Multi-facet Leadership Approach for Organizational Performance in the Evolving Globalized Landscape of the New Millennium Era

[1]*Tong Wooi, CHOW
[2]Babatunji Samuel ADEDEJI

Abstract--- This paper explores the critical emerging leadership competencies for performance in the new millennium era. Due to the changing leadership landscape, research becomes vital to determine the critical emerging leadership competencies that would contribute to sustainable competitive leadership advantage for the 21st-century leaders and organisations. The key findings from the study include the preferred choice of transformational leadership and the relevance of the leadership competency paradigm. Modern leaders need leadership competencies for progressive leadership. Main findings include the key emerging leadership competencies of visioning and strategic thinking, leadership agility, adaptability and change, relationship and collaboration. Also, the new results emerging from the data were corporate leadership and cross-cultural competence. The research employed the qualitative case study conducted in only one of the public research universities in Malaysia. The data from the interviews with the top leaders of the institution provided the in-depth contextual responses to the interview questions. It is essential to know and adopt the right concept of leadership in concert with the times for progressive leadership development and practice. The study shows the relationship between the expected attributes of an organisational leader, dimensions of transformational leadership, and the emerging leadership competencies. There is a scarce empirical study on organisational leadership employing the emerging leadership competency concept. Also, the conceptual framework of the study has a connection to transformational leadership. Hence, the research of this nature has values. The findings were original contributions to knowledge.This study contributed to theory, practice, context, methodology, and policy.

Keywords--- Multi-Facet Leadership, Organisational Performance, Evolving Globalized Landscape, New Millennium Era, Emerging Leadership Competencies.

Senior Lecturer, School of Business, Malaysia University of Science and Technology, (jerrychow@must.edu.my)

PhD (Candidate), Faculty of Economics and Management, Universiti Putra Malaysia (samtunji2014@gmail.com)

INTRODUCTION

There have been unprecedented changes taking place in the last four to five decades in the global organisational environment. These developments are attributable to the forces of evolution at work (Marques, 2015; Van Wart, 2013; Wayland, 2015). The effects of change such as scientific and social changes, the advancement of technology, speed of change, globalisation, and stress on the environment (Ivancevich, Konopaske, & Matteson, 2014; Martin, 2007). These changes influence the organisational leadership landscape. Leadership in the 21st-century has continued to evolve (Pang, 2013; Van Wart, 2013). The evolving trend also resulted in the rethinking of leadership effectiveness and the competencies required for sustainable organisational performance (Bennett & Lemoine, 2014; Boatman &Wellins, 2011; O'Connell, 2014).

Researchers have emphasised that there is a need for an evaluation of effective leadership given the numerous changes in the new millennium era (Black, 2015; Day, Fleenor, Atwater, Strurm, & McKee, 2014). The leadership paradigm has transformed, and leadership practices need to reflect the current millennium era (Lim & Daft, 2004; Lussier & Achua, 2016). The leadership imperatives of the 20th-century are no longer appropriate for the 21st-century (Hagermann & Stroope, 2013; O'Connell, 2014). Therefore, a need arisesfor the consideration of the quality of leadership that match the realities of the times (Boatman &Wellins, 2011;Lim & Daft, 2004).New leadership concepts or frameworks could emerge to meet the requirements of the globalised millennium leadership era (Stone & Patterson, 2005; Yammarino, 2013). New leadership blueprint or approaches are needed by future leaders to navigate through these challenging terrains to provide the competitive advantage (Cardy & Selvarajan, 2006; Pisapia, 2009).

Leadership needs to reflect the *reality* of the times (Ashkenas, Siegal, &Spiegal, 2013; Mosley &Matvick, 2010). There are calls for the quality of leadership that suit the organisational climate (Boatman &Wellins, 2011; Mosley &Matvick, 2010). In consideration of the different leadership theories, leadership competencies are to the distinctiveness of leadership which are an essential element in the new millennium workforce (O'Connell, 2014; Skorkova, 2016). Also, the study by Hogan and Kaiser (2005) indicated that the percentage of incompetent managers were in the region of 30-75 percent. Incompetency lacks the right abilities. Incompetency could be due to the lack of knowledge on the changing leadership paradigms of the post-industrial period, the current emerging leadership approaches, and the willingness to adapt and change to new situations (Mosley &Matviuk, 2010; O'Connell, 2014; Pisapia, 2006).

Similarly, studies have shown that 44% of managers were not adequately trained or equipped for organisational management. Leaders are to develop and exhibit their own expert knowledge. This paper explores the critical emerging leadership practices in a public educational institution in consideration of the evolvingglobalised environment of the new millennium era for leadership development and training.The research question used to guide the enquiry: What are the emerging leadership competencies in the organisation?

II. LITERATURE REVIEW

The study of leadership literature shows that the nature of leadership has evolved over the decades and gone through various stages. Writers have used different theoretical concepts to categorise the complex study of leadership. These

concepts include paradigms, frameworks, models, eras, and school of thoughts (Ulrich, 2010). This section dwells on the related topics on the definitions of leadership. Also, the emphasis is on the new millennium era paradigm, the combined perspective of conceptualising leadership, transformational leadership, and cross-cultural leadership. Others include emerging leadership competencies of visioning and strategic thinking, leadership agility, flexibility and change, relationship and collaboration, and the conceptual framework.

Defining leadership

In the past decades, there were over three hundred and fifty (350) definitions of leadership proposed toexplainthe concept of leadership. There are a wide variety of interpretations of leadership. Leadership scholar Stogdill (1974) after a comprehensive review of leadership literature argued that "there are almost as many definitions of leadership as there are persons who have attempted to define the concept" (p. 259). Researchers acknowledged that there are no consensually agreed-upon definitions of leadership (Avery, 2004; Munley, 2011). Some of the reasons for the difficulty in agreeing to a single definition are due to the influencing factors such as the complexity of leadership, the multi-dimensional aspect of leadership, the changing global influences, and the generational differences (Alonderience & Majaukaite, 2017; Day& Harrison, 2007; Rost, 1991). Also, House, Hanges, Javidan, Dorfman, & Gupta (2004) stressed that the definition and practice of leadership vary from culture to culture.

Interestingly, one aspect of all definitions of leadership has remained constant, that is leadership is the relationship of *influence* between the leader and the followers to accomplish an outcome. Hence, in line with constant highlight, Northouse (2013) defined leadership as "a process whereby an individual influence a group of individuals to achieve a common goal" (p. 5). On the other hand, Lussier and Achua (2016) defined leadership involving the five critical aspects of influence, organisational objectives, people, change, and leaders-followers. Similarly, studies on the definition of leadership over the century had also changed over the last century (Northouse, 2013; Rost, 1991). Understanding the trend of leadership definitions of the various eras will help one to grasp the emphasis of leadership focus and practices in that period.

The Millennium leadership paradigm

The leadership landscape of the new millennium era has become complicated due to the forces of change exerting an influence on organisations and leadership trends (Clayton, 2012; O'Connell, 2014; Van Wart, 2013). As alluded, the directions of the trends for leadership in the new millennium era have transformed significantly (Ivancevich et al., 2014;O'Connell, 2014). New challenges are confronting organisational leaders in the knowledge era (Uhi-Bien, Marion & McKelvey, 2007). A simplistic and single approach to understanding leadership and practice is inadequate nor sufficient. The old leadership paradigm mindset is not incongruent with today's organizational climate (Casserley& Critchley, 2010; Petrie, 2014).

The 21st-century leadership has advanced in many spheres globally. These changes include the paradigm shift in society and the organisational leadership landscape (Rost, 1991; Uhl-Bien et al., 2007). The paradigm shift has created dilemmas for those in leadership and the leader development theory. Leadership researchers have stressed that the concept of leadership in the knowledge era must shift from the old industrial paradigm of leadership to the post-industrial paradigm of leadership (Ashkenas, Siegal, &Spiegal, 2013; Rost, 1993; Uhl-Bien et al., 2007). Many present-day organisations are still adopting leadership practices based on the old paradigm of the 20th-century industrial model. Leadership needs to be in tandem with the realities of the times to achieve optimal and sustainable

performance (Ashkenas et al., 2013; Boatman &Wellins, 2011; Marques, 2015). The new millennium era contemporary leaders must shift their thinking and point of reference to be strategic, competitive, and successful (Mosley &Matviuk, 2010; Pisapia, 2009).

