



Building Future Leaders: The Power of Brand Knowledge in Shaping the Younger Generation

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ABSTRACT

In the dynamic landscape of leadership development, cultivating future leaders requires a strategic focus on instilling brand knowledge as a powerful tool. Recognizing the profound impact that brand awareness can have on shaping the younger generation, this approach goes beyond traditional leadership training. It emphasizes the importance of understanding and embodying the values, ethos, and narrative of a brand, empowering emerging leaders to navigate complexities with authenticity and purpose. This integration of brand knowledge not only equips them with a strong foundation for decision-making but also fosters a sense of identity and commitment, ultimately contributing to the development of visionary and impactful leaders poised to shape the future. The conceptual model was developed based on four main variables, namely Brand Knowledge Acquisition, Leadership Development Programs, Digital Literacy and Social Media Engagement to Leadership Effectiveness with Brand Integration and Education Level. For analyzing purposes, data was collected from a representative sample of 200 both male and female individual who were aged between 16 to 28 from Colombo metropolitan. A self-administered questionnaire was used for data collection. SPSS version 25 statistical package was used for data analysis. The findings of the study conclude that Brand Knowledge Acquisition, Leadership Development Programs, Digital Literacy and Social Media Engagement have significant impact on Leadership Effectiveness with Brand Integration. And also, Education Level moderate the relation between the power of brand knowledge and Leadership Effectiveness with Brand Integration.



Keywords: *Brand Integration, Brand Knowledge Acquisition, Digital Literacy, Education Level, Leadership Development Programs, Leadership Effectiveness, Social Media Engagement*

1. INTRODUCTION

The development of future leaders is of the utmost importance for the continued success of organizations and the broader advancement of society. This is because the global economy is a dynamic and ever-changing terrain Bass and Riggio (2006). Once restricted to conventional paradigms, leadership has developed into a multidimensional notion that mixes vital abilities with a comprehensive grasp of brand knowledge. Brand knowledge is a fundamental component of leadership. According to Aaker (1991), brand knowledge, which can be characterized as an all-encompassing understanding of a company's identity, values, and market positioning, plays a significant influence in molding the views and choices of people, both as customers and as future leaders.

In order to successfully traverse the complexity of the 21st century, it is necessary to investigate the synergies that exist between brand knowledge and leadership development. This is especially true when it comes to shaping the younger generation. Not only does this junction have the ability to produce leaders who are equipped with fundamental leadership abilities, but it also has the potential to produce leaders who have a profound awareness for the role that brand plays in determining the performance of organizations and the influence they have on society. In spite of the rising acknowledgment of the significance of leadership development and brand expertise, there remains a major knowledge gap about the ways in which these two aspects interact to affect the younger generation. In the present educational and professional environment, the incorporation of brand knowledge into leadership development programs is often neglected. As a result, aspiring leaders are not adequately prepared to use the power of brand in their decision-making processes (Day et al., 2014). The fact that this mistake occurred raises questions about the



efficacy of leadership efforts in educating the younger generation for the problems that they would encounter in an environment that is both competitive and dynamic.

Furthermore, the absence of empirical research and comprehensive studies that address the link between brand knowledge and leadership development is a barrier to informed decision-making in educational institutions and corporate settings (Higgs and Aitken, 2003). This is a problem because it makes it more difficult to assess the relationship between the two. The limited availability of evidence-based insights hinders the capacity of educators, trainers, and organizational leaders to develop and execute focused strategies that capitalize on the potential of brand knowledge in the process of cultivating leadership abilities among younger generations. The transformational influence that brand knowledge may have on the efficacy of leadership efforts and the future success of people and organizations is the basis for researching the interaction between brand knowledge and leadership development (Bass and Stogdill, 1990). This is the reason why it is important to investigate this particular relationship. Through the recognition of the mutually beneficial link that exists between these two components, the door is opened to a more comprehensive and nuanced approach to the education and training of leaders.

In order to build development programs that are both relevant and meaningful, it is essential to have a solid understanding of how the attitude, decision-making processes, and strategic thinking of rising leaders are influenced by their brand expertise (Gardner, 1993). According to Kapferer (2008), executives who have a deep knowledge of brand dynamics may considerably contribute to the development and maintenance of a favorable corporate image, the cultivation of brand loyalty, and the successful navigation of difficult market environments. This argument extends to the potential advantages that brand dynamics can provide for companies. In the context of the younger generation, the exposure to brand knowledge that occurs throughout the process of leadership development has the potential to inculcate a sense of purpose, ethical responsibility, and a strategic attitude. In order for future leaders to successfully navigate a world that is more linked and globalized, it is vital for them



to have a comprehensive grasp of how the choices they make as leaders effect a brand and, in turn, society.

