

Development of a Leadership Competency Framework for Higher Education Institutions in Malaysia

Ismie Roha Mohamed Jais^a, Nordin Yahaya^b, Erlane K Ghani^c, ^{a,b}Centre for Leadership Profiling, Akademi Kepimpinan Pendidikan Tinggi, Malaysia, ^cFaculty of Accountancy, Universiti Teknologi Mara, Malaysia,

This paper presents the development process of a leadership competency framework for higher education institutions to address the issues in identifying competent leaders in the higher education institutions in Malaysia. Using a qualitative and an exploratory case study approach, this paper demonstrates five clusters that need to be included in the leadership competency framework. The five clusters are personal effectiveness, cognition, leading, impact and influence and achievement and action. These clusters subsequently define the competency themes consistent with previous studies. This paper provides understanding on possible alternatives to the existing leadership competency framework in sustaining organisational culture of excellence, consistent with the aspiration of the Malaysia Education Blueprint (Higher Education 2015-2025).

Key words: *Leadership, Talent Management, Academics, Higher Education Institutions, Malaysia.*

Introduction

Burns (1978, p.2), noted that '*Leadership is one of the most observed and least understood phenomena on earth. Leadership is indeed a dynamic undertaking that both researchers and practitioners have struggled to make sense of for centuries*'. Burns described leadership as leaders who encourage and inspire their employees through intrinsic motivation. Since Burns' study, the issue of leadership has long been debated due to its importance in an organisation. It is considered a crucial factor and is increasingly demanding change, choice, flexibility as well as variety in an organisation (Seidler, 1996; Yukl, 2002; Wallin, 2009; Bechtel, 2010), suggesting that the delayering of organisation and empowerment of individual employees and that the future for both individual and organisation lies not in the promotion to successively higher levels of management. Rather, it lies in the value development of the individual as a leader (Chouhan & Srivastava, 2014; Ghani & Mohamed Jais, 2018). Of consequence, this

leads to a huge contribution in human capital (Caligiuri & Tarique, 2012).

Over the decades, a large body of the leadership literature has examined the issue of leadership and subsequently, derived multiple contexts and frameworks (Bass, 1998; Bechtel, 2010). These studies examined leaders and their leadership abilities in terms of behaviours, situations and transformational abilities (Burns, 1978; Yukl, 2002; Bechtel, 2010). Most of these studies suggested that leadership is a competent leader, regardless of the type of organisation. However, there are studies that have suggested that leadership in higher education institutions is different as the higher education institutions present a unique set of leadership challenges (Smith & Wolverson, 2010; Anderson, 2015). Smith and Wolverson argued that the members in a higher education institution are often operating in an environment that has little supervision but has a powerful voice in significant institutional decisions. Therefore, the leaders in higher educational institutions would need to retain a balance in the interests of the faculties and the departments, as well as the interests of other stakeholders such as the students and the government. Arguably, the definition of leadership may not be relevant to leadership in the higher education institutions.

One may pose a question: if the leadership in the higher education institutions is unique, then what constitutes its competencies and what would be the appropriate leadership competency framework? Defining the leadership competencies in higher education institutions such as knowledge, skills and attributes is important, as it can provide effective leadership. Using Akademi Kepimpinan Pendidikan Tinggi (AKEPT), a small unit under the Ministry of Higher Education in Malaysia as the setting, this paper explores the concept of leadership in the higher education institutions. Based on a qualitative and an exploratory case study approach, this study provides an understanding on the leadership competency framework in achieving organisational outcomes. The remainder of this paper is structured as follows: the next section, Section 2, provides a review of relevant literature. Section 3 outlines the modelling methodology. The framework is presented in Section 4. The last section, Section 5, concludes this paper.