The integrative perspective of conceptualising leadership

This study incorporates the *integrative* strategies of conceptualising leadership (Avolio, 2007; Dinh et al., 2014; Gerard, Mcmillan,& D'Annunzio-Green, 2017; Scott-Young, Georgy, & Grisinger, 2019). Researchers have been advocating for innovative and dynamic approaches to conceptualising leadership for the 21st-century leadership requirements (Petrie, 2014; Pisapia, 2009; Van Wart, 2013). There are suggestions that the challenging globalised new millennium era environment and challenges require the *multi-facet* capabilities (Pisapia, 2009; Van Wart, 2013; Weiss & Molinaro, 2006). The integrative perspectives encapsulate the combined ideas from the related theories, current knowledge, and how the concepts are linked to the emerging leadership construct to advance leadership practice. The proposed new construct offers an alternative direction viable for present-day administration (Darling & Cunningham, 2016; Gerard et al., 2017).

The integrative perspective approach also includes the element of leadership sustainability development (Galpin, Whittington, & Bell, 2017). The essence of sustainability development considers the thinking of long-term effects for leaders, organisations, and the systems involved (Rogers, 2011). The principles of sustainability and the desired goals are aligned accordingly (Gerard et al., 2017). Research has indicated that leadership construct based on competencies have an impact on sustainable development (Tabassi et al., 2016). The believe isthat *values* contribute to the authenticity of leadership. Thus, meaningful leadership should also include concepts of values in leadership practices (Hobkirk & Deuchar, 2011). The underlying core values are central in guiding individuals, beliefs, and principles. The values-based paradigm enhances the distinctiveness of leadership and isglobally esteemed leadership attributes (Covey, 2007; House et al., 2004; Northouse, 2013).

The emergence of transformational leadership

Transformational leadership has emerged as a constructive leadership paradigm (Pradhan & Pradhan, 2015; Ramsay, Rutti, Lorentz,Barakat, &Sant'anna,2017). Fundamentally, trans- formational leadership is about the transformation and change of people and organisation. There is evidence that transformational leadership is effective world-wide as well as support across the various sectors (Dickson, Castano, Magomaeva, & Hartog, 2012; Giddens, 2017). It influences organisational outcomes and performance ((Deinert, Homan, Boer, Voelpel, & Gutermann, 2015; Givens, 2018; Pawar, 2016). The transformational leadership paradigm also resonates positively in the higher education sector including the Malaysian education setting (Alongeriene & Majauskaite, 2016; Black, 2015; Wahab, Rahmat,Yusof,& Mohamed, 2016).

The relevance of cross-cultural leadership

There have been calls for more leadership research in the context of Asia (Arvey, Dhanaraj, Javidan, & Zhang, 2015; Jogulu&Ferkins, 2012; Oc, 2017). Invariably, leadership has link to culture (Gurban&Tarasyer, 2016; Middlehurst, 2012; Yammarino, 2013). Culture has an impact on leadership behaviour, styles, and effectiveness (Hanges, Aiken, Park, &Su, 2016; Hanges et al., 2004). There are benefits in having a balanced understanding of the roles of culture in leadership practice to enhance leadership effectiveness (Chow, Salleh, Ismail, 2017b; Bartel-Radic & Giannelloni, 2017). The cross-cultural leadership essentially is about how leaders interact in situations

comprising of two or more cultures or countries. Apart from the multi-cultural countries, the current millennium era environment is a globalised culturally diverse environment. Leaders are to be competent cross-culturally. It is an asset for leaders to be knowledgeable, adapt, and integrate leadership practices with culture (Festing&Maletzky, 2011; House et al., 2004). In determining a leadership approach for training, it is essential that the cultural context and values support the leadership paradigm (Jogulu&Ferkins, 2012). Leaders in the 21st century are to have the cross-cultural competence to interact and compete in the present-daydiverse, globalised cultural setting (Bartel-Radic & Giannelloni, 2017; Northhouse, 2013). Leadership ought to transcend cultures (Chow et al., 2017b; Middlehurst, 2012; Triandis, 2004).

Understanding the emerging leadership competencies

The leadership competency concept is a focused way of learning and developing leadership (Intaglita, Ulrich, & Smallwood, 2000; Northouse, 2013). David McClelland is credited with advocating the competency paradigm (Goldman, Schlumpf, & Scott, 2017; McClelland, 1973). McClelland highlighted that competency is the underpinning characteristics that contribute to superior performance. The term competency is a *multi-faceted* concept that consist of the cluster of knowledge, skills, abilities, behaviours, and personal attributes (Goldman et al., 2017; Naqvi, 2009; Sengupta, Venkatesh, & Sinha, 2013). Studies on the competency concept hadlink the standard of leadership to competencies (Boatman &Wellins, 2011; Koastenbaum, 2002).

The competency concept forms the base for the emerging leadership competencies of this study (De Beeck&Hondeghem, 2009; Goldman et al., 2017; Vizirani, 2010). Due to the many changes in many organisations, the assumption is that there will be more focus on the emerging leadership competencies (Chow, Salleh, & Ismail, 2017a; De Beeck & Hondeghem, 2009; Ivancevich et al., 2014). Leaders and organisations of the new millennium era require the emerging leadership competencies (Bennett & Lemoine, 2014; Dinh et al., 2014; Van Wart, 2013). Progressive leadership needs to align with the requirements of the times (Marques, 2015; Tucker & Lam, 2014). This study considers the emerging leadership competencies of visioning and strategic thinking, leadership agility, adaptability and change, and relationship and collaboration.

Exploring the competency of visioning and strategic thinking

Visioning and strategic thinking are essential leadership attributes. Vision flows from strategic thinking. Strategic thinkers are visionaries. Visioning and strategic thinking is essentialconsidering the challenging organisational climate as it expedites in the future-oriented methods of improving decision-making in corporate organisationalstrategy (Bouhali, Mekdad, Lebsir, Ferkha, 2015; Vecchiato, 2014). Thus, this improves one's leadership abilities inproviding strategic leadership and direction (Millet, 2006).

Different writers have proposed the various learning exercises that spur thinking skills such as reflection, analytical thinking, system thinking, and reframing (Kargin&Aktas, 2012; Pisapia, Pang, Hee, Lim, & Morris, 2009). The competency of visioning and strategic thinking is relevant and applicable to any nature of organisational work in any sector. The skillof visioning and strategic thinking can be learnt and developed (Kazmi &Naaranoja, 2015).

Exploring the competency of leadership agility

Leading in today's organisational landscape requires leaders with a specificcapability that is advance and focus. As highlighted in this paper, the globalised business environment is unpredictable, competitive, and complex (Bennett & Lemoine, 2014; Fernandez, 2006). *Agility* is the key to responding to the uncertain and unpredictable times

(Bennett & Lemoine, 2014). The hallmark of agility includes the characteristics of robustness, resilience, responsiveness, flexible, innovative, and adaptive (Alberts, 2007; Fernandez, 2006). Leaders need the agility to navigate these challenges in the ever-changing world (Hall & Rowland, 2016). The concept of agility connotes the ability to adjust and change accordingly (Sherehiy, Karwowski, & Layer, 2007). Hence, leadership agility is the ability to manoeuvre the complex situations in organisations in sustaining direction and stability (Mcpherson, 2016).

Exploring thecompetency of adaptability and change

The paradigm of adaptability and change has emerged as an area of research (Uhl-bien & Arena, 2017). Adaptability is a leadership imperative and is connected to change. The paradigm of adaptability and change is central to other leadership competencies and organisational leadership. The skillof flexibility and change is equally important at the personal level as well as the corporate organisational level (Bin Taher, Kratov, & Silva, 2015). Adaptation positions the leadership as well as the group for further growth and development. The word *adaptive* suggests making effort to change thus rendering one's leadership and organisation more suitable to a changing environment. The ability to adapt to change personal leadership style to the changing landscape is crucial. Leadership practices must be current with the times which includes the inculcation of the ongoing knowledge, principles oforganisational leadership, and the emerging leadership paradigms.