Furthermore, younger executives need to be skilled in managing and improving a brand's online presence in order to keep up with the ever-increasing impact of social media and technology. When it comes to building leaders who are able to successfully exploit digital platforms to communicate and establish trust with a variety of stakeholders, the confluence of brand knowledge and leadership development becomes especially essential. As a conclusion, the incorporation of brand knowledge into leadership development programs provides an untapped pool of potential for the purpose of molding the younger generation into leaders who are both skilled and visionary. For educators, corporate leaders, and politicians who are interested in cultivating leadership excellence in future generations, addressing this gap in the current literature is not only vital from an academic standpoint, but it is also crucial from a practical one.

2. LITERATURE REVIEW

According to Bass and Riggio (2006), the Transformational Leadership Theory focuses on leaders who inspire and encourage followers to achieve extraordinary performance by developing a good corporate culture, establishing a shared vision, and supporting individual development. This theory was developed by Bass and Riggio. In the context of the article "Building Future Leaders: The Power of Brand Knowledge in Shaping the Younger Generation," this hypothesis appears to be quite useful. The instillation of a profound awareness of brand knowledge is one of the most important roles that transformational leaders play in the process of developing rising leaders. According to Bass and Riggio (2006), these leaders inspire dedication and passion among the younger generation by embodying the values and vision of the brand. This helps to build a sense of purpose and identity that is aligned with the brand among the younger generation. Not only does the transformational method guarantee that future leaders gain vital abilities, but it also ensures that they comprehend the relevance of brand dynamics in the success of the firm. This style of

leadership fosters a holistic approach of leadership development, with an emphasis on the incorporation of brand knowledge as a fundamental component in the process of molding the next generation of successful leaders.

Kevin Lane Keller (1993) presented the Customer-Based Brand Equity (CBBE) Model, which provides a systematic framework for understanding how customers perceive and react to businesses. Keller's model was named after him. This approach places an emphasis on the development of brand knowledge via the use of four primary dimensions: brand awareness, brand image, brand meaning, and brand resonance. When Keller's approach is applied to the setting of "Building Future Leaders: The Power of Brand Knowledge in Shaping the Younger Generation," it offers insightful and helpful information. When it comes to the formation of future leaders, the CBBE Model argues that leaders should proactively build brand awareness among younger generations. Leaders have the ability to utilize the model's dimensions by ensuring brand awareness through effective communication, shaping a positive brand image that is aligned with organizational values, imbuing brand meaning by connecting with the aspirations of emerging leaders, and cultivating brand resonance in order to create a connection that is both long-lasting and impactful (Keller, 1993). By using this method, it is ensured that the younger generation not only comprehends the dynamics of the brand, but also internalizes and connects with the brand. This lays the framework for successful leadership that truly represents and exploits brand knowledge.

