

Indonesian Higher Education *Building Leader Competencies towards World Class Quality*

Dyah Kusumastuti and Sri Astuti Pramaningsih

Widyatama University, Bandung, Indonesia
{dyah.kusumastuti, sri.astuti}@widyatama.ac.id

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Abstract: Global competitive advantages have shifted from cheap manufacturing to managing knowledge. If Indonesia wishes to partake in this 21st century competition, it will have to revolutionize its knowledge industry. Pivotal in this is the effective leadership and management of its higher education institutions (HEIs). The issue is that Indonesian HEIs have been shackled by practices that prevent creativity and innovation, the very characteristics needed to effectively manage knowledge. The research reported here aims to identify competencies that would meet the requirements above and then seek if Indonesia has such HEIs leaderships. This would allow appropriate conclusion to be derived in respect of upgrading HEIs' leaderships across the country. Extensive literature survey was conducted to identify those competencies recognized by global leadership experts. Seven Indonesian HEIs listed in QS and Ministry of Research, Technology and Higher Education rankings and 40 of their leadership level officials are chosen as sample to gauge the current status in this respect. Statistical data processing is used in analyzing survey responses from the sample. The results identified 15 competencies grouped into three clusters of dealing with Self, with People and with Job. From the survey of the sample of Indonesian HEIs' leaders, it is found that serious and extensive leadership training for HEIs' leaders in Indonesia is urgently needed.

1 INTRODUCTION

Economic priorities underscore the development of any nation and in its competitiveness in securing a share of the world markets for its products and services (Porter and Kramer, 2002). Natural resources and cheap labour no longer provide advantage as shown by the constant motion of manufacturing locations of world brands. This has a direct effect on the kind of human capital formed in the country. Therefore, education, particularly higher education leaderships need to understand the consequences of such inevitable changes and thus prepare themselves and their institutions accordingly.

Various models of excellence in higher education exist with World Class University (WCU) being quoted frequently although no consensus on its definition subsists (Salmi, 2009). Nevertheless no excellence is achievable without synchronized and well-coordinated team work led by effective leaders.

Higher Education with its pervasive societal impacts is no exception to this requirement. Historical reality in Indonesia however (Suryadarma and Jones, 2013) prevented potential HEI leaders to be

developed until now. In the meantime HEI management the world over continues to evolve. Indonesia therefore needs to develop such leadership in an accelerated fashion. This study is an attempt to assist in that direction by identifying competencies that make effective leaders in HEIs and assess by sampling a number of Indonesian HEIs, the exacting path to be taken.

Historic misfortunes (Kusumastuti, 2015; Suryadarma and Jones, 2013) had succumbed Indonesian education chronically to a pedagogy of rote learning or learning by memorization. This is an antithesis to the 21st century requirements for critical thinking, creativity and innovation (Idrus, Ng, and Jee, 2014). There has also been an explosion of technology application in education and Indonesia's economic level precluded a foray into it. Against such debilitating background Indonesia being a big country with the fourth largest population in the world also faces profound challenges in modernizing its education and higher education (Nuffic, 2015). There are more than 4000 HEIs across the archipelago of about 5000 KMS across and many more basic and secondary schools micro-managed

centrally causing substantial discrepancies between curriculum and regional needs until recently (Suryadarma and Jones, 2013).

All these together caused subservient mentality generally but detrimentally in education. Leadership in things other than what the government approved was frowned upon. Therefore all those qualities demanded of HEIs' leadership now did not exist and if they did few if any would overtly reveal it. That this had gone on for a very long time, it therefore becomes an exceedingly challenging cultural problem to address.

It is timely therefore to find out the characteristics and competencies required of those who lead such changes in HEIs and whether there are already such leaders in Indonesian HEIs. This is the gist of the research reported here.

The implication of this study is extremely important in developing Indonesian HEI leaders so that they internalize the characteristics and competencies that have been found favorable in hauling-up higher education (HE) in the country towards better global recognition.

Given the rapid technological development especially in information technology HEIs' leaders will also need to be reasonably flexible to be able to anticipate the future that is and increasingly becoming unpredictable.

In addition HE is unique among professions in that it deals with animate raw materials in its processes and produces animate and expectedly knowledgeable and thinking outcome that will influence policies, decisions and even the survival of communities and nations.

As a result HEIs must inevitably be led by those who have special qualities to allow them and the people within them achieve the desired results. It is found that preferred HEIs' leaders would have academic as well as management skills and experience (Boyatzis, 2009; Boyatzis, Smith, Van Oosten, and Woolford, 2013; Brooks and Normore, 2010; Caliguiri, 2006; Porter and Kramer, 2002; Spendlove, 2007).