Exploring the competency of relationship and collaboration

The collaborative paradigm began appearing in the mid-1990. This leadership paradigm has been called different terms, such as participatory, shared, collective, cooperative, inclusive, distributed, and rational. Research has indicated that collaborative leadership and culture are preferred in comparison to the old leadership practices of hierarchical leadership approaches (Ibarra &Hensen, 2011; Pisapia, 2009). The collaborative approach is one of the competencies that build strategic relationships (Patterson, Dannhauser, & Stone, 2007). The competency of connectionand collaboration focus on the commonalities to work together (Cameron & Green, 2012). Collaborative leaders use the approach of engaging the respective participants by working constructively (Archer & Cameron, 2009). The culture of collaboration is said to lead to better results as there are more involvement and shared leadership (Black, 2015). The leadership competencies of building relationshipsare cited as the most favoured or preferred in organisations (Visagie, Linde, &Havenga, 2011).

The implication of them ulti-facet leadership conceptual framework

A conceptual framework essentially forms the foundation of the study project. The proposed emerging integrative conceptual framework createastrategic concept to developa theory for leadership practice (Van Seters& Field, 1990). The emerging leadership construct of this proposed conceptual framework encapsulates the multi-facet leadership approach. Studies have shown that today's leaders need a *multi-dimensional* approach to lead in the *multi-facet*globalised world (Chow et al., 2017a; Dinh et al., 2014; Pisapia, 2009; O'Connell, 2014; Van wart, 2013). The conceptual framework of this study incorporates the theoretical concepts of leadership development, leadership competency, cross-cultural leadership, and transformational leadership as the foundational theory (Figure 1). The proposed four (4) emerging leadership competencies are visioning and strategic thinking, leadership agility, adaptability and change, and relationship and collaboration. The integrative focus forms the combined strength of the multi-facet leadership approach conceptual framework (Marques, 2015; Tucker & Lam, 2014).

III. PROPOSED RESEARCH FRAMEWORK

The methodology involves the approach of the research. The method of this study is on the *interpretative* paradigm of the qualitative case study. There is a lackof empirical study in the emerging leadership competencies in higher education institutions(Alonderience&Majauskaite, 2016; Lumby, 2012). The choice of the methodology is to facilitate exploring and answering the question which guides the study. As such the qualitative case study is appropriate to develop an in-depth understanding of the research topic.

A research design guides the conduct of the study. As stated, this study employed a*qualitative case study*. The qualitative paradigm is suitable for leadership studies due to the multi-discipline nature of the field (Arvey et al., 2015; Bryman, 2004). It is also idealfor the emergent forms of leadership and provides the context-rich data suitable for this study on the emerging leadership competencies (Bryman, 2004). The qualitative case study explores the contemporary case in its real-world context in-depth (Takahashi, Ishikawa, & Kanai, 2012; Yin, 2009). The case study approach is a robust research method (Klenke, 2008; Zainal, 2007). At the same time, the design supports the topic and research question (Neuman, 2006). Therefore, the qualitative case study is the appropriate research approach.
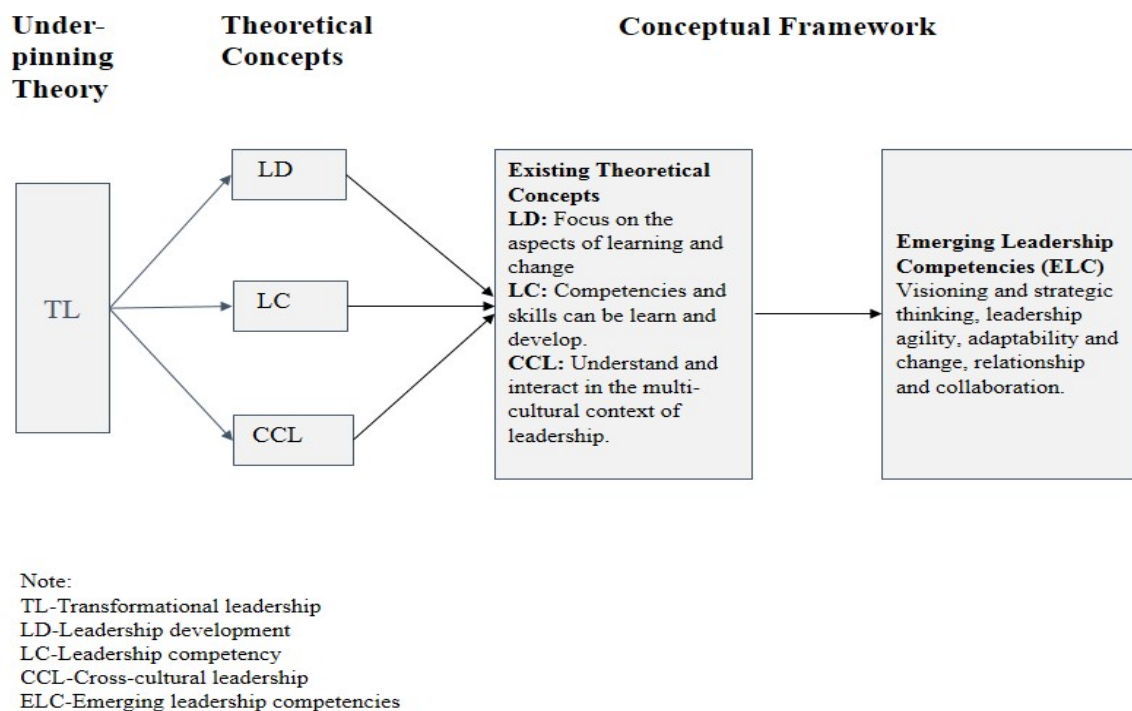

Note:
TL-Transformational leadership
LD-Leadership development
LC-Leadership competency
CCL-Cross-cultural leadership
ELC-Emerging leadership competencies

Figure 1: Theimplication of the multi-facetleadershipconceptual framework

Source: Authors compilation (2019)

3.1 Selection of the site and participants

Cases were chosen for research because they fulfil the purpose of the study. The case selection for this study isthe administrative or organisational leaders from a Malaysian higher learning institution.The choice of organisation for the data collection for the study preferably is an institution that has a board of directors or management team. The purpose of the rationale of the higher learning institution for data collection is to investigate the findings on their current leadership development, experiences, and practices. It is also to determine the patterns and trends of leadership practices the leaders of the higher learning institution currently employed and possibly in the future.

One of the guiding criteria for the choice of the institution was on sites or participants who can best help explore per cent research topic in-depth.The selected higher learning institution is a research public universityUniversity Putra Malaysia (UPM)located at theKlang valley, Malaysian.The choice of the university is because it has excelled in performance progressively as an educational institution since its inception in 1931 and especially in the last few years. The university's advancement and achievements in growth reflected the organisation'svisionary and capable leadership thus merit the choice for this research project.Also, UPM has evolved into an established international institution that has excelled in its rankings and at the same time won awards.Besides,the researcher is supported for the cause of research and data collection.The *purposeful sampling* technique was to select the participants for data collection(Plano-Clark &Cresswell, 2015). Purposeful sampling involves choosing the site and participants that can best help the study. The sampling consisted of twelve (12) participants comprising of nine (9) males and three (3)females' institutional leaders.

3.2 Analysis of the case study in-depth interview

The case study approach facilitated the interpretation and description of information from various sources.The case study used various means of data collection. The primarysources of data were transcripts from observations, information from the relevant participant's profiles, and documents or related publications. However, the main source of data collection was the face to face in-depth interview with the participants (Megheirkouni, 2017; Plano-Clark &Cresswell, 2015).Leadership researchers are suggesting that the best way to study leadership is through the various perspectives in data collection to uncover the complexities of leadership (Hiller et al., 2011).Additionally, interviews are appropriate in studies for any qualitative research design (Plano-Clark &Cresswell, 2015). Interviews are effective ways to collect rich empirical data (Runfola, Perna, Baraldi, &Gregori, 2016).The face-to-face interviews allowed the researcher to solicit the participant's perspectives on the emerging leadership competencies (Megheirkouni, 2017).

An *interview protocol*was prepared, which served as a guide to the data collection process. Yin (2009) stressed that it is essentialto use a case study (interview) protocol for conducting a case study. The case study protocol outlined the procedures, guidelines, rules, and questions that serve or guides the process of data collection. Furthermore, the case study protocol will add to the dependability of the case study research (Yin, 2009). The interview questions with probing questions were prepared. A set of semi-structured interview questions weremade for the planned interview sessions. The plans for data collection together with the interview protocol and interview questions reviewed by the team of the research project for relevancy. The researcher conducted a pilotstudy witha departmental organisational leaderin testing and refining the interview questions. The check and balance process facilitate the rigour of the data collection process. The flexibility of the qualitative research approach allows the researcher to refine the research process accordingly.

