

# **Leadership Development Course Effectiveness in Higher Education: A Gap Analysis**

**Erlane K Ghani**

Universiti Teknologi MARA, Malaysia  
erlanekg@salam.uitm.edu.my

**Ismie Roha Mohamed Jais**

Universiti Teknologi MARA, Malaysia  
ismie@salam.uitm.edu.my

**Mohd Mursyiddin Abdul Manaf**

Universiti Teknologi MARA, Malaysia  
iddin@salam.uitm.edu.my

## **ABSTRACT**

This study reports the perceptions of individuals currently in the leadership positions within the higher education institutions of Malaysia on the effectiveness of leadership competency development courses provided by AKEPT. Specifically, this study examines five components of leadership competency development namely, idealised attributes, idealised behaviours, intellectual stimulation, inspirational motivation and individualised consideration. Using questionnaire survey on 38 individuals that holds top management in Malaysian public universities, the results show that there is a significant gap in perception of the expected effectiveness of leadership competency development course and the actual effectiveness of leadership competency courses provided by AKEPT. Such findings provide understanding to AKEPT on the leaders' expectation and guide AKEPT to strategise ways in achieving the goals of transformational leaders among public universities.

**Keywords:** Leadership, course effectiveness, top management, AKEPT

## **INTRODUCTION**

Leadership is a crucial factor and is increasingly demanding change, choice, flexibility, and variety in the organisation; suggesting that with the de-layering of organizations and empowerment of individual employees, the future for both the organisation and the individual lies not in promotion to successively higher levels of management, but rather in developing the value of the individual as a leader is a huge contribution in human capital (Seidler, 1996). The value of human capital is enhanced by acquisition of higher performance potential

such as new tasks, functions, and KSAPs (knowledge, skills, abilities, personal attributes) (McGregor, 1988). Employees involved in an effective leadership training programmes manifest passion not only for their work but are interested in doing their best for the organisation (Seidler, 1996).

The importance of employee leadership training and development has long been recognised as a crucial issue for many organisations (Ford et al., 1997). To the extent that employee-training programmes in leadership are effective, organisations are able to avoid wasteful spending and improve performance and productivity. Thus, a key consideration for virtually all organisations is the expected return provided the organisation for its training investment specifically in this study the succession planning of universities in higher education in Malaysia.

According to Craven (1997), there is some link between training and good performance but the direction is difficult to identify. However, what is known for sure is that the training and development of potential leaders is relevant in better performing organisations. The difficulty in identifying the correlation between leadership training and performance is attributed to the determination of changes in performance. Measuring knowledge acquired is easy to determine. But to measure skills and attitude development is something else (Craven, 1997). This evaluation needs to be done over a long time period and needs to be carried out by those working with the candidate, to evaluate how the delegate performed before and then after the training process in ensuring the succession planning framework does work effectively for the organisation.

In their contextual statement for standards for leadership programs, The Council for Academic Standards defines leadership as, “an inherently relational process of working with others to accomplish a goal or to promote change” (2003, p.196). Kouzes and Posner, authors of the widely read book *The Leadership Challenge* define leadership as, “a relationship between those who aspire to lead and those who choose to follow” (2002, p. 20). In their *Multi-Institutional Study of Leadership for the National Clearinghouse for Leadership Programmes*, Dugan and Komvies define leadership as “a relational, transformative, process-oriented, learned, and change-directed phenomena” (2007, p.9). To help establish a clear philosophy, the Leadership Development Institute will adopt the view that leadership is a relationship between leaders and followers to accomplish positive change.

In Malaysia, the government has strived to increase the leadership skills among its employees. The administrators in the higher institutions are not an exception. Akademi Kepimpinan Pengajian Tinggi known as AKEPT was formed up in January 2008 under the Ministry of Higher Education with the intention to bring transformation in the higher institutions in Malaysia. The formation of AKEPT is in line with the objectives of National Higher Education’s Plan Objective particularly

in building human capital. AKEPT is currently divided into three centres. The three centres are Centre for Leadership Training, Centre of Learning and Teaching and Centre for Leadership Research and Innovation). AKEPT focuses on providing training in increasing the learning experience that gained from the academy. However, AKEPT also focuses on research development in higher institutions.

This study aims to examine the effectiveness of the leadership competency development courses conducted by AKEPT. The findings in this study could hopefully provide understanding on the expectation of the administrators in the higher institutions on the courses which subsequently leads to further improvements on the courses provided by AKEPT. The remainder of this paper is structured as follows. The next section provides a review of relevant literature. Section 3 outlines the methodology. The findings are presented in section 4. A conclusion is provided in the last section.

## **LITERATURE REVIEW**

### **Training and development**

Training and Development basically deals with the acquisition of understanding, know-how, techniques and practices. In fact, training and development is one of the imperatives of human resource management as it can improve performance at individual, collegial and organisational levels. As the process of 'increasing one's capacity to take action, organisations are now increasingly becoming particular with organizational learning and therefore collective development. Organisational learning, on the other hand, refers to the "efficient procedure to process, interpret and respond to both internal and external information of a predominantly explicit nature. According to Easterby-Smith et al. (1998), the emergence of the concept of organisational learning is central on the hitherto idea that prior advocacies of learning are tended to its commercial significance and are lacking of empirical information on learning processes.