Literature Review

Studies in the leadership literature have provided several definitions of leadership. Yukl (2002, p.7) defined leadership as ‘the process of influencing others and facilitating individual and collective efforts to accomplish shared objectives’. Dugan and Komvies (2007, p.9) defined leadership as ‘*a relational, transformative, process-oriented, learned, and change-directed phenomena*’. Similarly, Gardner (1990, P.1) defined leadership as ‘*the process of persuasion by which an individual induces a group to pursue objectives held by the leader and his or her followers*’. Other studies such as Wallin (2009) noted that a leader should have the ability to influence others and lead the organisation through change which is critical to organisational

success. Kouzes and Posner (2002, p.20) posited leadership as about relationship. They defined leadership as *'a relationship between those who aspire to lead and those who choose to follow'*. In other words, leadership refers to a leader's credibility and their actions (Bechtel, 2010). In addition, leadership is a complex relationship between people based on trust, obligation, commitment, responsibility and a shared vision of good (Koen & Bitzer, 2010). Notably, this reflects their competencies in leadership, often known in the literature as leadership competencies.

Leadership competencies refer to the knowledge, skills, behaviours and attributes that are important for good leadership (Smith & Wolverson, 2010). It comprises key characteristics that leaders must have in order to achieve desirable organisation outcomes (Tichy, 1997; Wallin, 2009; Yukl, 2002). Mohamad Rohana and Abdullah (2017, p.1) defined leadership competencies as *'the skills of a leader that contribute to superior performance. By developing leadership competencies, organisations can better identify and develop their next generation of leaders'*. Studies that have examined leadership competencies often examined their abilities in terms of traits, behaviours, transactions, power, influence, situations, and transformational abilities (Bass, 1998; Bensimon, Neumann & Birnbaum, 1989; Yukl, 2002). These studies often argued that leadership competencies are critical to succeed in various positions in an organisation. McClelland (1973) posited that in measuring competencies, aptitude and intelligence are not sufficient enough as predictors of successful performance, rather, to also take into consideration clusters of life outcomes namely, occupational outcomes and social ones such as leadership and interpersonal skills.

A body of the leadership literature has also found that competent leaders displayed multiple styles of leadership. For example: Bass (1989) found that leaders who possessed combined characteristics of transformational, transactional, and laissez-faire leadership would become competent leaders. He also found that good leaders intellectually stimulate their employees and provide them with new frames to resolve issues and emphasise rational solutions. However, studies have also found that leaders can be nurtured and develop to become competent leaders over time. These studies suggested that there are two perspectives of leadership development. From the organisational perspective, leadership development involves personal and professional growth, allowing the ability to sustain, grow and transform organisations (Wallin 2002; Katsinas & Kempner, 2005). On the other hand, from the individual perspective, leadership development involves activities and experiences that can increase job-related skills and knowledge. It offers opportunities for employees to change and transform their organisation (Astin & Astin, 2001; Chouhan & Srivastava, 2014).

In identifying leadership competencies, studies have attempted to develop leadership competency frameworks. One of the most dominant frameworks in the higher education institutions is the one developed by McDaniel (2002). Using a qualitative approach, she asked

her participants who were senior university administrators to describe core competencies for a leader in higher education institutions. She then developed a model known as higher education leadership competencies (HELIC) that classified competencies into four categories namely, context, content, process and communication. Context refers to a leader's ability to navigate a highly publicised environment (Filan & Seagren, 2003), while content refers to a leader's understanding of strategic planning and how it relates to the vision and mission of the organisation (Brown, 2000). On the other hand, process refers to a leader's knowledge and understanding of leadership, which includes creativity and flexibility (Fisher & Koch, 2004). Finally, communication refers to verbal, non-verbal and written (Kouzes & Posner, 2003).

Smith and Wolverson (2010) extended McDaniel's study by using a quantitative approach on three administrative groups. They found five competency categories emerged namely, analytical, communication, students' affairs, behavioural and external relations. Analytical refers to creativity, strategic thinking and actions that are used to make systematic, process and action-oriented decisions for organisational success (Smith & Wolverson, 2010), while communication refers to leaders competent in oral and writing and being able to engage multiple perspectives in decision-making (McLaughlin, 2004). Students' affairs refer to the students' needs trends and legal considerations (Smith & Wolverson, 2010). On the other hand, behavioural refers to unselfish behaviour with a strong focus on actual people within the organisation who contribute to organisational success (Wolverson & Gmelch, 2002). Finally, external relation refers to the time spent by the leaders on externally related issues which are derived from multiple stakeholders' interests.