3.3 Data analysis

Data analysis is the process of deciphering meaning from the data through the procedures of organising, examining, evaluating, comparing, categorising, interpreting, and transform the data into findings. It includes determining the emerging trends, patterns, and themes (Merriam &Tisdell, 2016). Data analysis is about making sense of the data. Primarily, the qualitative analysis process is guided by the research questions and the search for concepts, patterns, and themes. Interpretation of data involves connecting the significance and meaning ofthe data and explains the patterns and relationships (Bloomberg & Volpe, 2008; Patton, 1987). The qualitative data analysis is iterative. Through the data analysis process of coding, categorising, and developing themes, the data are reduced and condense into emerging themes which are the findings of the research.Plano-Clark and Cresswell (2015) termed the thematic analysis technique as *layering and interconnecting* (p. 363).The data analysis is also about data reduction. Data reduction essentially is the process of analysing the massive data collected using sorting, re-organising, summarising and converting the raw data to recorded data and finally the processed data.An aspect of data analysis also involved self-reflexivity throughout the research and writing process.

In preparing the data, the interviews are transcribed verbatim and checked for accuracy while in the exploring stage, the researcher focused onthe text including critical reflection, highlight key ideas, and quotations in the datasheet. Coding is the process of labelling and interpreting the meaning accordingly (Miles, Huberman, & Saldana, 2014). Categorising is about assigning the codes to groups or family codes including constant comparison. Themes are a pattern that emerged for linkage to the research question. This study used the thematic analysis of layering and interconnecting (Plano-Clark &Creswell, 2015). Through the data analysis procedures, the data were reduced and condensed into emerging themes which were the findings of the study.

IV. FINDINGS AND DISCUSSION

Based on the results of the findings, t two main themes emerged, followed by the related sub-themes. The two (2)primarythemes were the leadership competency concept and the emerging leadership competencies. Under the theme of leadership competency concept were the subthemes of competency relevance, future leaders need competencies, and core competencies necessary. Under the theme of emerging leadership competencies were the subthemes of corporate leadership, visioning and strategic thinking, leadership agility, adaptability and change, relationship and collaboration, and cross-cultural competence.

The findings of the study concurred on the pertinence of the transformational leadership at the higher learning institution setting. Four (4) of the twelve (12) participants has explicitly highlighted and discussed on transformational leadership. There were two (2) other participants did not explicitly affirm or attribute their leadership practices to transformational leadership. However, they adopted and promoted the leadership practices of motivation and engagement, which essentially parallel the concepts of the *inspirational motivation* which is one of thedimensions of transformational leadership. Overall, the leaders interviewed understood that transformational leadership has an impact on organisational change and development.

This section discusses the centraltheme of the leadership competency concept and the emerging leadership competencies with the related sub-themes.All the participants concurred that the competency concept is relevant in the higher learning institution context. One of the participant's states that the competency concept is not only appropriate, but it is necessary. Furthermore, there were the feedbacks that the idea of the concept of competency applies to all professions. Another significant thought expressed was that if a person is into a leadership role, he or she should find out the competencies required and develop on them so that they would be useful. This finding showed the flexibility and strength of the concept.

Studies have indicated that competencies formed the basis for effective leadership performance (Sengupta et al., 2013; Vizirani, 2010; Young &Dulewiez, 2009). This paper has primarily described the meaning of competencies knowledge, skills, abilities, behaviours, and personal attributes (Goldman et al., 2017; Naqvi, 2009). The competency concept is to emerge as the viable option for leadership practice in the millennium era knowledge-based organisations (De Beer &Hondeghem, 2009; Mumford, Zaccaro, Connely, Marks, 2000; Northouse, 2013; Szeto, Lee,&Hallinger, 2015). At the same time, the Malaysian Ministry of Higher Education has highlighted the relevance of the leadership competencies in its related publications (UniTP, Orange Book, 2016). Leadership approaches must be pertinent to the knowledge-based organisations. These are thecritical overview of the findings highlighted in the competency concept. First, competency should enhance one's capabilities and abilities. Second, if an individual becomes a leader in the organisation, the person needs to have specific leadership competencies. Third, elected leaders are encouraged to find out the critical leadership competencies for that organisational position and develop accordingly.

Half of the participants interviewed indicated that modern and future leaders required some key leadership competencies for successful leadership. The findings also concurred with literature that current and future leaders not only need competencies but many skills to be able to lead in multi-dimensional ways. One of the factors for this perspective is the changing education and leadership landscape (Pisapia, 2009; Visagie et al., 2011; UniTP, Orange Book, 2016). Due to this development, *new* leadership capabilities are of relevance (O'Connell, 2014; Van Wart, 2013). The globalised organisational environment, coupled with the many challenges faced in the higher education sector requires a multi-dimensional concept of leadership (Pisapia, 2009; O'Connell, 2014). Potential leaders are to*identify* and nurture the related leadership competencies for effective leadership (Bolden, 2005; UniTP, Orange Book, 2016). There are also the perspectives that future leaders develop their leadership competencies in their new leadership journey.

In every profession, there are the core or baseline competencies expected of the individual in the specific area of work. In the context of the higher learning institutions, the academicians are also not exempted as well (UniTP, Orange Book, 2016). Concerning this study, the core competencies are necessary. There is a need to differentiate the core competencies in one's job and the expected leadership competencies for leaders. In the context of higher education, the core competencies of the academicians are teaching, supervision, research and administrative services. Academicians are to excel as academic leaders. However, the individual can develop the leadership competencies accordingly in their personal development and leadership involvement.

This section discussesthe criticalemerging leadership competencies. The competencies emerging leadership encompass are corporate leadership, visioning and strategic thinking, leadership agility, adaptability and change, and relationship and collaboration. The findings from the participants concurred with these emerging leadership competencies. Corporate leadership and cross-cultural competence emerged from the field data as *new findings* in this study.

The sub-theme on corporate leadership emerged as a significant leadership competency in the selected public university. The organisationalleadership were unexpected and importantin this study. This new finding is significant. As the term suggests, organisationalleadership refers to the *institutional identity* perspectives of approaching leadership at the higher educations (Chinta, Kebritchi, & Elias, 2016; Middlehurst, Goreham, & Woodfield, 2009). Corporate leadership mainly involves the top leaders planning activities of the strategies, direction, and operation of the organisation. Many educational institutions worldwide have grown into substantial, large organisations. Therefore, the business-like approach requires the corporate identity framework of leadership and management (Mohd, Abu Bakar, Ismail, Halim, &Bidin, 2016; Pang, 2013). The university is a business entity or corporation (Pang, 2013).

Some of the contributing factors for the emergence of the competency of corporate leadership includes the reduction of financial support and ensuring the competitiveness of the university standing. There are various subsets relating to the multipleareas of designation and responsibilities with corporate leaders such as business mind-set, operating a business, financial management. Some of the skill setsdiscussed in the findings were generating income, financial management, manage human resource, develop

branding, develop the ranking, raise research grant, business mindset, and manage risk.One of the participants' states, "So, I think it's important for future leaders in the higher education actually to have a business mind-set. To be able to read the account and to have the instinct to know where the money is coming from."

The findings on visioning and strategic thinking highlighted the need for leaders to be visionary to provide the direction and strategic thinking to formulate strategic plans of the organisation. This emerging leadership competency of visioning and strategic thinking appeared to arouse much interest and discussion as well. Most of the participants (8) concurred on the relevance of the competency of visioning and strategic thinking. One of the reasons could be that for those in leadership and management, the activity of strategic planning is an essential aspect of the future planning of any organisation. One of the participants' states, "…If a leader doesn't have the competency of visioning and strategic thinking, they are not able to lead."

The ideas that emerged about agility are being flexible, adaptable, agile, adjustments. Four (4) of the participants talked about the need for the emerging competency of leadership agility. Leadership agility is the quality of flexibilities, responsive, resilient, and proactive.There were some overlapped of the understanding of the competency of leadership agility and adaptability and change, though there were distinctive differences between the two competencies. Some of the participants described the competency of readinessas essential while another participant mentioned that leadership agility should be one of the competencies needed to develop and inherent in leaders. One of the top university leaders says "As it is currently, agility is critical. It should be in any leaders."