Strategically, organisational learning, which makes use of training and development as one of the several responses, deals with the acquisition of understanding, know-how, techniques and practices. These intellectual intangibles can be translated into an organizational resource through the people that acquire, infer and utilise such towards the achievement of the organization-wide training and development (Armstrong, 2006, p. 40). Training and development are planned learning experiences which teach employees how to perform current and future jobs more effectively. Sims (2002) emphasises that training focuses on present jobs while development prepares employees for possible future jobs. Basically, the objective of training and development is to contribute to the organization's overall goal.

Closing the skills gap is now a critical area of human resource development for organisations to continuously penetrate the market. Skills gap basically threatens the productivity and competitiveness both in organisational and operational levels. This requires that human resource management professionals should start the cultivation of the workforce from the recruitment period. However, this is not easy considering that there are specific works which require customisation of skills and that not all newly hired employees acquire social skills aside from the basic skills. In responding to the challenges of the skills gap and skills deficiency, HR professionals have to develop programs that will address the problem (Sims, 2006, p. 18).

Building the organisation hence is an imperative for the existence and survival of modern organisations. Consistently, organisations are investing on their internal customers or employees thus taking advantage of the human capital management. Sense of ownership is also important, requiring HR professionals to develop strategies that will ensure superior knowledge, skills and experience to settle within the workforce. Learning activities shall put skills enhancement and development assignments at its core as well as empowerment and career development. This is lifelong learning which guide the organisations particularly human resource department to make an ongoing investment with organisational members and help them build their competencies (Sims, 2006, p. 19).

## **Roles of Different Parties in Training and Development**

Employees serve as the target of training and development. The purposes of learning from the employee perspective are basically to acquire skills and knowledge to do the job and to gain promotion and advance career. In facilitating career changes, training and development also caters for the personal and professional developments of the employees. Learning can be defined as knowledge obtained by self-directed study, experience, or both; the art of acquiring knowledge, skills, competencies, attitudes, and ideas retained and used; or a change of behaviour through experience (as cited in Gilley and Maycunich 2000, p. 207). Senge (1990) believes that learning has little to do with taking in information; rather it is a process that enhances capacity.

Learning is about building the capacity to create that which one previously could not create. The principles of learning are the guidelines to the ways in which people learn most effectively. The more the principles are included in training, the more effective training is likely to be (Sims, 1990). The first principle is motivation. In order to learn, a person must want to learn. In the context of training, motivation influences a person's enthusiasm for training, keeps attention focused on the training activities and reinforces what is learned. Secondly, behaviour modelling wherein majority of what an individual learns is gained through an observation of others. One will imitate other people's actions when they lead to desirable

outcomes for those involved (Sims 1990).

Another way to inspire trainees is through their active participation in the training process. Activities that facilitate active participation enable trainees to become directly involved in the act of learning. Learning usually is quicker and more long-lasting when the learner can participate actively. Participation improves motivation and apparently engages more senses that help reinforce the learning process (Sims 1990). Repetition of practice is the fourth principle. Regardless of individual differences and whether a trainee is learning a new skill of acquiring knowledge of a given topic, the person should be given opportunity to practice what is being taught. Practice is also essential after the individual has been successfully trained (Sims 1990). There are two aspects of practice – active practice and over learning. Active learning allows the trainees to repeatedly to perform the task or use the knowledge being learned. Over learning occurs when trainees are given the opportunity to practice far beyond the point where the task becomes ‘second nature’ and is said to be ‘over learned’. The fifth and most important of all which will give life to other four is application because training is useless unless learning can be applied.

At the collegial level, learning purports on improving efficiency and effectiveness and facilitating organisational changes. The group ethos of learning also prepares the organisation to adapt to changing market conditions or environment and then improve employee performance. While at the organisational level, the purposes of learning are overcoming or preventing skills shortages, facilitating workforce planning strategies and also succession management and attraction and retention. The reasons and motivation behind the training and development are: 1) to improve performance – in order to correct deficiencies in the performance of the staff, training must be conducted.

One of the rationales for the training programs is to remove current and avoid future career deficiencies. Although training cannot solve all the problems of ineffective performance, a sound training program is instrumental in minimising those problems; 2) to update employees’ skills – in order to keep up with the advances and changes in the external and internal environment, the skills of the employees must be updated. Employee skills must be updated through training so that changes are successfully integrated into the organization and 3) to promote job competency – in order to update the knowledge, skills and abilities of a newly promoted employee, training is necessary. Training can be used to fill the gap between the new employee’s predicted and actual performance.

## **Sample**

The individuals currently in the leadership positions within the higher education institutions in Malaysia are chosen as the sample study. These individuals are deemed suitable to become the participants in this study since they are currently holding leadership position. The individuals are selected to participate in a questionnaire survey employing three sections.