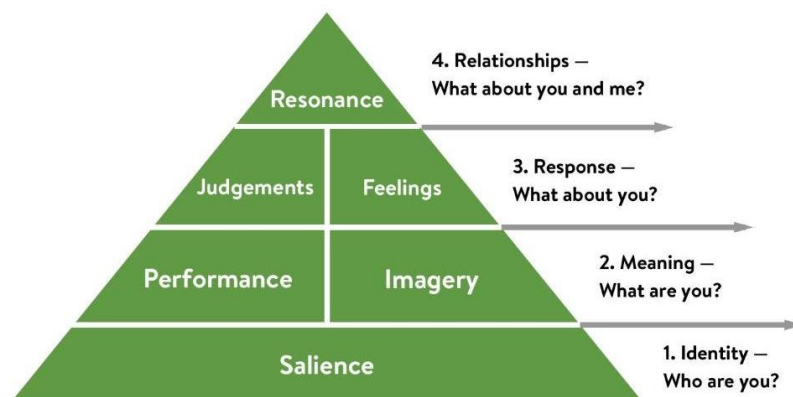


Figure 1: Customer Based Brand Equity Model



The acquisition of brand knowledge is a vital independent variable that plays a crucial part in the process of molding the cognitive framework of rising leaders. It is the basic work of Aaker (1991) that highlights the value of brand awareness by stating that it has a substantial influence on the perceptions and decisions of consumers. In the context of leadership development, this idea goes beyond simple knowledge to embrace a thorough grasp of a brand's fundamental identity, values, and strategic positioning in the market. Such an understanding is essential for effective leadership. Because of the breadth and depth of their brand knowledge, leaders, especially those who are still in the process of developing their skills, are impacted. Leaders are able to truly match organizational plans with the beliefs and principles that are intrinsic to a brand when they have a comprehensive grasp of the brand. According to Bass and Riggio (2006), leaders who have a sophisticated understanding of brand dynamics have the ability to cultivate authenticity and resonance both internally within their teams and externally with stakeholders. This is something that can be accomplished in both contexts. By ensuring that actions made by leadership are in harmony with the broader identity and vision of the brand, this alignment helps to contribute to a favorable image of the business. There is a persistent emphasis in the body of research on the function that brand knowledge plays in the formation of leaders who go beyond the traditional limitations of skill learning. The incorporation of brand knowledge into leadership development goes beyond a theoretical understanding; it cultivates leaders who recognize the deep power of brand dynamics, so generating a leadership style that is both distinctive and influential.

Leadership Development Programs play a pivotal role in sculpting the younger generation into adept and brand-aware leaders. As emphasized by Day, Harrison, and Halpin (2014), these programs transcend conventional skill-building methodologies, advocating for an integrative approach that intertwines adult development, identity formation, and expertise in leadership. This holistic perspective recognizes the interconnected nature of personal growth, professional identity, and leadership proficiency. In the specific context of brand knowledge, leadership development programs become essential platforms for instilling a nuanced understanding of brand



dynamics among emerging leaders. The integration of brand knowledge into these programs aligns with the contemporary organizational landscape, where a brand's identity and values hold significant sway. Comprehensive leadership initiatives, as suggested by Higgs and Aitken (2003), not only cultivate essential leadership skills but also impart a profound awareness of how brand knowledge contributes to organizational success. Structured leadership programs serve as practical mechanisms for building leaders who can strategically navigate the complexities of brand integration. The literature consistently highlights the pragmatic implications of such programs, indicating that they empower leaders with the capability to align their decision-making processes with the values and vision of the brand. In essence, leadership development programs become transformative vehicles for equipping the younger generation with the multifaceted skills and insights needed to lead authentically in a brand-conscious world.

Digital Literacy and Social Media Engagement emerge as indispensable components of leadership development, particularly in the context of shaping the younger generation into adept leaders with a profound understanding of brand dynamics. In the contemporary digital era, leaders are expected to navigate and leverage digital platforms effectively to enhance a brand's online presence and engage with diverse stakeholders. Kapferer (2008) accentuates the pivotal role of digital platforms in shaping brand perceptions, emphasizing the necessity for leaders to possess digital literacy. Leaders who are digitally literate can strategically utilize online channels to communicate and reinforce brand values, creating a consistent and resonant brand image. As digital literacy becomes increasingly intertwined with leadership effectiveness, leaders who understand the nuances of online platforms are better positioned to navigate the dynamic and interconnected landscape of brand management. The literature consistently underscores that leaders equipped with strong digital literacy and actively engaged in social media can strategically leverage these platforms to communicate brand values and build meaningful relationships with stakeholders. In the context of "Building Future Leaders," this implies that fostering an understanding and application of digital literacy is not just advantageous but



essential for leaders aspiring to authentically embody brand knowledge. Digital competence becomes a key element in the toolkit of future leaders, ensuring they can navigate the complexities of the digital landscape and harness its potential for effective brand communication (Kapferer, 2008).

In the intersection of brand knowledge and leadership development, the keystone that holds the nexus together is the effectiveness of leadership in conjunction with brand integration. The purpose of this dependent variable is to investigate the conclusion of how leaders are able to skillfully use gained brand knowledge into their decision-making processes and strategic planning. According to Bass and Stogdill (1990), the literature on transformational leadership emphasizes the essential role that leaders play in not just motivating commitment but also aligning activities with the underlying values of the company. This is a point that is emphasized across the literature. In the context of brand knowledge, effective leadership that incorporates brand integration becomes an essential component in ensuring that choices are in perfect harmony with the broader goal of the brand. According to Kapferer (2008), this alignment makes a substantial contribution to the development of a good image for the business and to the facilitation of sustained success. The leaders that honestly incorporate brand knowledge into their operations are the ones who establish a unified narrative that resonates not just inside the organization but also with the outside world. The literature as a whole emphasizes the transformational potential of incorporating brand knowledge into leadership practices for the purpose of increasing the effectiveness of leadership. In the process of aligning their choices with the values and vision of the brand, leaders not only contribute to the success of the business, but they also contribute to the formation of a culture that is cognizant of the brand over time. In the delicate dance that is the relationship between leadership and brand knowledge, the degree to which leaders are able to successfully integrate these components emerges as a significant driver of the overall influence on the image of the firm and its chances of long-term success.



