

Conference Paper

Evaluation of Operational, Organizational, And Public Leadership on The Faculty Board And Department of The Faculty of “Xyz University”

Widya Parimita* Dedi Purwana Marsellisa Nindito and Moehamad Hutomo

Faculty of Economics, Universitas Negeri Jakarta, Jakarta, Indonesia

Abstract

This research discusses the evaluation of operational, organizational and public leadership by the Faculty Board and Department of the Faculty of XYZ University. The evaluation of effective leadership here refers to the assessment of National Accreditation Agency for Higher Education (NAAHE) in Indonesia. Effective leadership in this sense is leadership that combines three characteristics, namely effectiveness of operational leadership, organizational leadership and public leadership. Descriptive analysis based on data from a questionnaire was employed in this exploratory research. Both academics and non-academics of the Faculty of XYZ University were involved as respondents. The questionnaire was distributed to 69 academics and 27 non-academics. Findings show that the assessment capability of the Dean and Department Coordinator is considered good, and so are their roles and the lecturers' motivation. Another assessment on the capability of the head of administration division, heads of sub-divisions is also considered good, and so are their roles and the staff's motivation. Therefore, it is expected that all of the boards are able to maintain and organise activities for both the staff and the lecturers.

Keywords: leadership, leadership capability, role of the boards, role of the organization, role of the public

Corresponding Author:

Widya Parimita

widya_parimita@unj.ac.id

Published: 11 November 2020

Publishing services provided by
Knowledge E

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Selection and Peer-review under the responsibility of the IC-HEDS 2019 Conference Committee.

1. Introduction

A phenomenon of leadership has been of scientific interest throughout decades (Furmańczyk, 2010) [6]. The more issues of globalization and the more complexities of an organizational environment have led to the more importance of the function and capacity of the boards (Dickson & Mitchelson, 2003) [5]. An organization needs quality individuals to lead as well as effectively and orderly to deal with any changes occurring. This has drawn more attention in the leadership strategy to further research addressing

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the impact of leadership in leadership effectiveness context (Rowe & Gorman, 2005) [9]. The role of the boards in higher education institutions has been increasingly significant for the last few years. This is because it has been in line with the crucial role of the education institutions themselves to prepare their students who will also play their roles later as future leaders in society. Another, it is driven by the global challenge that will make changes in the form of higher education institutions leadership. The challenge is the main reason for the boards of FE to evaluate the existing leadership in performance. This research addresses the evaluation of the operational, organizational and public leadership of the boards of the faculty and department of the FE UNJ. Evaluation of effective leadership refers to the description effective leadership which is a point of assessment applied in National Accreditation Agency for Higher Education (NAAHE). The effective leadership in this matter refers to the combination of three characteristics; they are effectiveness of operational leadership, organizational leadership and public leadership.

This research is conducted on the basis of former studies by Black (2015) [3] revealing Quality of Effective Leadership in Higher Education; by Bryman (2007) addressing Effective Leadership in Higher Education: A Literature Study at Higher Education; by Alabi & Alabi (2014) [1] discussing about Understanding factors influencing leadership effectiveness of the Dean in Ghana; as well by Creswell and Brown (1992) [4] exploring How a Research Head Improve the Research of the Faculty. Previous research conducted by Creswell and Brown (1992) [4] is used as a reference to elaborate the role of the boards in human resources development. Creswell and Brown (1992) [4] suggested three major categories of the leader's roles i.e. administrative, external and interpersonal. Leadership is a process one performs to affect the most effective behavior, mind, attitude and leadership style (Ayman, Cheners, & Fiedler, 1995) [2]. Leadership involves an interaction between the leaders, followers and situations (Hughes, R., R. Ginnett, 2002) [7]. Recent theoretical studies of leadership Northouse, G., (2016) [8] has identified four general themes of today leadership which are inclined to understand: (1) leadership is a process; (2) leadership involves influence; (3) leadership occurs in a group context; and (4) leadership involves goal attainment. However, this research is distinct from those of the previous in that it employs Leadership Effectiveness through 7 (seven) behavioral aspects of the effective leader, which have not been used in the former studies.

2. Methods and Equipment

2.1. Methods

2.1.1. Diagrammatic representation

An exploratory method was employed in this research by applying a descriptive analysis based on the data derived from distributed questionnaire. The academics and non-academics of the Faculty of Economics were involved as respondents of the research. The questionnaire was distributed evenly to 69 academic respondents that include coordinators of department and 27 non-academic respondents that include head of division and heads of sub-divisions. An ordinal scale was used in this research. Based on the number of research variables and referring to the research problems, the data description is categorized into two assessments respectively for the academics and non-academics and comprises Capability, Role of Leaders and Motivation variables.