## **Research Instrument**

This study adopts questionnaire survey to achieve its objective. The questionnaire is designed and divided into three sections. Section A requests the respondents to provide their opinion on the actual and the expected competency of the development of leadership. There are five main components in this section namely, idealised attributes, idealised behaviours, intellectual stimulation, inspirational motivation and individualised consideration. The respondents are required to complete the questions for two parts: Actual competency and Expected competency. The respondents are required to complete this section based on four point scale of '1' as very weak and '4' as very good.

Section B requests respondents to provide five competencies that need attention in the development of leadership attributes. In this section, the respondents are also requested to suggest five actions that should be taken to reduce the gap between actual competencies and expected competencies. The respondents are requested to complete this section using an open ended questionnaire. The last section, Section C requests the respondents to complete their demographic profile which includes the university that the respondents are attached to, their main position in the university, gender, age, years of service and years of currently held position.

## **Data Collection**

The questionnaires were distributed to the respondents over a two month period. The respondents were approached during the leadership development courses were being conducted by AKEPT and were asked to complete the questionnaire and return the questionnaire to the researchers at the end of each courses. Using this way would allow the respondents to complete the questionnaire with ease if there were any doubts arise and need clarification. The researchers would also benefit by way of direct approach as it ensures completed returned questionnaires. In total, 38 questionnaires were completed and returned.

# FINDINGS

## Demographic Profile

This section presents the descriptive statistics of the administrators who participated in this study. Table 1 provides the demographic statistics of the respondents in this study. Panel A shows that more than half of the respondents in this study are female (68.4 percent). Most of the respondents are between 30 to 40 years of age (52.6%) followed by 26.3 percent of the respondents are between 41 to 50 years of age. The remaining represent respondents below 30 years of age (5.3 percent) and respondents between 51 to 60 years of age (15.8 percent) as shown in panel B, Table 1.

**Table 1: Demographic Profile**

Table 1: Demographic Profile

<b>Panel A: Gender</b>			
	Frequency	Percent	Cumulative Percent
Male	12	31.6	31.6
Female	26	68.4	100.0
Total	38	100.0	
<b>Panel B: Age</b>			
	Frequency	Percent	Cumulative Percent
Below 30	2	5.3	5.3
30 to 40 years	20	52.6	57.9
41 to 50 years	10	26.3	84.2
51 to 60 years	6	15.8	100.0
Total	38	100.0	
<b>Panel C: Years of Service in Current Position</b>			
	Frequency	Percent	Cumulative Percent
Below 3 years	2	5.3	5.3
3 to 6 years	19	50.0	55.3
7 to 10 years	10	26.3	81.6
More than 10 years	7	18.4	100.0
Total	38	100.0	
<b>Panel D: Years of Service in Institution</b>			
	Frequency	Percent	Cumulative Percent
Below 10 years	18	47.5	47.5
10 to 20 years	6	15.7	63.2
21 to 30 years	8	21.1	84.3
31 to 40 years	6	15.7	100.0
Total	38	100.0	

Panel C of Table 1 presents the descriptive statistics of the respondents' years of service in the current position. Slightly more than half of the respondents (76.3 percent) have served more than 3 years. Specifically, 50 percent of the respondents have 3 to 6 years of service in the current position and the remaining 44.7 percent have served more than 6 years. However, when analysing the total number of years of service in the current institution, about 15.7 percent of the respondents have less than 10 years of service. Fifteen percent of the respondents have 10 to 20 years of service whilst the remaining 38.8 percent have more than 20 years of service in the current institution.

## Perceived and Actual Effectiveness of Leadership Competency Development

## Courses

This section presents the results of the T-Test analyses comparing the respondents' perception on actual effectiveness of leadership competency development courses and their expected effectiveness of leadership competency development courses. Table 2 presents the results of the analyses which are divided into five panels representing each component of leadership competencies, idealised attributes, idealised behaviour, intellectual simulation, inspirational motivation and individualised consideration.

### Idealised Attributes

Table 2 shows the results of the mean score of the actual leadership competency development courses and the mean score for the expected leadership competency development courses for idealised attributes. The results show that the respondents have high expectation on the effectiveness of the leadership competency development courses conducted by AKEPT for variables integrity/ honesty and accountability where both variables have a mean score of 3.842. This is followed by variable outstanding and people skill-internal with a mean score of 3.816 and the variable of ethical that has a mean score of 3.789. However, the respondents perceived the actual effectiveness of the leadership competency development courses are not similar to their perception on the expected effectiveness of leadership competency development courses. They provide the highest mean score for the variables ethical, outstanding and accountability (mean score = 2.868), followed by respectful/ humble (mean score = 2.763) and people skills-internal (mean score = 2.711).