Modelling Methodology

The Setting

AKEPT, which is a small unit in the Ministry of Higher Education in Malaysia, is chosen as the setting in this exploratory case study. AKEPT was established in 2008 and operates in Putrajaya. The establishment of AKEPT is significant for higher education institutions as the demand of shaping minds and building leaders is mounting and crucial. Since 2015, AKEPT has been actively involved in leadership talent management for higher education institutions in Malaysia. It aligns with the aspiration of the Malaysia Education Blueprint (Higher Education) 2015-2025, which clearly states the need for building competent leaders towards talent excellence. To date, there are 494 academics from 20 public universities, polytechnics and other related higher education agencies that have been profiled through the AKEPT Leadership Assessment Centre based on psychometric test, Behavioural Event Interview (BEI) and Strategic Plan Presentation (SPP) approaches. Ideally, the initiative is to gauge the leadership competency gaps of potential leaders in order to execute a more strategic leadership development plan for effective and efficient talent management. Certainly, a reliable and

systematic executive framework is crucial for AKEPT to move this critical agenda, which eventually sustains organisations' culture of excellence.

The Instrument

This study utilises focus group discussion and individual interviews. The focus group discussion is on members from the AKEPT Leadership Competency and Instrument Committee. This committee was formed to develop generic leadership competency for higher education institutions in Malaysia. The purpose of the focus group is to extract richer view of the leadership competency framework from the viewpoints of the committee. The questions were developed based on the adaptation from the Spencer and Spencer Competency Model (1993), with some modifications to suit the context of AKEPT. The issues discussed in the focus group within the committee include the cluster type that needs to be included in the leadership competency framework, the appropriate competency themes, the placement of the competency themes in the clusters and determining the suitability of the competency themes in gauging potential leaders in the highest education institutions.

The focus group discussions were conducted over a period of 3 years. The focus group consists of individuals from the AKEPT Leadership Competency and Instrument Committee, which consists of experts from various fields that have vast experience in leadership and hence, are deemed suitable for this study to conduct focus group discussions. There were 12 committee members and during the focus group discussion, the focus groups were encouraged to pour out ideas on the best leadership competency themes in developing the leadership competency framework. The session was conducted 4 times over a period of 3 years. Upon completion of the focus group discussion, the qualitative data was then coded and categorised to identify the competency theme variables that could be included as part of the leadership competency framework.

The individuals comprise academics that have been identified as potential leaders from the higher education institutions. These academics were approached after identification of the competency themes and clusters. The individuals were approached via email or telephone requesting them for an interview. Upon obtaining their consent, the individual interviews were conducted at separate sessions. The individual interviews were conducted to determine whether the proposed competency theme and clusters for identifying potential talents represents the leadership competency framework for higher education institutions.