The understanding ofadaptability and change is the flexibility to change when it is necessary. Dynamic leadership requires the need to adapt and change. Six (6) of the participants discussed the relevance of the competency of adaptability and change. The competency of adaptability is linked to change. The competency of adaptability and change is essentialat the personal level as well as at the organisational level. The competency of adaptability and change is central to other leadership competencies and organisational leadership. One of the participants' states, "Leadership must be dynamic and keep changing. If you need to change, you have to adapt to new things."

The findings on relationship and collaboration indicated the ability to work in groups. Seven (7) of the participants concurred on the need for the competency of connection and collaboration. Three participants explicitly acknowledged the significance of the need of involvement and cooperation in the higher learning institution and any other organisations. The paradigm of connection and collaboration primarily is about building relationships to work together in partnership to achieve a common outcome. Interestingly, some of the ideas discussed by the participants on relationship and collaboration were the comparison of the old leadership practices of the hierarchical and dictatorial style of leadership.

Culture and leadership have emerged as vital in recent years (Bartel-Radic&Giannelloni, 2017; Chow et al., 2017b; Yammarino, 2013). The idea of cross-culture fundamentally involves the interaction between two or more cultures or countries. The findings on cross-cultural competence refer to applying cultural understanding and communication as leaders in organisations. Cross-cultural leadership is relevant in organisations with its diverse people. One of the participants described cross-cultural competence as possessing the international perspective and the ability to understand and lead in terms of thoughts and action. Another participant said that cross-cultural leadership is one of the popular subjects discussed in many organisation'smanagements. In the context of an international organisation like the higher learning institution and the multi-cultural society ofMalaysia, a leader must be knowledgeable and competent cross-culturally. However, a participant highlighted that leaders cannot be ignorant of other cultures. At the same time, leaders are not to take people from differentcultures for granted. A participant stressed that the issue of cross-cultural competence needsto be emphasised on adequately.

4.1 Recommendations on the link between the dimensions of transformational leadership and the emerging leadership competencies

This study also showed the relationshipbetween the dimensions of transformational leadership and the emerging leadership competencies (Table 1).This study on the multi-facet leadership approach for sustainableorganisational performance in the

evolving globalised landscape of the millennium erain a Malaysian higher learning institution. The concept of this leadership study is also in line with the Ministry of Higher Education vision and plans for leadership development in the Malaysian higher learning institutions. The Malaysian Education Blueprint 2015-2025 (Higher Education) (2015) and the University Transformation Programme, Orange Book, (2016), have alluded to the character or attributes of excellent institutional leadership as transformational.

Table 1: Relationship between the attributes of an institutional leader, dimensions of transformational leadership, and the emerging leadership competencies

*Highlights of Attributes of Institutional Leader (MOHE, Malaysia)	**Dimensions of Transformational Leadership	***Emerging Leadership Competencies
1) Demonstrate excellence in institutional leadership.	i) Inspirational motivation.	• Visioning and strategic thinking. • Leadership agility.
	ii) Intellectual stimulation.	• Corporate leadership. • Adaptability and change.
2) Demonstrate excellentleadership attributes, sustain best practices, and lead change.	iii) Idealised influence.	• Visioning and strategic thinking. • Cross-cultural competency.
	ii) Intellectual stimulation.	• Corporate leadership • Leadership agility.
3) Recognized figure at national and international level.	iii) Idealized influence.	• Leadership agility • Cross-cultural competence
4) Demonstrate an understanding of criticalaspects ofmanagement/ leadership.	ii) Intellectual stimulation.	• Corporate leadership • Leadership agility.
	iv) Individualised consideration.	• Relationship and collaboration • Adaptability and change.
5) Visionary and strategic mind-set.	i) Inspirational motivation.	• Visioning and strategic thinking.

Source: **Bass & Avolio, (1994); ***Chow&Adedeji(2019); *MEB 2015-2025 (HE) (2015); **Pawar, (2016); *UniTP, Orange Book, (2016); **Wahab et al., (2016)

In the Malaysian Education Blueprint 2015-2025 (Higher Education) (2015), the *transformational leadership* attributes are promoted as the preferred leadership characteristics for leaders in the Malaysian higher learning institutions. Also, the attributes of the expected excellent institutional leader highlighted in the University Transformation Programme, Orange Book, (2016), corresponded to the four (4) core interrelated dimensions of transformational leadership (p. 9). Thus far, studies have not shown the development of each of the transformational leadership dimensions in-depth, leading to the leadership competencies to achieve the four (4) dimensions. As emphasised in transformational leadership literature, there have been many types of researchwith positive impacts on individuals and organisational performance, scarce studies linking the attributes of the institutional leader to the dimensions of the transformational leader and the key emerging leadership competencies. The four (4) core inter-related dimensions or behavioural attributes of transformational leadership, arei) inspirational motivation, ii) intellectual stimulation, iii) idealisedinfluence, and iv) individualisedconsideration (Asmawi et al., 2013; Bass & Avolio, 1994; Giddens, 2017). This study linked the attributes of the expected excellent institutional leader of the Malaysian higher learning institutions to the four (4) transformational leadership dimensions, and the key emerging competencies (Table 1).

4.2   The conceptual framework after the findings

The conceptual framework of this study is based on the integrative strategy concept to advance theory development (Avolio, 2007; Van Seters& Field, 1990; Weiss & Molinaro, 2006).As discussed, the challenges of today's complex globalised environment require the multi-facet leadership capabilities (Darling & Cunningham, 2016; Dinh et al., 2014; Pisapia, 2009; Van Wart, 2013). There is the limitation of knowledge and action in the conventional one-dimensional leadership style in contrast to the multi-dimensional leadership as encapsulated in the multi-facet emerging leadership competencies framework of this study (Chow et al., 2017b; Pisapia, 2009; Van Wart, 2013).The construct of this conceptual framework incorporated the related theoretical concepts and the critical emerging leadership competencies. The foundational theory of the conceptual framework is transformational leadership.The other related three (3) theoretical concepts areleadership competency, cross-cultural leadership, and leadership development.

The proposed implication of the multi-facet leadership conceptualframework after the findings formed the revised conceptual frameworkthat serves as a guide for leadership development and practice in the current globalised leadership environment.Transformational leadership has emerged as a significant leadership theory. The key emerging leadership competencies as affirmed in the findings from the field data are corporate leadership, visioning and strategic thinking.;Others are leadership agility, adaptability and change, relationship and collaboration, and competent cross-cultural (Cojocar, 2008; McLean, 2014; Szeto et al., 2015).