3. Results

3.1. Data of Dean Capability

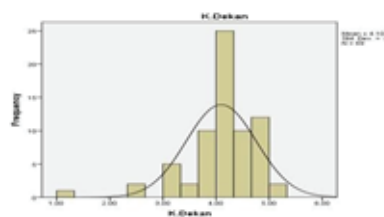


Figure 1: Dean Capability Histogram Graph

The histogram graph shows that 69 academics of the faculty give an average score of 4.10 to the board of the faculty (Dean). The lowest score of it lies on statement number 46 that is Ability of the Faculty Board to set strategies for generating counterpart budget. It indicates that the staff has found them less accurate to have been implemented during the period of the leadership.

Pointing at statement number 28 that reads ability of the board of the faculty to assign the lecturers in accordance with their strength and weakness, it is investigated that the lecturers have been either unproportionally or overloaded assigned during the period of leadership. The next lowest score is shown by statement number 49 that is ability of the Faculty Board to industriously strive to build cooperation with external partners.

TABLE 1: Operational Variable

Variable	Dimension	Indicator
Leadership capability of FE UNJ	<i>Vision and Goals</i>	Creating a stable long-term vision and general goal
		Identifying what is happening in the learning and research processes.
		Setting a clear short-term goal
		Ensuring flexibility in all levels of planning
		Considering stake holders' and partners' perfectives
		Ensuring the plan beginning from understanding a relative performance toward institutional goal.
		Ensuring all staff holds institutional goal and culture
		Having people measure their performance
		Ensuring conformity between plan, action and result
	<i>Hands-on leadership</i>	Oriented to management of direct working with staff
		Having appropriate academic and operational skills
		Being able to put work in priority
		Knowing others' strength
		Checking result and giving flexibility to the staff
		Placing responsibility and information control over the subordinates
		Having a meeting to build two-way communication by focusing on clarification and listening
	<i>Work Detail and the Big Picture</i>	Focusing on either internally or externally understanding intra and inter- organizational dynamics
		Arranging budget and strategy for clear fund raising
		Examining and predicting the financial and non-financial measure
Information, technology, and resources needed by staff		
Creating cooperative attitude with external partners, sharing information for enjoying the work		
Role of A Leader	<i>Provider</i>	Deciding on the importance of the data about staff and society for the institution
		Providing facilities for lecturers' and staffs' development
		Distributing adequate work load

The lecturers indicate it by regarding few numbers of cooperation the faculty has with external partners.

Data derived from questionnaire shows that there three highest scores gained. They are statement number 19: Ability not to reticently get directly engaged and actively participate in supporting lecturers' work. Another is statement number 32: Ability to give lecturers discretion to complete their work. And the other is statement number 1:

TABLE 2: Variable Measurement Criteria

Interval	Category
1.00 - 1.80	Very poor leadership capability
1.81 - 2.60	Poor leadership capability
2.61 – 3.40	Sufficient leadership capability
3.41 – 4.20	Good leadership capabilities
4.21 – 5.00	Excellent leadership capabilities
1.00 - 1.80	The role of leadership in HR development efforts is very poor
1.81 - 2.60	The role of leadership in human resource development efforts is poor
2.61 – 3.40	The role of leadership in efforts to develop adequate human resources
3.41 – 4.20	The role of leadership in efforts to develop good human resources
4.21 – 5.00	The role of leadership in HR development efforts is very good

Ability of the Faculty Board to make the vision as ideals that all lecturers would like to achieve.

3.2. Data of Coordinator of Department Capability

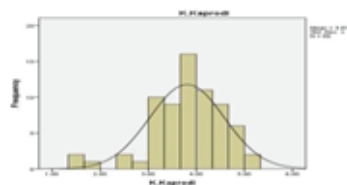


Figure 2: Coordinator of Department Capability Histogram Graph

The histogram graph shows that 69 academics of the faculty give an average score of 3.81 to the board of the faculty (Coordinator of Department). The lowest score of it lies on statement number 48 that is Ability of the coordinator of the department to set strategies for generating counterpart budget. It indicates that the staff has found them less accurate to have been implemented during the period of the leadership. Pointing at statement number 47 that reads Ability of coordinators of department to set up a clear budget, it is investigated that the coordinators of department have inadequately left the explanation of setting up the budget transparent during the period of leadership. The following statement number 36, Ability of coordinators of department to involve lecturers in decision making and implementation of changes, indicates that the lecturers do not feel to be invited to making decision in light of academic matters. Data obtained from questionnaire shows that there are three highest scores reached. Firstly, it is on statement number 20: Ability of coordinators of department not to reticently get directly engaged and actively participate in supporting lecturers' work. The second highest

score is statement number 42: Ability of coordinators of department to allocate their time for having communication with the lecturers. And last is statement number 23: Academic conformity between the coordinators of department and the needs of working unit.