Specifically, the biggest gap on the perception between the expected and actual effectiveness of the leadership development courses related to idealised attributes comes from the variable integrity/ honesty (gap mean score = 1.158). This is followed by the variable people skills-internal which has a gap mean score of 1.105 and the variable accountability (gap mean score = 0.974). All the variables show significant difference on the idealised attributes between the expected effectiveness leadership development courses and the actual effectiveness leadership development courses conducted by AKEPT ( $p=0.000$ ). Such results provide indication that there is a gap on the respondents' actual perception and expected perception on the effectiveness of leadership development courses related to idealised attributes. An overall comparison shows that the expected perception on the leadership development courses has a mean score of 3.794 but upon attending the leadership development courses, their perception have reduced to having a mean score of only 2.794 which creates a gap mean score of 1.000.



**Table 2: Perceived and Actual Effectiveness of Idealised Attributes**

Competency	Mean			
	Perceived	Actual	Gap	Sig. (2-tailed)
Integrity/ Honesty	3.842	2.684	1.158	0.000
Ethical	3.789	2.868	0.921	0.000
Outstanding	3.816	2.868	0.947	0.000
Respectful/ Humble	3.658	2.763	0.895	0.000
People skills – Internal	3.816	2.711	1.105	0.000
Accountability	3.842	2.868	0.974	0.000
Overall	3.794	2.794	1.000	0.000

## Idealised Behaviours

The second component in assessing the effectiveness of leadership development courses is idealised behaviours. There are 6 variables for this component. Table 3 presents the results of the analyses. On average the respondents have high expectation on the effectiveness of leadership development courses conducted by AKEPT. Specifically, the respondents perceived the variable charismatic as the most important variable with a mean score of 3.868, followed by leadership/ authority with a mean score of 3.842 and client focus with a mean score of 3.789. However, upon attending the courses, the respondents perceived that the variable of client focus as the highest with a mean score of 3.132, followed by leadership authority (mean score of 3.053) and charismatic (mean score of 2.921). Such results show that although the ranking of the variables related to idealised behaviours between the respondents expectation differs from their actual perception on the effectiveness leadership development courses, they perceived these variables are important form of idealised behaviours.

The biggest gap on the perception between the expected and actual effectiveness of the leadership development courses on idealised behaviour comes from the variable entrepreneurship/ networking (gap mean score = 1.079). This is followed by the variable decisiveness which has a gap mean score of 0.974 and the variables charismatic and courageous, both having gaps mean scores of 0.947. All the variables show significant difference on the idealised behaviours between the expected effectiveness leadership development courses and the actual effectiveness leadership development courses conducted by AKEPT ( $p=0.000$ ). Such results provide indication that there is a gap on the respondents' actual perception and expected perception on the effectiveness of leadership development courses related to idealised behaviours. An overall comparison shows that the expected perception on the leadership development courses related to idealised behaviours has a mean score of 3.768 but upon attending the leadership development courses, their perception have reduced to

having a mean score of only 2.868 which creates a gap mean score of 0.9000.

**Table 3: Perceived and Actual Effectiveness of Idealised Behaviours**

Competencies	Expected	Mean			Sig. (2-tailed)
		Actual	Gap		
Client Focus	3.789	3.132	0.658	0.000	
Entrepreneurship/ Networking	3.579	2.500	1.079	0.000	
Charismatic	3.868	2.921	0.947	0.000	
Leadership/ Authority	3.842	3.053	0.789	0.000	
Decisiveness	3.763	2.789	0.974	0.000	
Courageous	3.763	2.816	0.947	0.000	
Overall	3.768	2.868	0.900	0.000	

### Intellectual Stimulation

The third component in assessing the effectiveness of leadership development courses is the intellectual stimulation. The results are shown in Table 4 which presents 5 variables of intellectual stimulation. The mean score of the actual leadership competency development courses and the mean score for the expected leadership competency development courses for intellectual stimulation are shown in Table 4. The results show that the respondents have high expectation on the effectiveness of the leadership competency development courses conducted by AKEPT for variables knowledgeable, strategic thinker and change stewardship where these variables have a mean score of 3.842. This is followed by variables creativity with a mean score of 3.816 followed by the variable of innovative that has a mean score of 3.767. However, the respondents perceived the actual effectiveness of the leadership competency development courses are not as high as to their perception on the expected effectiveness of leadership competency development courses for the component of intellectual stimulation. They provide the highest mean score for the variable of knowledgeable (mean score = 3.184), followed by strategic thinker with a mean score of 2.895, innovative and creativity having mean score of 2.842 and change stewardship (mean score = 2.711).