The competencies of corporate leadership and cross-cultural competence have emerged as the *new findings* from the field data.The conceptual framework has the element that *transcends culture* due to the inclusion of the cross-cultural competence dimension (Dickson et al., 2001; House et al., 2002; Szeto et al., 2015). These are the characteristics of the multi-dimensional leader developed in the multi-facet leadership concept.The core components of the conceptual framework mostly remained the same as illustrated in figure 1. However, as a result of the findings, there are some minor modifications to the conceptual framework as shownin figure 2. The benefits of the multi-facet leadership concept lie in the multi-dimensional approach of the synthesised integrative leadership concept for sustainable organisational performance.
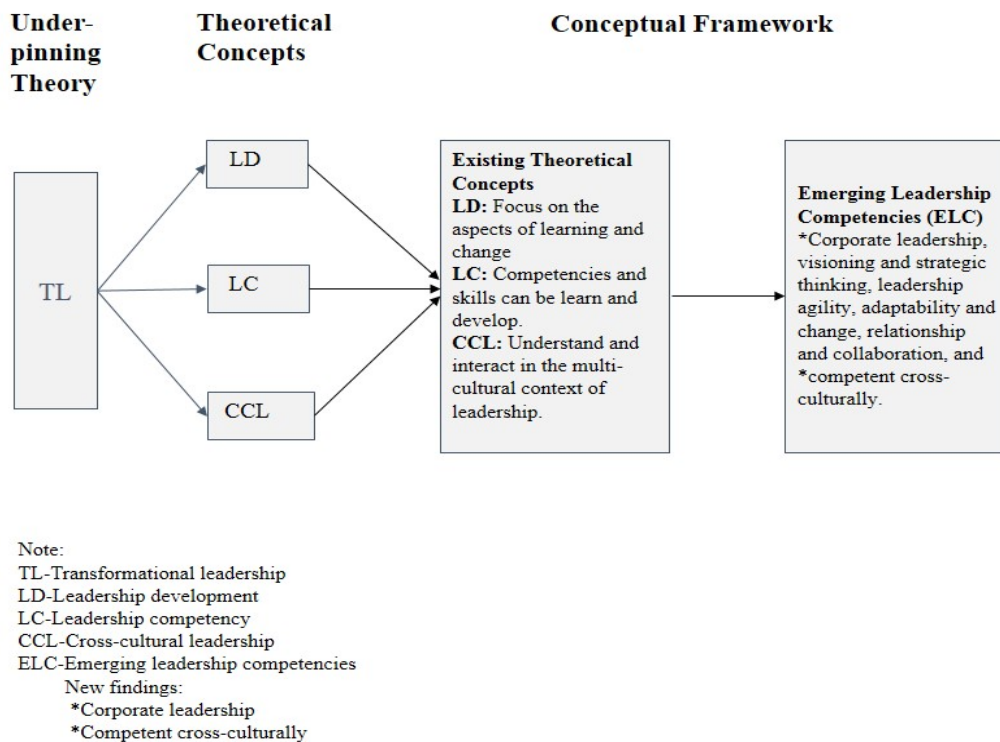
Figure 2: The implication of the multi-facet leadership conceptual framework (after the findings)

Source: Authors compilation, (2019)

V. CONCLUSION

In answering the research question, there are seven (7) leadership practices discuss including transformational leadership and the emergence of the leadership competencies of visioning and strategic thinking, leadership agility, adaptability and change, relationship and collaboration. The competencies of corporate leadership and cross-cultural competence emerged as new findings in this study. These findings also extend the work of other researchers in the field of leadership research.

The study contributed tothe areas of theory, practice, context, methodology, and policy. The contribution to theory is corporate leadership, visioning and strategic thinking, leadership agility, adaptability and change, relationship and collaboration, and cross-cultural competence. As for practice, it is the application of the multi-facet approach based on the critical emerging competencies highlighted. In terms of context, it is a leadership that transcends culture, competent cross-culturally in an international organisation and multi-cultural society. As for methodology, the case study approach provided the descriptions of the proposed multi-facet leadership concept framework. In term of the policy, promote the multi-facet leadership conceptual framework of leadership. As discussed in this paper, the findings concurred on the multi-facet leadership approach for sustainable competitive advantage in the higher learning institutions leadership in the millennium era.

The findings are original contributions to knowledge based on the research. The results extend the knowledge ofleadership study as raised in the research question. The study focused on one Malaysian higher learning institution. Thus, it has a limitation in generalising the research. Also, potential human biases due to human knowledge, perception and insights based on the interviews constitute a drawback. However, it fulfilled the purpose of in-depth context-rich analysis. There are two (2) areas where further studies are required. Newresearch is needed on the multi-facet leadership framework in the other higher learning institutions as well as organisations in other sectors.

REFERENCES

[1]. Alberts, D. S. (2007). *Agility, focus, and convergence: The future of command and control.* Office of the assistant secretary of defence for networks and information integration, Washington, DC, US.

[2]. Alonderiene, R., &Majauskaite, M. (2016). Leadership style and job satisfaction in higher education institutions. *International Journal of Educational Management*, 30 (1), 140-164.

[3]. Archer, D., & Cameron, A. (2009). Tough times call for collaborative leaders. *Industrial and Commercial Training,* 41 (5), 232-237.

[4]. Arvey, R., Dhanaraj, C., Javidan, M., & Zhang, Z. X. (2015). Are there unique leadership models in Asia? Exploring uncharted territory. *The Leadership Quarterly*, 26 (1), 1-6.

[5]. Ashkenas, R., Siegal, W., & Spiegel, M. (2013). Mastering organizational complexity: A core competence for 21st-century leaders. *Research in Organizational Change and Development*, 21, 29-58.

[6]. Avery, G. C. (2004). *Understanding leadership: Paradigms and cases*. Thousand Oaks, CA: Sage Publications.

[7]. Avolio, B. J. (2007). Promoting more integrative strategies for leadership theory building. *American Psychologist*, *62* (1), 25.

[8]. Bartel-Radic, A., &Giannelloni, J. (2017). A renewed perspective on the measurement of cross-cultural competence: An approach through personality traits and cross-cultural knowledge. *European Management Journal*. 35 (5). 632-644.

[9]. Bennett, N., & Lemoine, G. J. (2014). What a difference a word makes: Understanding threats to performance in a VUCA world. *Business Horizons*, 57 (3), 311-317.

[10]. Bin Taher, N. A., Krotov, V., & Silva, L. (2015). A framework for leading change in the UAE public sector. *International Journal of Organizational Analysis*, 23 (3), 348-363.

[11]. Black, S. A. (2015). Qualities of effective leadership in higher education. *Open Journal of Leadership, 4 (02), 54.*

[12]. Bloomberg, L. D. &Volve, M. (2008). *Completing your qualitative dissertation: A road map from beginning to end.* Thousand Oaks, CA: Sage Publications.

[13]. Boatman, J., &Wellins, R. S. (2011). *Global leadership forecast 2011: Time for a leadership revolution.* Bridgeville, PA: Development Dimensions International.

[14]. Bolden, R. (2005). *What is leadership development: purpose and practice?* Centre for Leadership Studies, University of Exeter. Retrieved March 20th, 2016, from business-school.exeter.ac.uk/documents/... /cls/LSWreport2.pdf

[15]. Bouhali, R., Mekdad, Y., Lebsir, H., &Ferkha, L. (2015). Leader roles for innovation: strategic thinking and planning. *Procedia-Social and Behavioral Sciences*. 181. Pp. 72-78. Doi: 10. 1016/j.sbspro.2015.04.867

[16]. Brooks, M. C., & Jean-Marie, G. (2015). The challenges to and the need for international research in educational leadership. *International Journal of Educational Management*, *29* (7), 874- 887.

[17]. Bryman, A. (2004). Qualitative research on leadership: A critical, but appreciative review. *The Leadership Quarterly,* 15 (6), 729-769.

[18]. Cameron, E., & Green, M. (2012). *Making sense of change management: a complete guide to the*

models, tools and techniques of organizational change. London, UK: Kogan Page Publishers.

[19].   Cardy, R. L., &Selvarajan, T. T. (2006). Competencies: Alternative frameworks for competitive advantage. *Business Horizons*, *49* (3), 235-245.

[20].   Casserley, T., & Critchley, B. (2010). A new paradigm of leadership development. *Industrial and Commercial Training,* 42 (6), 287-295.

[21].   Cepeda, G., & Martin, D. (2005). A review of case studies, publishing in Management Decision 2003-2004: Guides and criteria for achieving quality in qualitative research." *Management Decision,* 43 (6), 851-876.

[22].   Chow, T.W., Salleh, L.M. & Ismail, I. A., (2017a, July). Lessons from major leadership theories in comparison to the competency theory for leadership practice. *Journal of Business and Social Review in Emerging Economies.* 3(2) 147-156. DOI: https://doi.org/10.26710/ jbsee. v3i2.86.

[23].   Chow, T. W., Salleh, L. M., & Ismail, I. A. (2017b, November). A preferred leadership portrait of successful cross-cultural leadership. *Issues in business strategy in emerging economies session presented at the 2nd International Research Conference on Economics Business and Social Sciences (UMI Chapter),* Makassar, Indonesia.

[24].   Chinta, R., Kebritchi, M., & Elias, J. (2016). A conceptual framework for evaluating higher education institutions. *International Journal of Educational Management*, *30* (6), 989-1002.

[25].   Clayton, H. (2012). The changing leadership landscapes. *Strategic HR review*, 11 (2), 78-83.

[26].   Cojocar, W. J. (2008). *Adaptive leadership: leadership theory or theoretical derivative?* (Unpublished doctoral dissertation). Retrieved from http://search.proquest.com/ docview/304832088.