The Model

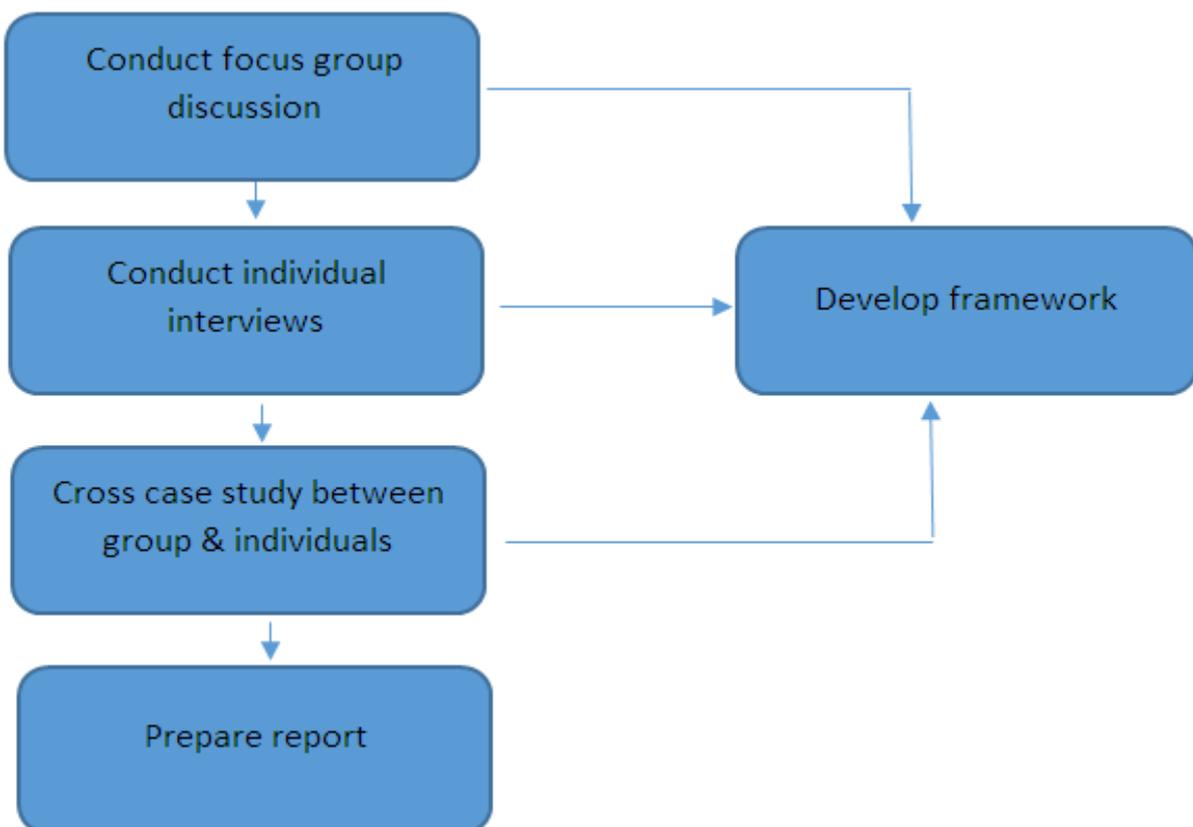
Figure 1 presents the model for analysing the leadership competency framework for higher education institutions in Malaysia.

Figure 1. Framework used in this study



To further enhance the credibility of the proposed components, this study also reviewed documentations as part of the data collection (Tellis, 1997). This is consistent to the Alias and Abdul Rahman (2003) that has adapted the Soft System Methodology developed by Checkland (1981). Specifically, two main references were used to develop the leadership competency framework namely, the Pekeliling Perkhidmatan Bilangan 3 Tahun (2006) and the Malaysia Education Blueprint (Higher Education 2015-2025). The competency themes were then conceptualised, and overall conclusions were made to represent the leadership competency framework. Figure 2 presents the research operational framework adapted from Alias and Abdul Rahman (2003) with some modifications.

Figure 2. Research Operational Framework



The Framework

This study develops the leadership competency framework based on the analysis of the exploration case study. Based on the observation of the documentation, this study found that the aspiration of the Malaysian government in higher education institutions influences the conceptualisation of the leadership competency themes. The effectiveness of this framework should be at five levels namely, leading whole organisations, integrating diverse functions, managing functions, supervising day-to-day tasks and the individual contributor.

The leadership competency framework developed consists of five main clusters, which represent the overall criteria identification of potential talents. The five clusters are impact and influence, achievement and action, management, cognition and personal effectiveness. The participants from the focus group and individuals were then requested to identify possible issues in each component. The responses were then analysed, coded and grouped accordingly. The issues reflecting the quality of the leadership competency framework for each cluster are presented as follows:

Impact and Influence

Issue 1: Can the Leader Impact and Influence Other People?