**Table 4: Perceived and Actual Effectiveness of Intellectual Stimulation**

Competencies	Expected	Mean			Sig. (2-tailed)
		Actual	Gap		
Knowledgeable:					
Technical requirements/ Expertise	3.842	3.184	0.658	0.000	
Innovative	3.767	2.842	0.895	0.000	
Strategic Thinker	3.842	2.895	0.947	0.000	
Change Stewardship	3.842	2.711	1.132	0.000	
Creativity	3.816	2.842	0.974	0.000	
Overall	3.816	2.895	0.921	0.000	

Specifically, the biggest gap on the perception between the expected and

actual effectiveness of the leadership development courses related to intellectual stimulation comes from the variable change stewardship (gap mean score = 1.132). This is followed by the variable creativity which has a gap mean score of 0.974 and the variable strategic thinker (gap mean score = 0.947). All the variables show significant difference on the intellectual stimulation between the expected effectiveness leadership development courses and the actual effectiveness leadership development courses conducted by AKEPT ( $p=0.000$ ). Such results provide indication that there is a gap on the respondents' actual perception and expected perception on the effectiveness of leadership development courses related to intellectual stimulation. An overall comparison shows that the expected perception on the leadership development courses has a mean score of 3.816 but upon attending the leadership development courses, their perception have reduced to having a mean score of only 2.895 which creates a gap mean score of 0.921.

### **Inspirational Motivation**

The fourth component in assessing the effectiveness of leadership development courses is inspirational motivation. There are 5 variables for this component. Table 5 presents the results of the analyses. On average the respondents have high expectation on the effectiveness of leadership development courses conducted by AKEPT. Specifically, respondents perceived the variable enthusiasm/ passionate as the most important variable with a mean score of 3.921, followed by the variables drive for excellence and dedication with both having a mean score of 3.868 and the variables people skill's – external and visionary with both a mean score of 3.816. Comparing with the other components examined in this study, this component is being perceived the most highest by the respondents.

Upon attending the courses, the respondents perceived similarly to their expectation that the variable of enthusiasm/ passionate has the highest mean score although lower than their expectation (mean score = 3.289. This is followed by visionary (mean score = 3.263) and the variables drive for excellence and dedication with both having a mean score of 3.184). Such results show that although the ranking of the variables related to inspirational motivation between the respondents expectation differs from their actual perception on the effectiveness leadership development courses, they perceived these variables are important in determining inspirational motivation.

The biggest gap on the perception between the expected and actual effectiveness of the leadership development courses on inspirational motivation comes from the variable people's skills - external (gap mean score = 0.711). This is followed by the variables drive for excellence and dedication with both having a gap mean score of 0.684. The variable visionary has the lowest gap mean

score among all the variables with a gap mean score of 0.553. All the variables show significant difference on the inspirational motivation between the expected effectiveness leadership development courses and the actual effectiveness leadership development courses conducted by AKEPT ( $p=0.000$ ). Such results provide indication that there is a gap on the respondents' actual perception and expected perception on the effectiveness of leadership development courses related to idealised behaviours. An overall comparison shows that the expected perception on the leadership development courses related to idealised behaviours has a mean score of 3.758 but upon attending the leadership development courses, their perception have reduced to having a mean score of only 3.205 which creates a gap mean score of 0.6530. Comparing with the other components of effective leadership courses examined in this study, this component has the least gap mean score, an indication that the respondents' perceived expectation and actual expectation of inspirational motivation are somewhat similar.

**Table 5: Perceived and Actual Effectiveness of Inspirational Motivation**

Competencies	Mean			
	Expected	Actual	Gap	Sig. (2-tailed)
Drive for Excellence	3.868	3.184	0.684	0.000
Dedication	3.868	3.184	0.684	0.000
Enthusiasm/ Passionate	3.921	3.289	0.632	0.000
People's skill – External	3.816	3.105	0.711	0.000
Visionary	3.816	3.263	0.553	0.000
Overall	3.858	3.205	0.653	0.000

## Individual Consideration

Table 6 shows the results of the mean score of the actual leadership competency development courses and the mean score for the expected leadership competency development courses for individual consideration. The results show that the respondents have high expectation on the effectiveness of the leadership competency development courses conducted by AKEPT for variable effective communication with a mean score of 3.921 and the variables of teamwork / adaptability and resource development competencies where both variables having a mean score of 3.868. This is followed by variable continuous learning with a mean score of 3.842. However, the respondents perceived the actual effectiveness of the leadership competency development courses are not similar to their perception on the expected effectiveness of leadership competency development courses. They provide the highest mean score for the variable resource development competencies and continuous learning (mean score = 3.000), followed by effective communication (mean score = 2.974) and teamwork/ adaptability (mean score = 2.789).

Specifically, the biggest gap on the perception between the expected and actual effectiveness of the leadership development courses related to idealised attributes comes from the variable teamwork/ adaptability (gap mean score =

1.079). This is followed by the variable information technology skills which has a gap mean score of 1.053 and the variable effective communication (gap mean score = 0.947). All the variables show significant difference on the individual consideration between the expected effectiveness leadership development courses and the actual effectiveness leadership development courses conducted by AKEPT (p=0.000). Such results provide indication that there is a gap on the respondents' actual perception and expected perception on the effectiveness of leadership development courses related to individual consideration. An overall comparison shows that the expected perception on the leadership development courses has a mean score of 3.847. However, upon attending the leadership development courses, their perception have reduced to having a mean score of only 2.889 which creates a gap mean score of 0.958.

