developing job performance evaluation to go beyond evaluating routine work aspects to reveal aspects of excellence and innovation.
 - Designing training programs with a high degree of efficiency while considering the balance between theoretical and applied aspects, quantity, and quality, targeting various types of thinking skills and future skills.
 - Enhancing the organizational culture supporting administrative leadership qualification to support the roles of senior leadership in the qualification process.
- Study Recommendations:
 - Based on the study results, the following recommendations were reached:
 - Adoption of the proposed strategy for qualifying administrative leadership

at King Khalid University.

- Providing communication channels to offer continuous support for administrative leadership during the qualification process for the exchange of experiences and knowledge among managerial levels.
- Designing administrative leadership programs at King Khalid University by specialized experts to ensure professionalism and quality of the programs provided.
- Implementing job rotation to diversify leadership experiences.
- Governing administrative leadership qualification programs at King Khalid University to ensure transparency, fairness, and accountability in all stages from nomination, preparation, to evaluation.
- Building an incentive system supporting administrative leadership qualification to encourage employees to join ministerial programs, as well as providing moral and material incentives for administrative leadership at the university management level, program designers, and implementers.
- Forming partnerships with experienced specialized entities in the leadership qualification process and consulting on King Khalid University's outstanding experiences in this regard.

Funding: The author extend his appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Small Research Groups under grant number (RGP.1/356/45).

Conflict of interest: The author declares no conflict of interest.

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