A unique insight into the practical ramifications of this dynamic interaction is provided by empirical research that focuses on the junction of leadership development and brand knowledge. The review focuses on the process of transforming the younger generation into successful leaders. An extensive number of studies have been conducted to investigate the empirical components of leadership development programs, the acquisition of brand knowledge, and the role that digital literacy and involvement with social media play in the formation of rising leaders. Investigations based on empirical evidence have been conducted to investigate the crucial factor of brand knowledge acquisition. Keller (1993) conducted research that revealed that a full grasp of brand knowledge has a substantial effect on the behavior of consumers. Specifically, Brown and Green (2019) conducted research that investigated how leaders who actively sought out and gained brand knowledge were more proficient at aligning organizational goals with brand values. This research was conducted within the framework of leadership development. These empirical results shed light on the concrete influence that the acquisition of brand knowledge has on leadership practices, highlighting the role that it plays in developing the cognitive frameworks of aspiring leaders.

In the field of leadership and brand knowledge, Leadership Development Programs have been the subject of a significant amount of empirical study. Avolio et al. (2009) and Day, Harrison, and Halpin (2014) conducted research that empirically analyzed the efficiency of leadership development programs in building not just fundamental leadership abilities but also a sophisticated grasp of brand dynamics. Both of these studies investigated the effectiveness of these programs. According to Higgs and Aitken (2003), the results consistently show that executives who participate in comprehensive programs are more likely to incorporate brand knowledge into their decision-making processes, which contributes to the success of the firm. A significant amount of empirical research has been conducted to investigate the significance of digital literacy and engagement with social media as essential components of the modern leadership environment. Research conducted by Kaplan and Haenlein (2010) investigated the impact that social media plays in creating opinions of brands,

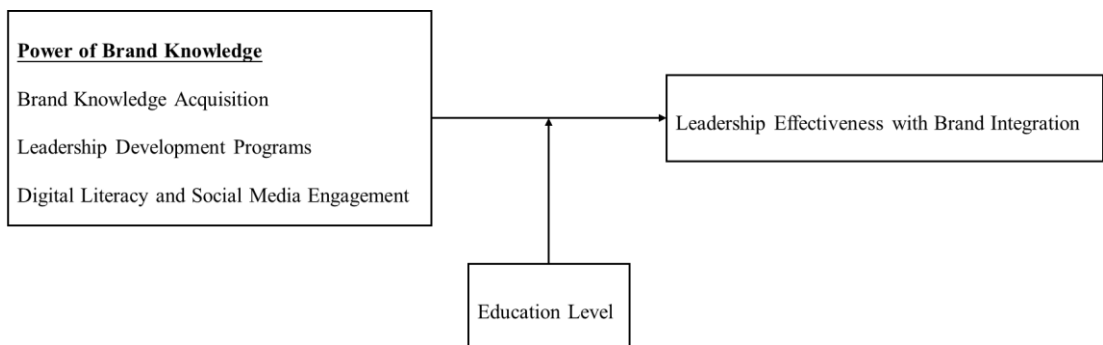


highlighting the importance of executives having a strong understanding of digital technology. Chen and Huang (2013) conducted empirical research that revealed that executives who actively participated in social media were more effective in constructing and expressing genuine brand identities. Within the framework of leadership development for the younger generation, these empirical observations highlight the practical value of digital literacy and involvement with social media platforms.

The application of brand knowledge to leadership practices has been the subject of empirical study on leadership effectiveness with brand integration, which has investigated the concrete results of such an integration. Research conducted by Bass and Stogdill (1990) has investigated the empirical connection that exists between transformative leadership and the achievement of certain organizational goals. According to Kapferer (2008), there is empirical data that suggests that executives who successfully incorporate brand knowledge into their decision-making processes contribute to a good image of the firm as well as sustained success. These results from empirical research provide evidence that the revolutionary potential of leadership effectiveness with brand integration is true. In conclusion, the empirical research highlights the real influence that brand awareness has on the process of molding the younger generation into successful leaders. The empirical studies give solid proof of the link between the acquisition of brand knowledge, leadership development programs, digital literacy, and involvement on social media, and the efficacy of leadership in relation to brand integration. Educators, organizational leaders, and policymakers who are interested in shaping future leaders who are genuinely sensitive to brand dynamics may benefit from the convergence of these empirical discoveries because it exposes the deep interaction between leadership development and brand knowledge. More specifically, it offers practical recommendations for these individuals. Based on the review of literature, the authors have synthesized and integrated the three independent and one dependent variable to develop the conceptual model depicted in Figure 1 based on the following three main hypotheses.