**Table 6: Perceived and Actual Effectiveness of Individualised Consideration**

Competencies	Expected	Actual	Mean	
			Gap	Sig. (2-tailed)
Continuous Learning	3.842	3.000	0.842	0.000
Effective Communication	3.921	2.974	0.947	0.000
Teamwork / Adaptability	3.868	2.789	1.079	0.000
Resource Development Competencies/ Resourcefulness	3.868	3.000	0.868	0.000
Information Technology Skills	3.737	2.684	1.053	0.000
Overall	3.847	2.889	0.958	0.000

### **Comparative Analyses on Components of Leadership Competency Development Courses**

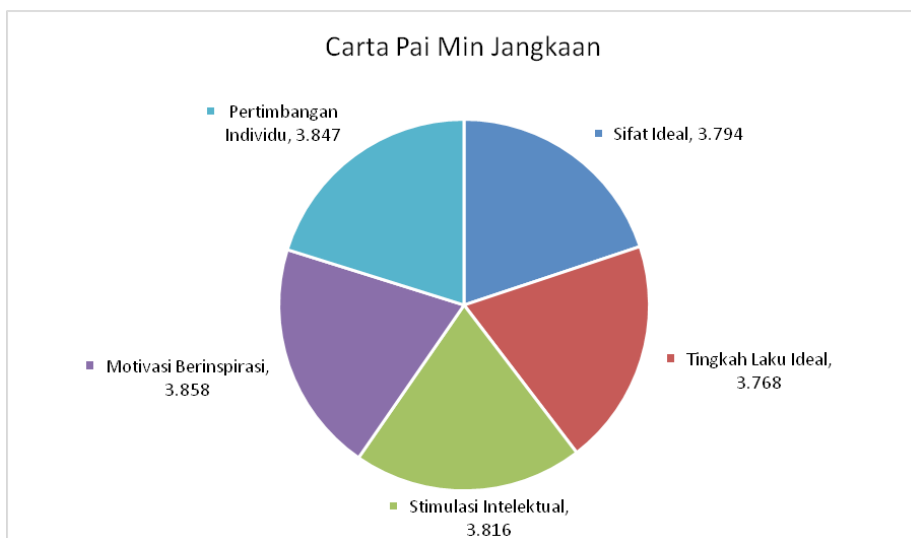
This section presents the comparative analyses between the components of leadership competencies development. Such analyses are performed in order to provide a more critical review on which components need to be attend to when deciding to develop courses related to leadership competencies. This study examined 5 components that formed part of the leadership competencies namely, idealised attributes, idealised behaviours, inspirational motivation, intellectual stimulation and individualised consideration.

### **Perceived Effectiveness of Leadership Competency Development Courses**

This section presents the results on the comparative analyses on the mean score for perceived effectiveness of the leadership competency development courses. The results are shown in pie chart comprising the five components and their respective mean scores for perceived effectiveness. The results are based on the overall mean score of each component.

Figure 1 presents the pie chart on the perceived effectiveness on the leadership competency development courses. The pie chart shows that among the 5 components, the respondents provide the least mean score for idealised behaviours and the highest mean score for inspirational motivation. Such results indicate that the respondents do not put high expectation that the courses developed by AKEPT could mould the participants of the courses to having idealised behaviours. This indicates that the respondents understand that idealised behaviours should somewhat being instil or nurtured over a considerably long period of time. On the other hand, the respondents perceiving that the courses provided by AKEPT could train the participants to become an inspirational motivator to their subordinates by the provision of tips and strategies in motivating their staff.

**Figure 1: Perceived Effectiveness of Leadership Competency Development Courses**



### Actual Effectiveness of Leadership Competency Development Courses

This section presents the results on the comparative analyses on the mean score for actual effectiveness of the leadership competency development courses by the respondents upon completing the course. The results are shown in pie chart comprising the five components and their respective mean scores for actual effectiveness. The results are based on the overall mean score of each component.