One of the keys to becoming a successful leader is his or her ability to impact and influence others. In this aspect, AKEPT needs to look at the abilities of the leader related to impact and influence. Specifically, AKEPT needs to assess the leader's adaptive style, that is to adapt personal leadership or approaches that can be used to influence others. AKEPT also has to assess whether the leader can make a case in terms of appeals to emotions and reason based on data and concrete examples. The leader should also be able to provide demonstrations to make a compelling case for his or her position. In addition, the leader can anticipate reactions and address concerns of his or her staff in persuading them to achieving a goal. AKEPT also has to assess whether the leader has the ability to stimulate his or her staff to take action and achieve goals, even without a direct relationship existing. Finally, the leader should also have the ability to build coalitions. Building coalitions refers to gaining support by aligning ideas with the needs and priorities of others.

Issue 2: Does the Leader Have Organisational and Environmental Awareness?

AKEPT has to ensure that the leaders have awareness on organisational and environmental aspects. In this regard, the leader must respect the community whereby the leader can demonstrate knowledge and respect for the culture in the organisation. AKEPT also has to ensure that the leader provides inclusiveness. That is, the leader would be able to create an

inclusive environment that respects the culture and community in his or her higher education institutions. Another trait that AKEPT has to look for in a leader is his or her ability to adjust behaviour based on the cultural norms and cues. Finally, the leader should appreciate valuing diversity in terms of creating and sustaining an environment where people from diverse backgrounds and perspectives can succeed.

Issue 3: Can the Leader Build Relationship or Networking?

One of the core competencies of a leader is his or her ability to build relationships or networks. A competent leader would seek opportunities to work with a wide range of individuals and organisations to achieve organisational goals. The leader also has the ability to work cross-culturally, whereby he or she communicates and works effectively with others that have diverse backgrounds. AKEPT should assess whether the leader has the ability to develop mutually beneficial relationships and partnerships based upon trust, respect and achievement of common goals. The leader also must be able to gain the trust of the key stakeholders by listening and seeking to understand their views and needs. Finally, the leader must be able to demonstrate respect and appreciation for others by showing empathy, valuing their time and contributions and be responsive to their needs.

Achievement and Action

Issue 1: Does the Leader Have Achievement Orientation?

A competent leader needs to have achievement orientation in which AKEPT has to assess whether the leader demonstrates high expectations by setting challenging goals for him or her, and also for others. The leader should take initiatives to go above and beyond typical expectations and make necessary sacrifices to achieve exceptional results. In addition, the leader should follow through on commitments with an appropriate sense of urgency. AKEPT can also assess the leader by looking at his or her flexibility in planning or when situations change unexpectedly. This is to ensure that the leader can effectively adjust plans to achieve organisational outcomes. The leader also needs to focus upon results and determine how they are to be achieved. Moreover, the leader needs to have the ability to not confuse efforts with results.

Issue 2: Does the Leader Have Initiatives?

One of the traits that AKEPT can use to assess the leader is his or her ability to set goals. The leader sets goals – both team and individual goals with the employees – that align with the vision and mission of the higher education institutions. In addition, the leader should be able to obtain resources both in monetary and non-monetary form to achieve team and individual

goals. AKEPT also has to assess whether the leader can consistently coach others towards goals, recognising achievement and provides timely, relevant and constructive feedback. Another important trait that AKEPT can assess is whether the leader can hold his staff and teams accountable for achieving their goals. The leader can also hold the staff accountable for modelling organisational values and showing strong character. Subsequently, the leader can evaluate performance regularly, both team and individual, and identify learning needs.

Issue 3: Is the Leader an Information Seeker?

AKEPT needs to assess whether the leader is an information seeker. That is, he or she can gather information from multiple relevant sources and stakeholders with problem solving. In addition, the leader would be able to sort out complexity. The leader can identify useful relationships among complex data from unrelated areas. The leader also needs to be able to anticipate and identify problems in a timely manner.