[27].   Covey, S. (2007). *The transformational leadership reports*. Retrieved October 1st, 2016 from www.transformationalleadership.net/products/TransformationalLeadershipReport.pdf

[28].   Darling, S. D., & Cunningham, J. B. (2016). Underlying values of competencies of public and private sector managers. *Asian Education and Development Studies.* Vol. 5, Issue 4, pp. 371-387, https://doi.org/10.1108/AEDS-09-2015-0050

[29].   Day, D. V., & Harrison, M. M. (2007). A multilevel, identity-based approach to leadership development. *Human Resource Management Review*, 17 (4), 360-373.

[30].   Darling, S. D., & Cunningham, J. B. (2016). Underlying values of competencies of public and private sector managers. *Asian Education and Development Studies.* Vol. 5, Issue 4, pp. 371-387, https://doi.org/10.1108/AEDS-09-2015-0050

[31].   Day, D. V., Fleenor, J. W., Atwater, L. E., Sturm, R. E., & McKee, R. A. (2014). Advances in leader and leadership development: A review of 25years of research and theory. *Leadership Quarterly*, 25 (1), 63-82. doi: 10.1016/j.leaqua.2013.11.004.

[32].   De Beeck, S. O. &Hondeghem, A. (2009). *Managing competencies in government: state of the art practices and issues at stake for the future.* Paris: OECD Conference Centre.

[33].   Deinert, A., Homan, A. C., Boer, D., Voelpel, S. C., &Gutermann, D. (2015). Transformational leadership sub-dimensions and their link to leaders' personality and performance. *The Leadership Quarterly,* 26 (6), 1095-1120.

[34].   Dickson, M. W., Castano, N., Magomaeva, A., & Hartog, D. N. (2012). Conceptualizing leadership across cultures. *Journal of World Business,* 47, 483-492. Doi: 10.1016/j.jwb.2012.01.002

[35].   Dinh, J. E., Lord, R. G., Gardner, W. L., Meuser, J. D., Liden, R. C., & Hu, J. (2014). Leadership theory and research in the new millennium: Current theoretical trends and changing perspectives. *Leadership Quarterly,* 25 (1), 36-62. doi: 10.1016/j.leaqua.2013.11.005.

[36].   Fernández, J. A. (2006). The agile leader: Conditions for succeeding in China. In *Advances in Global Leadership* (pp. 255-275). Emerald Group Publishing Limited.

[37].   Festing, M., &Maletzky, M. (2012). Cross-cultural leadership adjustment-A multilevel framework based on the theory of structuration. *Human Resource Management Review*, 21, 186-200.Doi: 10.1016/j.hrmr.2011.02.005

[38].   Galpin, T., Whittington, J. L., & Bell, G. 2015. Is your sustainability strategy sustainable:

Creating a culture of sustainability? Corporate Governance. 15 (1), 1-17. Https://doi.org/ 10.1108/CG-01-2013-0004.

[39].　　Gerard, L., Mcmillan, J., & D'Annunzio-Green, N. (2017). Conceptualizing sustainable leadership. *Industrial and Commercial Training.* Vol. 49, Issue 3. pp. 116-126, https://doi.org/10.1108/ICT-12-2016-0079

[40].　　Giddens, J. (2017). Transformational leadership: What every nursing dean should know. *Journal of Professional Nursing.* https://doi.org/10.1016/j.profnurs.2017.10.004

[41].　　Goldman, E., & Scott, A. R. (2016). Competency models for assessing strategic thinking *Journal of Strategy and Management*, *9*(3), 258-280.

[42].　　Goldman, E., Schlumpf, K., & Scott, A. (2017). Combining theory and practice to access strategic thinking. *Journal of Strategy and Management*, 10(4), 488-504.

[43].　　Gurban, I. A., &Tarasyev Jr, A. A. (2016). Global trends in education: Russia case study. "*IFAC*"*-PapersOnLine*, *49*(6), 186-193.

[44].　　Jogulu, U., &Ferkins, L. (2012). Leadership and culture in Asia: the case of Malaysia. *Asia Pacific Business Review,* 18 (4), 531-549.

[45].　　Karğın, S., &Aktaş, R. (2012). Strategic thinking skills of accountants during adoption of IFRS and the new Turkish commercial code: A survey from Turkey. *Procedia-Social and Behavioral Sciences,* 58, 128-137.

[46].　　Kazmi, S. A. Z., &Naaranoja, M. (2015). Cultivating strategic thinking in organizational leadership by designing supportive work environment! *Procedia-Social and Behavioural Sciences*, 181, 43-52.

[47].　　Klenke, K. (2008). *Qualitative research in the study of leadership.* Bingley, UK: Emerald Group Publishing Limited.

[48].　　Koestenbaum, P. (2002). *Leadership: The inner side of greatness, a philosophy for leaders. (*2nd*Ed).* San Francisco: CA: Jossey-Bass Publishers.

[49].　　Hagemann, B., &Stroope, S. (2013). Developing the next generation of leaders. *Industrial and Commercial Training*, 45 (2), 123-126.

[50].　　Hall, R. D., & Rowland, C. A. (2016). Leadership development for managers in turbulent times. *Journal of Management Development*. Vol. 35. Issue 8. pp. 942-955. https://doi.org./ 101108/JMD-09-2015-0121

[51].　　Hanges, P. J., Aiken, J. R., Park, J., &Su, J. (2016). Cross-cultural leadership: Leading around the world. *Current Opinion in Psychology*. 8 (3). 64-69. doi: 10.1016/j.copsyc. 2015. 10. 013. ISSN 2352250X.

[52].　　Hobkirk, M. &Deuchar, N. (2011). Values in managerialism and leadership. International *Journal of Leadership in Public Services*, 7 (2), 109-118. https://doi.org/10.110/ 17479881111160096

[53].　　House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W. & Gupta, V. (2004). *Culture, leadership, and organizations: The GLOBE study of 62 societies.* Thousand Oaks, CA: Sage Publications, Inc.

[54].　　Ibarra, H., & Hansen, M. (2011). Are you a collaborative leader? *Harvard Business Review,* 89 (7/8), 68-74.

[55].　　Intagliata, J., Ulrich, D., &Smallwoood, N. (2000). Leveraging leadership competencies to produce leadership brand: Creating distinctiveness by focusing on strategy and results. *People and Strategy*, *23* (3), 12.

[56].　　Ivancevich, J. M., Konopaske, R., & Matteson, M. T. (2014). *Organizational behaviour and management*. New York, NY: McGraw -Hill/Irwin, c2014.

[57].　　Lim Ghee Soon, & Daft, R. L. (2004). *The leadership experience in Asia*. Singapore: Thomson Learning.

[58].　　Lumby, J. (2012). *What do we know about leadership in higher education?* High Holbore, London: Leadership Foundation for Higher Education.

[59].　　Lussier, R., & Achua, C. (2016). *Leadership: Theory, application, & skill development (6thEd).* Boston, MA: Cengage Learning.

[60].　　Martin, A., (2007). The future of leadership: where do we go from here? *Industrial & Commercial Training,* 39 (1), 3-8, doi: 10. 1108/00197850710721345

[61]. Marques, J. (2015). The changed leadership landscape: what matters today? *Journal of Management Development,* 34 (10), 1310-1322.

[62]. McClelland, D. C. (1973). Testing for competence rather than for intelligence. *American Psychologist,* 28, 1-14.

[63]. McLean, D. M. I. (2014). *Understanding relational agility. Exploring constructs of relational leadership through stories* (Unpublished doctoral dissertation). Retrieved from http://rave.ohiolink.edu/etdc/view?acc_num=antioch1397143972.

[64]. McPherson, B. (2016). Agile, adaptive leaders. *Human Resource Management International Digest.* Vol. 24. Issue: 2, pp. 1-3. https://doi.org/10.1108/HRMID-11-2015-0171

[65]. Megheirkouni, M. (2017). Leadership competencies: qualitative insights into non-profit sports organizations. *International Journal of Public Leadership.* Vol. 13, Issue 3, pp. 166-181, https://doi.org/10.1108/IJPL-11-2016-0047.

[66]. Merriam, S. B., &Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation.* Fourth Edition. San Francisco, CA: Jossey-Bass Publishers.