**Figure 2: Actual Effectiveness of Leadership Competency Development Courses**

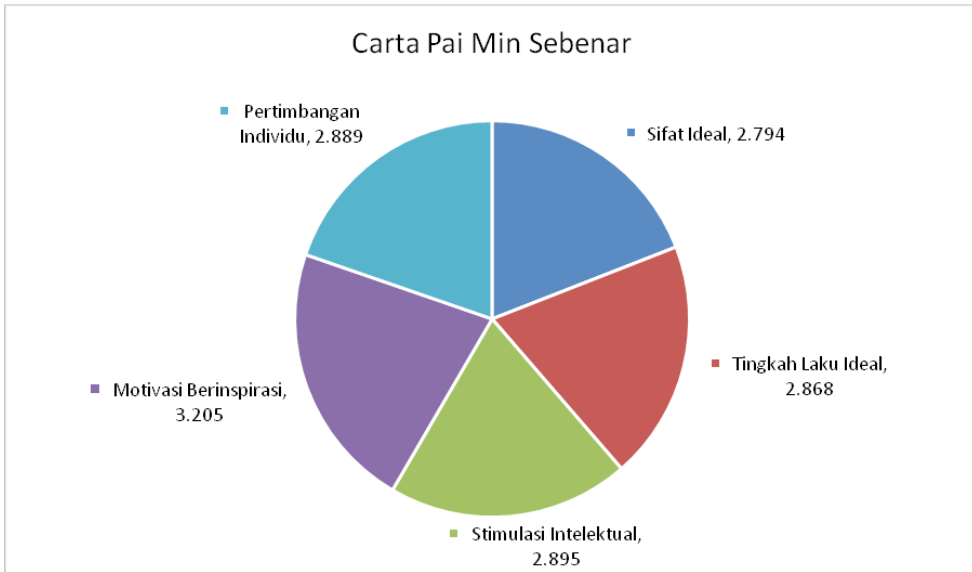


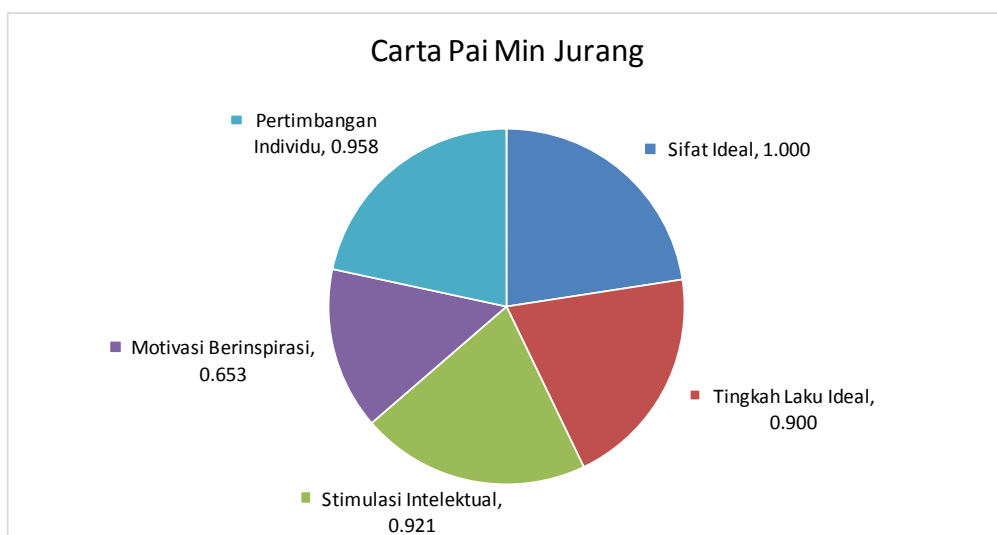
Figure 2 presents the pie chart on the actual effectiveness on the leadership competencies development courses. The pie chart shows that among the 5 components, the respondents provide the least mean score for idealised attributes and the highest mean score for inspirational motivation. Such results indicate that the respondents do not put high expectation that the courses developed by AKEPT could mould the participants of the courses to having idealised attributes. Although the mean score for the actual effectiveness is lower than the perceived effectiveness of the leadership competency development courses, the results showing the highest mean score for inspirational motivation provided by the respondents in this study indicates that they do believe that the courses provided by AKEPT can be somewhat effective when it comes to training the leaders or potential leaders to become inspirational motivators.

### **Gap Analysis between Perceived Effectiveness and Actual Effectiveness of Leadership Competency Development Courses**

This section presents the results on the comparative analyses on the gap mean score between the perceived effectiveness and the actual effectiveness of the leadership competency development courses. The results are shown in pie chart comprising the five components and their respective mean scores for perceived effectiveness and actual effectiveness. The results are based on the overall gap mean score of each component.

Figure 3 presents the pie chart on the gap analysis between perceived effectiveness and actual effectiveness of leadership competency development courses conducted by AKEPT. The results are based on the overall gap mean score of each component. The pie chart shows that among the 5 components, the respondents provide the highest gap mean score for idealistic attributes of 1.000. This is followed by individualised consideration (gap mean score = 0.958), intellectual simulation (gap mean score = 0.921) and idealistic behaviours (gap mean score = 0.9000). The respondents provide the least gap mean score for inspirational motivation with 0.653 suggesting that the respondents' actual view on the effectiveness of the leadership competency development courses does not differ significantly from the expectation of the effectiveness of the leadership competency development courses. However, AKEPT needs to pay more attention on the other components particularly on the idealistic attributes and individual consideration when designing their leadership courses.

**Figure 3: Gap Analysis between Perceived Effectiveness and Actual Effectiveness of Leadership Competency Development Courses**



### Quadrant Analyses on the Components of Leadership Competency Development Courses

This section presents the quadrant analyses of the leadership competency development courses conducted by AKEPT. The analyses provide further understanding on the variables of each component that need to be focused and redesigned to in making sure that the leadership competency development courses are effective in moulding quality leaders. Figure 4 presents the results of the quadrant analyses.