Management

Issue 1: Can the Leader Build Teamwork and Cooperation?

In terms of teamwork and cooperation, the leader should be able to clarify the roles, accountabilities and decision-making among his or her team members. The leader must know how to delegate tasks to the appropriate individuals or groups and subsequently promote collaboration among the team members and encourage others to cooperate and coordinate efforts. In addition, the leader should be able to encourage others to proactively solve problems. AKEPT also can assess whether the leader can manage conflicts by creating models and encourage others to manage conflict openly and productively. The leader can also lead team meetings, prioritise team morale and productivity. Upon accomplishments, the leader would celebrate with his or her team members.

Issue 2: Can the Leader Develop Others?

Another trait that AKEPT has to look into is the ability of the leader to develop others in terms of talent development. A good leader should be able to recruit and select highly effective employees. The leader creates developmental opportunities for employees to be more effective in their roles and progress them towards their career goals. In addition, the leader can place the individuals in roles that contribute to their personal and career development. This includes retention of the most talented and valued employees. In addition, the leader can explicitly build systems that encourage talent to grow and develop successors for their own position.



Issue 3: Does the Leader have Directiveness And Assertiveness?

A good leader should have a sense of directiveness and assertiveness. That is, the leader should be able to model organisational values and strong character at all times. AKEPT needs to assess whether the leader can anticipate and grab new opportunities that are aligned with the strategic goals. It is also important for the leader to be able to manage change by understanding its effects upon organisational and key stakeholders that include addressing resistance to change.

Issue 4: Visioning & Strategic Direction

Another important trait in selecting a leader is his or her ability to have vision and strategic direction. AKEPT can assess the leader's vision and mission and how he or she can establish, articulate and disseminate the organisation's vision and mission. The leader must have strategic direction that can inspire and gain commitment of others towards the vision and mission. This includes integrating programs that help to achieve the vision and mission of the higher education institutions.

Cognition

Issue 1: Conceptual Thinking

Conceptual thinking is a skill that is important for a leader in ensuring that the organisational goals are achieved. AKEPT needs to ensure that the leader would have the ability to utilise conceptual thinking. The leader must have the ability to look at the overall picture and analyse hypothetical situations or concepts in order to compile insights. AKEPT can assess to determine whether the leader would have good judgment on why something is being done or happening.

Issue 2: Analytical Thinking

To be a good leader, he or she must have the ability to do analysis, reflect upon, synthesise and contextualise information. AKEPT needs to assess whether the leader can weigh the pros and cons of multiple options to solve complex problems.

Issue 3: Decision Making

The leader should be able to establish decision-making processes and communicate how decisions will be made and who has input, ensuring that decisions are made by individuals best suited to make them. The leader also has to consider both short and long-term decisions and the consequences of potential decisions. Another trait that AKEPT has to assess in the leader

is his or her sense of urgency in terms of making timely decisions, using intuition as well as data in the face of ambiguity and subsequently, taking follow-up actions to support decisions. The leader is also willing to make and stand by controversial decisions that can benefit his or her higher education institution.

Issue 4: Planning and Organising

In assessing the competencies of a leader, AKEPT needs to look at methodically backward plans to achieve short and long-term goals. The leader has the ability to accurately scope and secure resources needed to accomplish projects and also manages time and resources effectively, prioritising efforts according to organisational goals. In addition, accountability is a must for a leader where he or she regularly compares actual progress to planned milestones and adjusts plans accordingly, holding him or herself and others accountable for achieving intended outcomes. AKEPT also needs to assess whether the leader can proactively develop contingency plans for unforeseen circumstances.

Personal Effectiveness

Issue 1: Does the leader have self-confidence?