2 LITERATURE REVIEW

Understanding the competence of Higher Education Institution leaders about globalization, that every concept is globalization where leaders must keep abreast of HEI, this will be very meaningful for the new generation. So leaders must embrace global competencies so that HEI to be relevant for 21st century need to have competencies with moral,

pedagogy, information, organizational, economic, cultural and financial reflection (Normore, Brooks, and Silva, 2016).

According to Boyatzis (2009) Emotional-Social Competencies Intelligence includes 4 main competencies are as follows:

2.1 Emotional Intelligence Competencies

2.1.1 Self-Awareness

Understanding one's strengths, weaknesses, limitations, values, and motives. Individuals who are self-aware are truthful about themselves and realistic about achievement. The self-awareness contains Competency Emotional self-awareness: recognizing one's emotions and their effects.

2.1.2 Self-Management

The ability to control feelings, facilitate mental clarity, and provide controlled energy. The self-management contains Emotional Self Control, Adaptability, Achievement orientation and Positive outlook.

2.2 Social Intelligence Competencies, Contains

2.2.1 Social Awareness

The ability to empathy and understanding of others, awareness and the ability of the organization to serve the needs of others, including adjusting to the feelings of others and easily approachable others. Social Awareness contains Empathy and organizational awareness.

2.2.2 Relationship Management

Concerns the skill at inducing desirable responses in others. This ability includes influencing, inspiring and developing others, including change management and conflict management and creating teamwork.

2.3 Resonant Leadership Theory

Resonant leader. Being "resonant" means being in tune or in sync with others around you. She engages people around her, those reporting to her and others. They feel it and respond in kind, sparking an environment of open dialogue, mutual respect and

trust (Boyatzis et al., 2013; Goleman, Boyatzis, and McKee, 2002).

By definition resonance is a condition where amplitudes are maximized through superimposition of interacting (sound) waves. The term Resonant Leadership was introduced) used this definition to illustrate similar facilitative interactions between a leader and her/his followers that maximize the beneficial impacts for the organization, the leader and the individuals. In order to achieve it is only evident that the leader should be empathetic, motivational, has a high emotional intelligence and communication skills to enthuse her/his followers/staff towards her/his strategic plans and directions in such a way that they assume ownership of the plans and keen to see them successful. This leadership is highly relevant to HE due to the nature of academics who are normally already self-motivated but also normally work in isolation. A resonant leader would be able to superimpose his positive traits on those of the academics' to form a formidable unit that should maximize the HEI's performance.

The vision becomes essential in resonant leadership creating a culture of change and positive difference bringing independent and organizational growth.

Individuals who are passionate about what they are doing, send out messages that others around can intuitively sense and process. Actions such as excitement, hard work, and dedication become a template that leaders can use to build resonance with those around them. Resonance becomes a way of life as opposed to an abstract goal; people demonstrate obvious, tangible care and concern for one another and at the same time, they are direct and hold each other accountable for getting the job done. This style of leadership becomes necessary in organizations where leaders promote growth and change. Expectations become high for both the leader and the follower and eventually, this contributes to the success of the organization.

A comprehensive definition of internationalization was given by Knight (1999) as a process that integrates international dimension into learning function, research and organizational services. Therefore in the attempt towards WCU, university leaders also need to be inspirational, visionary, possess a philosophy of success and excellence, culture of constant reflections, strategic plans that translate vision to realistic programs and targets and beliefs in learning organizations that change with shifting opportunities.

The successful leader will at least need to be creative, innovative, self-informed, empathically, a

good communicator, experienced in general management as well as in higher education management, in teaching, learning and research. Given the inexorable technology development all leaders will also need to be aware and able to evaluate those technologies that could affect any aspects without the need to become an IT expert themselves.

Contemporary views of competence entail "notions of active citizenship, innovative communication and information technologies, critical thinking, and linguistic and cultural diversity" (Kusumastuti, 2012). Competencies are characteristics related to knowledge, attitudes, dispositions, and behaviour, native or acquired, which indicate an individual's ability in a given area. These are needed to effectively perform in a role. Core competencies are prerequisites for all role profiles while specific competencies are required for some role profiles.

3 METHODOLOGY

There are two interrelated phases carried out in this investigation, namely, a literature survey on leadership and competencies of effective leaders, and gathering and analysing responses on a questionnaire distributed to a sample of 40 leaders from seven selected HEIs in Indonesia.

The ordinal questionnaire was designed with each identified competency being asked at three levels. Then in distribution to seven selected universities with University Leaders respondents, Dean and Head of department.

From the results of the questionnaire selected the needs of popular competence in statistics for top leader university. It is expected that the sample would provide the current status of Indonesian HEIs' leaders' competencies which could then be measured against what are required in order to establish gaps that need to be addressed. The sample HEIs is selected by virtue of their favourable rankings in Q-Star 2014 and in the Indonesian National HEIs rankings.