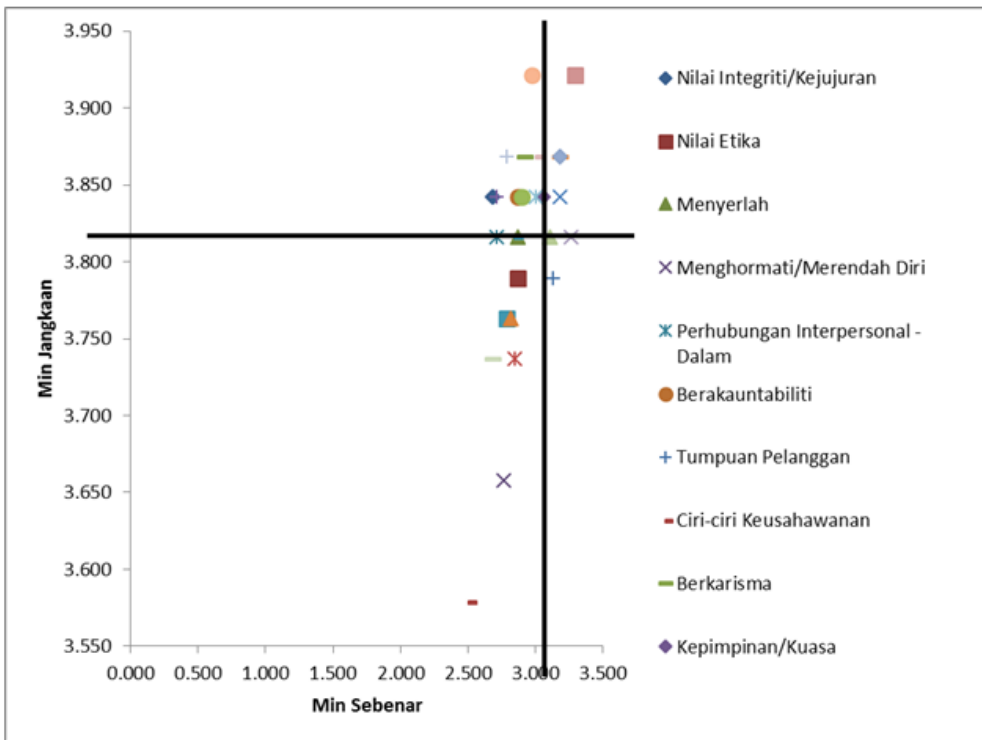


Figure 4 shows four parts namely, Quadrant 1, Quadrant 2, Quadrant 3 and Quadrant 4. Quadrant 1 indicates the variables that AKEPT needs to reconsider when designing their leadership competency development courses. Figure 4 shows significant difference on the variables of the components between the respondents' perception and their actual perception on the effectiveness of leadership competency development courses conducted by AKEPT.

The variables are:

1. Integrity/ Honesty
2. Change Stewardship
3. Accountability
4. Strategic Thinker
5. Team Worker/ Adaptability

**Figure 4: Quadrant Analyses on Components of Leadership Competency Development Courses**



Quadrant 2 indicates the variables that are currently being perceived good and the perceived effectiveness of the leadership competency development courses and the actual effectiveness of the leadership competency development courses do not differ significantly.

The variables include:

1. Effective Communication
2. Charismatic
3. Dedication
4. Continuous Learning
5. Enthusiasm/ Passionate
6. Drive for Excellence
7. Resource Development Competencies/ Resourcefulness
8. Leadership Authority
9. Knowledgeable: Technical Requirements/ Expertise

Quadrant 3 indicates the variables of the components that are considered sufficient by the respondents and may not need to be reconsidered or improved as the leadership competency development courses are considered effective.

The variables are:

1. People's Skills-Internal
2. Creativity
3. Decisiveness
4. Ethical
5. Courageous
6. Information Technology Skills
7. Outstanding
8. Innovative
9. Respectful/ Humble
10. Entrepreneurship/ Networking

The final quadrant is Quadrant 4 which shows the variables are not expected to be relevant by AKEPT when designing their leadership competency development courses. However, the respondents provide high effectiveness of the variables. Such results provide indication that the respondents feel that the leadership competency development courses could actually improve their leadership skills.

The variables are:

1. Visionary
2. People's Skills – External
3. Client Focus

## CONCLUSION

This study examines the perceptions of individuals currently in the leadership positions within the higher education institutions of Malaysia on the effectiveness of leadership competency development courses provided by AKEPT. Specifically, this study examines five components of leadership competency development namely, idealised attributes, idealised behaviours, intellectual stimulation, inspirational motivation and individualised consideration. This study relied on questionnaire survey distributed to 38 individuals that holds top management in Malaysian public universities.

The results show that there is a significant gap in perception of the expected effectiveness of leadership competency development course and the actual effectiveness of leadership competency courses provided by AKEPT. Such findings provide understanding to AKEPT on the leaders' expectation and guide AKEPT to strategise ways in achieving the goals of transformational leaders among public universities.

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