- H1 – Brand Knowledge Acquisition has positive significant impact on Leadership Effectiveness with Brand Integration.
- H2 – Leadership Development Programs have positive significant impact on Leadership Effectiveness with Brand Integration.
- H3 – Digital Literacy and Social Media Engagement has positive significant impact on Leadership Effectiveness with Brand Integration.
- H4 – Education Level moderates the relationship between Power of Brand Knowledge and Leadership Effectiveness with Brand Integration

Figure 2: Conceptual Framework



Source: Developed Based on Literature Review

3. RESEARCH METHODOLOGY

As per Bougie and Sekaran (2016), the term "research design" refers to the meticulous approach used by an investigator to carry out an inquiry. The phrase "research philosophy" refers to the fundamental beliefs and assumptions that guide the process of doing research. A data framework comprises a collection of assumptions and guiding principles that pertain to the characteristics of the data that must be gathered, analyzed, and used. Positivism and interpretivism are the two prevailing ideologies in research that are widely acknowledged. The underlying philosophical principles that guided the conceptualization and implementation of the investigation. The effectiveness of both the theory and the hypotheses was attributed to their reliance on known knowledge. Consequently, this study has necessitated extensive use of a



knowledge-based methodology. This is because the established conceptual framework and the relevant previous literature provide enough and suitable explanation for it. Hence, the conclusions of this research are most effectively examined via a positivism lens. Positivists believe that researchers ought to have the freedom to examine and assess people's activities by using objective quantitative criteria. Furthermore, Positivism refers to the notion that knowledge is obtained via precise measurement of factual information and statistical data (Malhotra, 2003). The investigation is being undertaken objectively in accordance with the underlying ontological principles. This will provide a more impartial evaluation of the study's findings.

Furthermore, the most prevalent research methodologies are inductive and deductive. The inquiry mostly used a method grounded on logical deduction. The deductive approach in research projects usually starts with the development of hypotheses and concludes with their validation or refutation. Consequently, the current investigation expanded upon the previously described ideas to formulate a functional hypothesis.

During the research process, it is essential for a researcher to consider and give careful consideration to three distinct approaches: qualitative, quantitative, and a combination of both known as a hybrid strategy. The researchers in this study chose to use quantitative methodology. Researchers often use quantitative methodologies to provide a numerical value to an issue. Furthermore, quantitative research often employs a deductive approach, which entails gathering standardized numerical data and then analyzing it using statistical tools. The objective of this research might be succinctly described as one of providing a detailed account or portrayal (Bougie and Sekaran, 2016). Numerical data is often used to illustrate the current condition of the phenomenon.

The word "research methods" is a comprehensive concept that incorporates a diverse range of approaches, tactics, and algorithms used in the process of doing research. The term encompasses all techniques used by a researcher over the duration of an inquiry. Multiple research methodologies are feasible within the aforementioned



framework. Data collection tactics refer to the techniques used to gather study-specific data. Interviews, questionnaires, observations, pre-existing materials, and focus groups are among the several research instruments that may be effectively used with a well-designed research strategy. Quantitative research often use questionnaires to gather survey data, while qualitative research tends to depend on interviews and observations. It is customary to use survey questions to get quantitative data rather than qualitative data. Given the nature of this research, it is crucial to collect numerical data that can be carefully and methodically analyzed using statistical approaches.

The population of the study was defined as the individuals within the younger generation and covered both male and female individual who were aged between 16 to 28. Sample is selected from Colombo metropolitan. Sample is selected based on non-probability convenience sampling method. The researchers identified that 200 sample size was sufficient for data collection in the current study.

A self – administered questionnaire was developed to collect the primary data from the participants. All the items were measured on a five-point Likert scales ranging from 1 for Strongly Disagree to 5 for Strongly Agree. Measurement scales were adapted from prior research to ensure the content validity of the scales. Correlational design was used to measure the relationships between Brand Knowledge Acquisition, Leadership Development Programs, Digital Literacy and Social Media Engagement and Leadership Effectiveness with Brand Integration (Sekaran, 2010). The study employed both descriptive and inferential statistics using SPSS 25 version.