4 RESULTS AND DISCUSSION

The study results indicate that HEI leaders need to have 15 competencies under three ability sets in Dealing with Self, with People and with Job as shown in Table 1.

Table 1: Leadership competencies requirement in HEI.

Competencies		
Dealing with Self	Dealing with People	Dealing with Job
Self Awareness (SA)	Teamwork (TW)	Planning (PL)
Self-Management (SM)	Communication (CO)	Execution (EX)
Personal Mastery (PM)	Conflict Management (CM)	Improving Organization (IO)
Adaptability (AD)	Managing People and Coaching (MP)	Management System (MT)
Creative Thinking (CT)	Self Confidence (SC)	Entrepreneurship (ET)

Source: Research Data.

Table 2: Competency and behavior description for strategic level.

1. Self Awareness. Shown knowing self, understanding limitations of self, calculating effects of self on others, controlling self, able to articulating objectives, values embraced, adopting positive outlook, using instincts in decision making.
2. Self-Management : Showing positive behaviors, expressing care, maintaining calmness under pressure, capable to utilize others' talents and abilities
3. Personal Mastery : Creating avenues and means for exchanges of information, knowledge, skills, expertise, learning, experiences among stakeholders involved in the organization
4. Adaptability: Creates strategy within changes
5. Creative Thinking: Creating a vision for the future and developing a framework to achieve it. Inspiring creative thinking. Able to reframe problems to allow others to see the problems from different perspectives. Conducting breakthroughs toward excellent organizational performance
6. Teamwork: Creates collaborative policies toward national achievement and conducive environment for cooperation and team work
7. Communication: Develop open communication culture, two-way communication, communicating mutual vision, take advantages of media to communicate with impacts to all levels within and outside the organization.
8. Conflict Management : Offer alternative solutions and their consequences
9. Managing People and Coaching : Create a lifelong learning culture in the organization; develop talent pool leadership at all levels; create a knowledge culture.
10. Self Confidence: Confident as speaker in meetings at HEI's
11. Planning: Effectively manage progress towards achieving organizational targets

12. Execution: Mobilize HEI's asset, exploit new technology to raise capability
13. Improving Organization: Create adaptive climate to ensure organizational regeneration
14. HE Management System: Establish a management system for a quality HEI
15. Entrepreneurship: Create an entrepreneurship environment at the HEI.

Source: Research Data.

This analysis further found that major discrepancies occur in six competencies namely

Though the university leader (Rektor in Indonesia) is pivotal in an attempt to bring the university towards global recognition, given HEIs' predominant service nature, leadership of departments is equally important at their narrower scopes. Therefore, analyses similar to that done for university leaders will need to be conducted for each of the departments to assess the Job-Person competencies 'fit's and identify the critical competencies.

While the study shows that competence levels and discrepancies can be statistically analyzed, the sample size of HEIs and the consequent number of respondents are small and limited only to the country's best HEIs. As a result, enhancement of the study will need to be done with more HEIs and respondents. Perhaps a series of HEIs groups be selected from the best, medium and worst HEIs so that information will be available about the worst situation of Indonesian HEIs in respect of competencies held by their respective leaders. This information will help in designing more appropriate training programs.

The question remains however on whether Indonesian HEIs' leaders can be trained to acquire the prerequisite competencies of a WCU given the history of HE and HE management in the country. Fortunately, moves, policies and decisions by the current government (since 2014) provide assurances for positive, meaningful and sustained changes to improve the situation. In turn these will increase HEIs leaders' confidence that competencies training will do well for themselves, for their jobs, for their HEIs, for their community and for the country as a whole.

In the end the various leaderships in an HEI play crucial roles in their numerous respective areas. Failure in any one of these areas or functions will be detrimental to the quality of the whole HEI. This is consistent with the multiplicative nature of quality in that a low quality level in any of the elemental functions of the HEI will bring down the quality of the whole HEI (Idrus, 2008).

5 CONCLUSIONS

The aims of this study were successfully achieved. Fifteen leadership competencies required for effective management of HEIs are identified. Using statistical analysis of responses from a sample of 7 leading Indonesian universities and 40 respondents thereof shows gaps between job-required competencies and those possessed by rectors of the sample HEIs. More studies are needed to evaluate discrepancies at the other leadership levels of HEIs. Training programs to uplift the competencies of incumbents and future appointees are recommended. Given the pervasive influence of HE in the community and the country, any improvement in the quality of a country's HEIs will impact on the country's economic development and progress (Dreyfus, 2008). The Development is not only training. Assessment of managerial and planning skills for subsequent work should be an important part of developing individual contributors. Development does not begin when someone is promoted to a Higher Education leader. The process of performance management can be designed so as to enhance leadership competencies. Skills of people can be developed. Even managers who report it interpersonally are not sensitive at the beginning of their careers they finally learn how to do it and overcome this. Practice is the most important factor in using ability effectively.

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