Self-confidence is an essential trait in leadership, often referring to the ability of the leader to be certain about his competencies and skills. Self-confidence is important since leadership involves influencing others. It portrays a positive self-image. AKEPT needs to assess this trait by looking at how the leader addresses his or her self-doubt, how the leader eliminates negative triggers and how the leader bounces back from his or her mistakes.

Issue 2: Does the Leader have Empathy?

To be a good leader, he or she must have empathy to inspire understanding and knowledge of his or her staff. Empathy refers to the ability of the leader to take into perspective of and feel the emotions of his or her staff. He or she has the ability to put himself or herself in their staff's shoes and imagine what their staff is going through in a given situation. In other words, the leader can feel what his staff is feeling. Often, leaders would need empathy to show their staff that they care for their needs and achievements, regardless of whether the leader practises transformational leadership or transactional leadership.

Issue 3: Does the Leader have Organisational Commitment?

Organisational commitment often relates to an employee's desire to belong to an organisation and willingness to make extra effort for the benefit of the organisation. AKEPT needs to assess

how strong the leader's organisational commitment is towards his higher education institution, such as the level of attachment that the leader has to his or her organisation, his or her willingness to work on behalf of the organisation and also the likelihood to remain members of his or her higher educational institution.

Issue 4: Does the Leader Understand Values and Ethics?

Leadership represents a complex relationship of people that is based on trust, obligation, commitment, responsibility and a shared vision of good. The values and ethics of leadership reflect these complexities and present many challenges for those who want to 'do the right thing'. A good leader must know what he or she values and recognise the importance of ethical behaviour. AKEPT can assess whether the leader shows both values and ethics to his or her staff. The leader should be able to identify and share his or her values in order to create trust. One of the ways to create trust is to 'walk the talk' in order to demonstrate why the employees can trust the leader.

Conclusion

This study presents the development process of a leadership competency framework for higher education institutions to address the issues in identifying competent leaders in the higher education institutions in Malaysia. This study demonstrates five clusters that need to be included in the leadership competency framework. The five clusters are personal effectiveness, cognition, leading, impact and influence and achievement and action. These clusters subsequently define the competency theme, consistent with previous studies. In each of the competency themes, a few issues were highlighted which need the attention of AKEPT when assessing the potential leaders. For example: under cluster 1, which is impact and influence, one of the competency themes is relationship/ networking. Under this theme, a few issues were identified such as ability of the leader to provide opportunities to work with a wide range of individuals and organisations to achieve organisational goals, ability to work cross-culturally and ability to work effectively with those from diverse backgrounds. Another issue is whether the leader has the ability to develop mutually beneficial relationships and partnerships based upon trust, respect and achievement of common goals. The leader also must be able to gain the trust of the key stakeholders and must be able to demonstrate respect and appreciation for others by showing empathy, valuing their time and contributions and be responsive to their needs.

In summary, from the data analysis, AKEPT came up with a leadership competency framework for higher education institutions in determining a good leader. This framework comprises of five clusters that need attention when assessing the abilities of a leader. This paper sheds some understanding on possible alternatives to existing leadership competency frameworks in sustaining an organisational culture of excellence.

Figure 3 presents the leadership competency framework for higher education institutions in Malaysia.

Figure 3. Leadership competency framework for higher education institutions

Cluster	Competency Theme
Cluster 1. Impact and Influence	01. Impact & Influence
	02. Organisational and Environmental Awareness
	03. Relationship Building/ Networking
Cluster 2. Achievement & Action	04. Achievement Orientation/ Drive
	05. Initiative
	06. Information Seeking
Cluster 3. Management	07. Teamwork & Cooperation
	08. Team Leadership
	09. Developing Others
	10. Directiveness/ Assertiveness
	11. Vision & Strategic Direction
Cluster 4. Cognition	12. Analytical Thinking
	13. Conceptual Thinking
	14. Decision Making
	15. Planning and Organising
Cluster 5. Personal Effectiveness	16. Self Confidence
	17. Empathy
	18. Organisational Commitment
	19. Values & Ethics