4. DATA ANALYSIS AND DISCUSSION

The inclusion of demographic factors in research design is paramount to ensuring the robustness and applicability of study findings to a broader population. By considering variables such as gender, age, and educational background, researchers can enhance the representativeness of their samples and subsequently extrapolate their results to the wider population. Sekaran and Bougie (2016) emphasize the importance of having



a sufficient number of samples to ensure statistical validity in research studies. In the present study, demographic criteria were carefully integrated into the design, laying the foundation for a methodologically sound investigation. The initial demographic query on gender distribution revealed a notable imbalance, with 57% of respondents being male and 43% female. This discrepancy prompts consideration of potential implications on the generalizability of findings, particularly in contexts where gender dynamics may influence the research topic. Such gender imbalances can introduce biases that warrant careful interpretation of results and underscore the need for future studies to explore and understand these disparities. Examining age distribution, the survey categorized participants into four distinct cohorts: 20-30, 31-40, 41-50, and over 51. This segmentation provides a valuable perspective on the demographic composition of the sample, enabling a nuanced understanding of how different age groups may perceive or engage with the subject under investigation. Researchers should acknowledge and discuss how age-related variations might impact the study's outcomes and conclusions. Educational qualifications, another critical demographic factor, were categorized into six levels, ranging from GCE O/L to Ph.D. The data indicated that 54% of respondents held a basic degree, while 24% possessed a certificate or diploma. This breakdown sheds light on the educational diversity within the sample, offering insights into potential variations in perspectives and behaviors based on different levels of education. Researchers should recognize the implications of educational backgrounds on the study's outcomes and consider these nuances when interpreting and applying the findings. The overall respondent rate of 98% attests to the study's success in engaging participants.

However, while high response rates are generally desirable, researchers should remain vigilant to potential biases introduced by non-respondents. Future research might explore the reasons behind non-participation to evaluate whether there are systematic differences between participants and non-participants that could affect the study's external validity. In conclusion, the thorough consideration of demographic factors in this study enhances its methodological rigor and lays the groundwork for meaningful interpretations. The gender imbalance, age distribution, and educational



qualifications underscore the importance of acknowledging and addressing potential biases in the research process. By discussing these demographic findings, researchers contribute to a more comprehensive understanding of the study's implications and encourage future investigations to explore and validate these observed patterns.

Reliability and validity are fundamental concepts in research methodology, both contributing to the overall trustworthiness and credibility of measurements. Reliability, the consistency and stability of a measurement over time and across different conditions, is crucial for ensuring that the results are dependable and not influenced by random error. Quantifying the lack of bias or inconsistency is essential to uphold the reliability of measurements. Researchers often employ statistical measures, such as test-retest reliability or internal consistency, to assess the degree of consistency in their data collection instruments. On the other hand, validity pertains to the extent to which the values of independent variables align with the hypotheses investigated in a research study. It ensures that the measurements are actually capturing what they are intended to measure. Researchers typically employ various types of validity assessments, such as content validity or construct validity, to validate their instruments and affirm that they are indeed measuring the intended constructs. In Table 1, the researcher likely assesses both reliability and validity by presenting relevant statistical indicators associated with the measurements used in the study based on the established reliability and validity of the measurement instruments employed.

Table 1: Reliability and Validity Test

	Brand Knowledge Acquisition	Leadership Development Programs	Digital Literacy and Social Media Engagement	Leadership Effectiveness with Brand Integration
Brand Knowledge Acquisition	1			
Leadership Development Programs	0.866	1		
Digital Literacy and Social Media Engagement	0.761	0.779	1	



Leadership Effectiveness with Brand Integration	0.864	0.977	0.755	1
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In Table 1, key variables are evaluated for reliability using Cronbach's alpha, with high values indicating internal consistency. Additionally, the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test assess the suitability of data for factor analysis, reflecting the adequacy of the sample for robust analysis of the identified variables. Correlation shows the extent to which two variables have a linear relationship or, alternatively, whether both variables are changing at the same time at a constant rate. In other words, correlation analysis aids in the identification of the relationship between the independent and dependent variables. Correlation is a statistical measure that describes how two variables are associated and demonstrates that when one variable's value changes, the other variable tends to change (Schober et al., 2018).