3.3. Data of Head of Division Capability

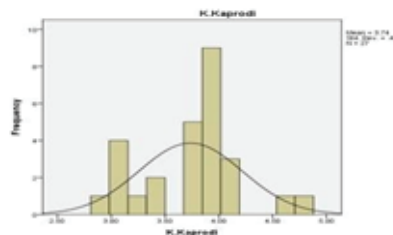


Figure 3: Head of Division Capability Histogram Graph

The histogram graph shows that 27 non-academics of the faculty give an average score of 3.78 to Board Capability (Head of Division). The first lowest score of it lies on statement number 27 that is Ability of the Head of Division to know staffs' strength and weakness. The second lowest scores is on statement number 57 that is Ability of the Head of Division to understand existing dynamics encountered by the division. The last lowest is on statement number 43 that is Ability of head of division to understand the existing dynamics faced in the division.

Three highest scores are also investigated; they are on statement number 1: Ability of faculty board to make the vision of the faculty as ideals that all staff would like to achieve; on statement number 3: Ability of faculty board to design the vision of the faculty based on strength weakness, opportunity, and challenge in which the faculty engages; and on statement number 41: Ability of faculty board to spare time for communicating with the staff.

3.4. Data of Head of Sub Division Capability

The histogram graph shows that 27 non-academics of the faculty give an average score of 3.74 to Board Capability (Heads of Subdivisions). There are three lowest scores found. They are on statement number 29: The ability of study program leaders to know the strengths and limitations of the lecturers. Next statement number 30 is the ability of study program leaders to give assignments to lecturers according to their strengths and limitations. on statement number 44: Ability of Head of Subdivision to understand

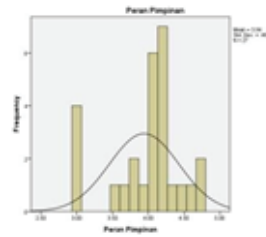


Figure 4: Head of Sub Division Capability Histogram Graph

existing intra dynamics encountered in the subdivisions. In addition, three highest scores are also gained. Firstly, it is on statement number 18: Ability of Heads of sub divisions to ensure conformity among plan, action and result in working unit. Secondly, it is on statement number 23: Work conformity of Heads of sub divisions with the needs in working unit. Lastly, it is on statement number 2: Ability of Heads of sub divisions to make the vision of the faculty as ideals that all staff would like to achieve.

3.5. Data of Role of Non-Academic Board

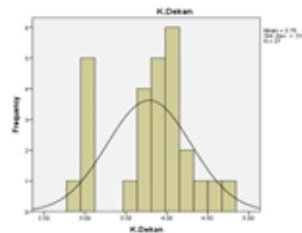


Figure 5: Role of Non-Academic Histogram Graph

The histogram graph shows that 27 non-academics of the faculty give an average score of 3.94 to Role of Non-Academic Board. The three lowest scores are on statement number 13: Reward and punishment system implemented by the board regarding lecturers' competence improvement; on statement number 5: Distribution of work load by the board to open opportunities for lecturers' competence development; on statement number 10: Sharing expertise, knowledge and experience by the board to the lecturers for competence development. Further, there are found the three highest scores. They are on statement number 8: Dialogue and consultation by the board in relevance with staff competence development; on statement number 2: Providing trainings required for lecturers' and staff's competence development; on statement number 12: Motivation given by the board to the staff for human resources competence development.

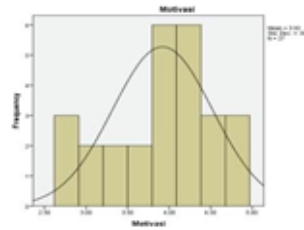


Figure 6: Non-Academic Motivation Histogram Graph

3.6. Data of Non-Academic Motivation

Motivation variable is gained from questionnaire completion followed with calculation of average score of each respondent as follows:

The histogram graph shows that 27 non-academics of the faculty give an average score of 3.92. There are three lowest scores found in the data. They are on statement number 23: Participating in academic activities (training/workshop/ seminar) such as training on scientific article writing; on statement number 22: Participating in (training/workshop/ seminar) training on research methodology; on statement number 24: Participating in such academic activities (training/workshop/ seminar) as education and teaching. Three highest scores are also investigated. In the first place, it is statement number 29 that is, participating in competence development activities will promote creativity and innovation while performing my work. Second, it is statement number 21 that is, participating in Competence training and development programs will help improve my technical ability. Last, it is statement number 16 that is the importance of Competence training and development programs for promoting my career for better assignment.