REFERENCES

- Anderson, L.E (2015), Relationship between leadership, organisational commitment, and intent to stay among junior executives, Walden Dissertation and Doctoral Studies, Walden University.
- Astin, A., & Astin, H. (2001). Principles of transformative leadership. *AAHE Bulletin*, 1, 1-16.
- Bass, B. M. (1998). Transformational leadership: Industrial, military, and educational impact. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bechtel, B.C (2010), An examination of the leadership competencies within a community college leadership development program, PhD Dissertation, University of Missouri.
- Bensimon, E., Neumann, A., & Birnbaum, R. (1989). Making sense of administrative leadership: The ‘L’ word in higher education. ASHE-ERIC Higher Education Report No. 1. Washington, DC: The George Washington University.
- Burns, J. M. (1978). *Leadership*. New York: Harper & Rowe
- Caligiuri, P., & Tarique, I. (2012). Dynamic cross-cultural competencies and global leadership effectiveness. *Journal of World Business*, 47(4), 612-622.
- Chouhan, V.S & Srivastava, S (2014), Understanding competencies and competency modeling-A literature review, *Journal of Business and Management*, 16(1), 14-22
- Dugan, J. P., & Komives, S. R. (2007). Developing leadership capacity in college students: Findings from a national study (pp. 1–28). College Park, MD. Retrieved from www.nclp.umd.edu
- Filan, G.L. & Seagren, A.T. (2003). Six critical issues for midlevel leadership in postsecondary settings. *New Directions for Higher Education* 124, 21-31
- Gardner, J. (1990). *On leadership*. New York: The Free Press
- Ghani, E.K & Mohamed Jais, I (2018), A gap analysis on leadership development course effectiveness in higher education in Malaysia, In N. P. Ololube (Ed.), *Encyclopaedia of institutional leadership, policy and management*, Port Harcourt: Pearl Publications, 67-81
- Katsinas, S. G., & Kempner, K. (2005). Strengthening the capacity to lead in the community college: The role of university-based leadership program. Lincoln, NE: National Council of Instructional Administrators



- Koen, M.P. & Bitzer, E.M. (2010) "Academic leadership in higher education: A "participative" perspective from one institution," *Academic Leadership: The Online Journal*, 8(1), 116-133. Article 8.
- Kouzes, J. M., & Posner, B. Z. (2003). *Academic administrator's guide to exemplary leadership*. San Francisco: Jossey-Bass
- McClelland, D.C. (1973). Testing for competence rather than for "intelligence." American Psychologist*, 28(1), 1–14.
- McDaniel, E. A. (2002). Senior leadership in higher education: An outcomes approach. *Journal of Leadership & Organisational Studies*, 9(2), 80-88.
- Mohamad Rohana, N.S & Abdullah, C.Z (2017), Leadership competencies and organisational performance: Review and proposed framework, *International Journal of Academic Research in Business and Social Sciences*, 7(8), 824-831
- Seidler, E. (1996). Discipline and de-selection in the TQM environment. *Public Personal Management*, 25, 529
- Smith, Z.A & Wolverton, M (2010), Higher education leadership competencies: Quantitatively refining a qualitative model, *Journal of Leadership and Organisational Studies*, 17(1), 61-70
- Spencer L. & Spencer S. (1993). *Competence at Work: Model for Superior Performance*. John Wiley & Sons, New York
- Tellis, W. M. (1997). Introduction to Case Study . *The Qualitative Report*, 3(2), 1-14.
- Tichy, N. M. (1997). *The leadership engine*. New York: Harper Collins.
- Wallin, D. (2009, June-July). Change agents: Fast-paced environment creates new leadership demands. *Community College Journal*, 22, 31-33.
- Wolverton, M., & Gmelch, W. H. (2002). *College deans: Leading from within*. Westport, CT: American Council on Education and Oryx Press
- Yukl, G. (2002). *Leadership in organisations (5th ed.)*. Upper Saddle River, N.J.: Prentice Hall.