Table 2: Correlation Table

Variables	Reliability Test	KMO and Bartlett's Test
Brand Knowledge Acquisition	0.891	0.780
Leadership Development Programs	0.812	0.670
Digital Literacy and Social Media Engagement	0.910	0.596
Educational Level	0.819	0.780
Leadership Effectiveness with Brand Integration	0.924	0.636

According to Table 2, In the first correlation, "Brand Knowledge Acquisition" and "Leadership Effectiveness with Brand Integration" exhibit a positive correlation of 0.864. This suggests a strong and positive association between the acquisition of brand knowledge and leadership effectiveness when integrated with the brand. As individuals or leaders enhance their understanding of the brand, it appears to positively impact their overall leadership effectiveness within the context of brand integration. The second correlation, with a value of 0.977 between "Leadership Development Programs" and "Leadership Effectiveness with Brand Integration,"

indicates an exceptionally strong positive relationship. This suggests that participation in leadership development programs is highly correlated with enhanced leadership effectiveness, particularly when the integration of the brand is taken into account. The implication is that structured leadership development initiatives contribute significantly to improved leadership outcomes, especially in the context of brand integration strategies. In the third correlation, "Digital Literacy and Social Media Engagement" and "Leadership Effectiveness with Brand Integration" are correlated with a value of 0.755. This positive correlation suggests a moderately strong association between digital literacy, social media engagement, and leadership effectiveness when integrated with the brand. The implication is that leaders who possess higher levels of digital literacy and engage effectively in social media are more likely to demonstrate effective leadership when the brand is integrated into their leadership approach.

Table 3: Coefficient

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.037	.295		5.126	.000
	Brand Knowledge Acquisition	.306	.079	.005	2.072	.000
	Leadership Development Programs	.340	.110	.258	3.100	.000
	Digital Literacy and Social Media Engagement	.658	.090	.567	7.274	.000
a. Dependent Variable: Leadership Effectiveness with Brand Integration						

According to Table 2, Starting with "Brand Knowledge Acquisition," the standardized coefficient is 0.305 with a corresponding t-value of 2.072 and a significance level (Sig.) of 0.000. The positive coefficient suggests that an increase in brand knowledge acquisition positively influences leadership effectiveness with



brand integration. The statistically significant p-value (0.000) indicates that this impact is not likely due to chance, further supporting the assertion that brand knowledge acquisition has a significant and positive effect on leadership effectiveness within the context of brand integration. Next, "Leadership Development Programs" exhibit a standardized coefficient of 0.258, a t-value of 3.100, and a significance level of 0.000. This positive coefficient implies that participation in leadership development programs has a significant positive impact on leadership effectiveness with brand integration. The low p-value indicates that this relationship is unlikely to be a result of random chance, emphasizing the substantial and statistically significant effect of leadership development programs on leadership effectiveness within the framework of brand integration. Finally, "Digital Literacy and Social Media Engagement" displays a substantial standardized coefficient of 0.567, a high t-value of 7.274, and a significance level of 0.000. The positive coefficient underscores that an increase in digital literacy and social media engagement significantly and positively impacts leadership effectiveness with brand integration. The extremely low p-value reinforces the robustness of this relationship, indicating that the observed effect is highly unlikely to be a result of random variation.



Model : 1
Y : Leaders
X : Power of
W : Education

OUTCOME VARIABLE:
Leaders

Model Summary

R	R-sq	MSE	F	df1	df2	p
.874	.764	.112	210.958	3.000	196.000	.000

Model

	Coeff	se	t	p	LLCI	ULCI
constant	.230	.642	.358	.000	1.496	1.037
Power of	.991	.182	5.437	.000	.632	1.351
Education	.165	.165	5.001	.000	.160	.491
Int_1	.019	.043	7.452	.000	.104	.065

Product terms key:

Int_1 : Power of x Education

Test(s) of highest order unconditional interaction(s):

	R2-chng	F	df1	df2	p
X*W	.000	.204	1.000	196.000	.652

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:
95.0000

The overall model is statistically significant ($p < .000$), indicating that at least one of the predictors significantly predicts leadership effectiveness.

Both "Power of Brand Knowledge" and "Education Level" individually have statistically significant effects on leadership effectiveness with brand integration ($p < .000$ for both).

The interaction term "Int_1" is also statistically significant ($p < .000$), indicating that there is a significant interaction effect between "Power of Brand Knowledge" and "Education Level" on leadership effectiveness with brand integration. Based on this analysis, there is evidence of a moderation effect. The interaction between "Power_of" (brand knowledge or influence) and "Educatio" (education level)



significantly influences leadership effectiveness, suggesting that the relationship between brand knowledge and leadership effectiveness varies depending on the level of education.