4. Discussion

4.1. Board Capability (Dean)

Since the lowest scores are derived from statements number 46, 28, 49, it shows that during the period of leadership, the lecturers consider that the strategies set up by the Dean are left inaccurate for decision making in terms of counterpart budget. In addition, the assignment given by the dean is inappropriate with lecturers' strength and weakness. At last, the lecturers regard that the faculty has failed to broaden cooperation with external partners. On the other side, the three highest scores are derived from statement number 19, 32, and 1. It indicates that the dean is not reluctant to directly involve and play important role in supporting the lecturers' work. The dean also gives

flexibility so that the lecturers can complete their work and makes the vision of the faculty as ideals for all the lecturers to achieve.

4.2. Board capability (Coordinator of Department)

The lowest scores of all are those on statement 48, 47 and 36. It represents that during the period of leadership, the lecturers consider that the set-up strategies remain inaccurate to generate counterpart budget. Furthermore, the coordinator of department has failed to give sufficient explanation of the budget setting up and has not involved the lecturers to information analysis, decision making and implementation of changes. It is also figured out that the three highest scores are on statement number 20, 42, and 23. It describes that the coordinators of department are willing to directly get involved and actively participate in supporting what the lecturers do. The coordinators of department have ability to communicate with the lecturers and they give academic assignment to the lecturers in compliance with the needs of the working unit.

4.3. Head of division Capability

It is investigated that the head of division capability score can reflect understanding on the existing dynamics dealt with sub division. The lowest scores refer to statements number 27, 57, 43. It reflects that the head of division does not really know the strength and weakness of the staff, and has not engaged in the association structure; therefore, the head of division has not comprehended the dynamics with which the division deals. The highest scores of it are on statements number 1, 3, and 41. It shows that the head of division is able to make the vision of division as ideals that all staff is willing to reach. The head of division is also able to design the vision based on strength, weakness, opportunity, and challenge, and last, is able to spare time for communicating with the staff.

4.4. Heads of Sub Divisions Capability

The lowest scores are indicated as statement number 29, 30, and 44. It figures out that the heads of sub divisions have not understood the staff's strength and weakness and still assign the sub-ordinates regardless of their strength and weakness. The Heads of Sub Divisions however is able to understand existing intra dynamics that the sub division has. The highest scores of it lie on statements number 18, 23, and 2. It depicts

that the heads of sub divisions have ensured conformity among plan, action and result in the working unit, as well as work appropriateness with the needs of the unit. The heads of sub divisions can make the vision of the working unit as ideals to accomplish.

4.5. Role of Non-Academic Board

It is known that three lowest scores are those obtained from statements number 13, 5, and 10. It shows that during the period of leadership, the reward and punishment system created by the board has neither been appropriately nor completely implemented. Word distribution by the board is not giving the staff opportunity to develop. And there is no sharing by the board with the staff as to expertise, knowledge and experience with a view to competence development. On the other hand, the three highest scores are listed on statements number 8, 2 and 12. It describes that the academic board gives consultation to the staff about their competence development. The board also gives proper trainings for staff's competence development and motivates them to have personal development.

4.6. Motivation of Non-Academics

The lowest scores of motivation variable based on the result of the questionnaire are 19, 27, and 28. It portrays that the staff are less interested in joining academic activities (training/workshop/seminar) like scientific article writing training. The highest scores are also given on statements number 29, 21, and 16. It supports the idea that the staff thinks that the training programs for developing competence will help improve creativity, innovation and technical capacity as well as career promotion.

5. Conclusion

1. Based on the calculation of the total respondents, it is figured out that 69 respondents give average score of dean capability of 4.10. It can be concluded that dean capability is considered good.
2. It is derived as well from the calculation that coordinator of department capability is 3.81. It can be summarized that coordinator of department capability is of good category.

3. The role of the board based on the calculation of the respondents is at the average score of 4.03, which belongs to good category.
4. As to the heads of sub-divisions capability, the average score is as gained as 3.74, which is indicated good.
5. It is also identified that the result of the calculation on the role of the board by non-academics is 3.94, which is of good category.
6. Finally, it is investigated that motivation of staff average score is 3.92, which is finally considered good.

Based on the above explained discussion and conclusion, the researcher gives recommendation for consideration. The variables having low scores should be improved to optimum in work performance in related units whilst the highest scores should be maintained by perfecting the work implementation that the boards have conducted to all of the staff and lecturers.

Funding

This work was supported by Faculty Economics, Universitas Negeri Jakarta.

Acknowledgement

The authors would like to thank their colleague for their contribution and support to the research. We are also thankful to all the reviewers who gave their valuable inputs to the manuscript and helped in completing the paper.

Conflict of Interest

The authors have no conflict of interest to declare.

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