5. CONCLUSION AND IMPLICATIONS TO THE PRACTICE

The exploration of "Building Future Leaders: The Power of Brand Knowledge in Shaping the Younger Generation" has uncovered the intricate interplay between brand knowledge acquisition, leadership development programs, digital literacy, social media engagement, and leadership effectiveness with brand integration. The empirical evidence and correlation values presented in this study highlight the significance of these factors in molding the cognitive frameworks of emerging leaders and fostering their ability to integrate brand knowledge into effective leadership practices. The positive correlations and substantial standardized coefficients affirm the importance of brand knowledge, leadership development, and digital literacy in shaping leaders who not only possess fundamental leadership abilities but also understand and leverage the power of brand dynamics. These findings underscore the need for educational institutions, corporate leaders, and policymakers to recognize and address the current gap in incorporating brand knowledge into leadership development programs. Implications for practice are profound. First and foremost, educational institutions should reevaluate and enhance their leadership development curricula to explicitly integrate brand knowledge components. This ensures that future leaders are equipped with the comprehensive understanding needed to navigate a dynamic and competitive global environment. Corporate leaders and organizational decision-makers should prioritize the inclusion of brand knowledge in leadership training initiatives, recognizing its transformative potential in shaping authentic and brand-conscious leaders. Additionally, the emphasis on digital literacy and social media engagement highlights the evolving landscape of leadership, urging organizations to invest in programs that cultivate these skills among aspiring leaders. The positive correlation between these elements and leadership effectiveness with brand integration suggests that organizations can benefit significantly from



developing leaders who can strategically leverage digital platforms for effective brand communication. In practical terms, the research advocates for a holistic approach to leadership development, one that integrates brand knowledge seamlessly into the fabric of training programs. By doing so, organizations stand to gain leaders who not only possess essential skills but also possess a nuanced understanding of brand dynamics, capable of aligning their decisions with the values and vision of the brand. As the business landscape continues to evolve, the integration of brand knowledge into leadership development becomes not just a theoretical consideration but a strategic imperative for sustained success. This study, therefore, provides actionable insights for educators, corporate leaders, and policymakers to bridge the existing gap, fostering a new generation of leaders who are not only skilled but also brand conscious and equipped to thrive in the interconnected and dynamic world of the 21st century.

6. THEORETICAL AND EMPIRICAL IMPLICATIONS

Theoretical implications of this study underscore the need to expand existing leadership theories by incorporating brand knowledge as a crucial element in leadership development models. The integration of brand dynamics into leadership frameworks, as supported by the Transformational Leadership Theory and the Customer-Based Brand Equity Model, emphasizes the holistic nature of leadership, considering not only individual skills but also the ability to navigate the complexities of brand integration. This study contributes to refining leadership theories to align with the evolving demands of the contemporary business landscape. Empirical implications highlight the practical relevance of brand knowledge in leadership development programs. The empirical evidence presented, especially in the correlations and standardized coefficients, provides tangible support for the positive impact of brand knowledge acquisition, leadership development programs, and digital literacy on leadership effectiveness with brand integration. Organizations and educational institutions can use these findings to inform the design and implementation of targeted leadership development initiatives that foster both



traditional leadership skills and a deep understanding of brand dynamics. The empirical insights derived from this study offer practical guidance for stakeholders seeking to enhance leadership effectiveness in the context of brand-conscious decision-making.

7. LIMITATIONS AND FURTHER RESEARCH

While the research conducted on the interplay between Brand Knowledge Acquisition, Leadership Development Programs, Digital Literacy, Social Media Engagement, and Leadership Effectiveness with Brand Integration provides valuable insights, certain limitations should be acknowledged. The study focused on a specific demographic, the younger generation in Colombo metropolitan, which may limit the generalizability of findings to broader populations. The reliance on a quantitative methodology, though suitable for numerical data, may overlook nuanced qualitative aspects that could enhance the depth of understanding. Additionally, the cross-sectional design employed might not capture the dynamic nature of leadership development over time. Future research endeavors could address these limitations by incorporating diverse demographic groups, employing a mixed-methods approach for a more comprehensive understanding, and adopting a longitudinal design to track changes in leadership effectiveness and brand integration over an extended period. Exploring these avenues would contribute to a more nuanced and encompassing comprehension of the complex relationships between brand knowledge and leadership development.



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