[67]. Middlehurst, R., Goreham, H., & Woodfield, S. (2009). Why research leadership in higher education? Exploring contributions from the UK's leadership foundation for higher education. *Leadership,* 5 (3), 311-329.

[68]. Middlehurst, R. (2012). Leadership and management in higher education: A research perspective (No. 2012/47). *Kingston University and Leadership and Management in Higher Education.* UK.

[69]. Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A method sourcebook.* (3rd Ed). Thousand Oaks, CA: SAGE Publications, Inc.

[70]. Millett, S. M. (2006). Futuring and visioning: complementary approaches to strategic decision making. *Strategy & Leadership*, *34*(3), 43-50.

[71]. Mohd, B., Abu Bakar, H., Ismail, R., Halim, H., &Bidin, R. (2016). Corporate identity management in Malaysian higher education sector: Developing a conceptual model. *International Review of Management and Marketing.* Vol, 6 (S7). Http: www.econjournals.com. ISSN: 21464405

[72]. Mosley, C., &Matviuk, S. (2010). Impact of leadership on identifying right organizational designs for turbulent times. *The IUP Journal of Soft Skills*, 4 (1), 57-67.

[73]. Mumford, M.D., Zaccaro,S. J. Connely,M. & Marks. M.A. (2000). Leadership skills, conclusions, and future directions. *Leadership Quarterly*, 11 (1), 155

[74]. Munley, A. E. (2011). Culture differences in leadership. *IUP Journal of Soft Skills*, 5 (1), 16-30.

[75]. Naqvi, F. (2009). Competency mapping and managing talent. *The IUP Journal of Management Research.* Vol. VIII, No. 1.

[76]. Neuman, W. L. (2006). *Social research methods: Qualitative and quantitative approaches* (5th Ed.). Boston, MA: Pearson Education, Inc.

[77]. Northouse, P. G., (Ed.). (2013). *Leadership: Theory and practice.* Thousand Oaks, CA: Sage publications.

[78]. Nuntamanop, P., Kauranen, I., &Igel, B. (2013). A new model of strategic thinking competency. *Journal of Strategy and Management*, 6 (3), 242-264.

[79]. Oc, B. (2017). Contextual leadership: A systematic review of how contextual factors shape leadership and its outcomes. *The Leadership Quarterly.* https://doi.org/10.1016/j.leaqua.2017.12.004.

[80]. O'Connell, P. K. (2014). A simplified framework for 21st century leader development. The *Leadership Quarterly*. 25(2), 183-203, doi: 10.1016/j.leaqua.2013.06.001.

[81]. Pang, N. S. K. (2013). Globalization in the one world: Impacts on education in different nations. Bulgarian Comparative Education Society.*Paper presented at the Annual International Conference of the Bulgarian Comparative Education Society* (11th, Plovdiv, Bulgaria, May 14-17, 2013).

[82]. Patterson, K., Dannhauser, Z., & Stone, A. G. (2007). From noble to global: The attributes of global leadership. *Servant Leadership Research Roundtable Proceedings.* Regent.

[83]. Patton, M. Q. (1987). *How to use qualitative methods in evaluation.* Newbury Park, CA: SAGE Publications, Inc.

[84].   Pawar, A., (2016). Transformational leadership: inspirational, intellectual and motivational stimulation in business. *International Journal of Enhanced Research in Management & Computer Applications.* ISSN: 2319-7471, Vol. 5, 2016.

[85].   Petrie, N. (2014). *Future trends in leadership development.* Retrieved November18th, 2015 fromwww.ccl.org/leadership/pdf/research/futuretrends.pdf

[86].   Pisapia, J. (2006). *Mastering change in a globalizing world: New directions in leadership.* Faculty of Education, Hong Kong Institute of Educational Research, The Chinese University of Hong Kong.

[87].   Pisapia, J. (2009). *The strategic leader: New tactics for a globalizing world.* Charlotte, NC: Information Age Publishing.

[88].   Pisapia, J., Pang, N. S. K., Hee, T. F., Lin, Y., & Morris, J. D. (2009). A comparison of the use of strategic thinking skills of aspiring school leaders in Hong Kong, Malaysia, Shanghai, and the United States: An exploratory study. *International Education Studies*, *2*(2), 46.

[89].   Plano-Clark, V. L. &Cresswell, J.W. (2015). *Understanding research: a consumer's guide.* Upper Saddle River, NJ: Pearson Education.

[90].   Pradhan, S., & Pradhan, R. K. (2015). An empirical investigation of relationship among transformational leadership, affective organizational commitment and contextual performance. *Vision: The Journal of Business Perspective,* 19 (3), 227-235.

[91].   Ramsay, J. R., Rutti, R. M., Lorentz, M. P., Barakat, L. L., &Sant'anna, A.S. (2017). Developing global transformational leaders. *Journal of World Business*. 52, pp. 461-473. http://dx.doi.org./10.1016/j.jwb.2016.06.002

[92].   Rogers, K. S. (2011). Leading sustainability." In Advances in Global Leadership. Vol 6. 137-153. https://doi.org/10.1108/S1535-1203 (2011)0000006010.

[93].   Rost, J. C. (1991). *Leadership for the twenty-first century.* Westport, CT: Praeger Publishers.

[94].   Rost, J. C. (1993). Leadership development in the new millennium. *Journal of Leadership & Organizational Studies*, 1 (1), 91-110.

[95].   Runfola, A., Perna, A., Baraldi, E., &Gregori, G. L. (2016). The use of qualitative case studies in top business and management journals: A quantitative analysis of recent patterns. *European Management Journal*. http://dx.doi.org/10.1016/j.emj.2016.04.001

[96].   Scott-Young, C. M., Georgy, M., &Grisinger, A. (2019). Shared leadership in project teams: An integrative multi-levelconceptual model and research agenda.*International Journal of Project Management* 37 (2019) 565– 581.

[97].   Sengupta, A., Venkatesh, D. N., & K. Sinha, A. (2013). Developing performance-linked competency model: a tool for competitive advantage. *International Journal of Organizational Analysis*, *21* (4), 504-527.

[98].   Sherehiy, B., Karwowski, W., & Layer, J. K. (2007). A review of enterprise agility: Concepts, frameworks, and attributes. *International Journal of Industrial Ergonomics*, 37 (5), 445-460.

[99].   Skorkova, Z. (2016). Competency models in public sector. *Procedia-Social and Behavioural Sciences.* 230. pp. 226-235. Doi: 10.1016/j.sbspro.2016.09.029

[100]. Stogdill, R. M. (1974). *Handbook of leadership: A survey of the literature.* New York, NY: Free Press.

[101]. Stone, A. G., & Patterson, K. (2005). The history of leadership focus. *Servant Leadership Research Roundtable Proceedings*. School of Leadership Studies, Regent University, Virginia Beach, US.

[102]. Szeto, E., Lee, T. T. H., &Hallinger, P. (2015). A systematic review of research on educational leadership in Hong Kong, 1995-2014. *Journal of Educational Administration*, *53*(4), 534-553.

[103]. Tabassi, A. A., Roufechaei, K. M., Ramli, M., Abu Bakar, A. H., Ismail, R., & Kadir Pakir, A.H. (2016). Leadership competencies of sustainable construction projects managers. *Journal of Cleaner Production,* 124, 339-349. http://dx.doi.org/10.1016/j.jclepro.2016.02.076

[104]. Takahashi, K., Ishikawa, J., & Kanai, T. (2012). Qualitative and quantitative studies of leadership in multinational settings: Meta-analysis and cross-cultural reviews. *Journal of World Business*, *47* (4), 530-538.

[105].   The University Transformation Programme (UniTP). Orange Book, 2016. Retrieved December 1st, 2016 from https://www.mohe.gov.my/... /186-the-unitp-orange-book? Path.

[106].   Triandis, H. C. (2004). The many dimensions of culture. *The Academy of Management Executive*, 18 (1), 88-93.

[107].   Tucker, E., & Lam, S. (2014). Dynamic leadership - a leadership shortage solution. *Strategic HR Review*. Vol. 13. Issue 4/5, pp. 199-204, https://doi.org/10.1108/SHR-06-2014-0035.

[108].   Uhl-Bien, M., Marion, R., & McKelvey, B. (2007). Complexity leadership theory: Shifting leadership from the industrial age to the knowledge era. *The leadership quarterly*, 18 (4), 298-318.

[109].   Uhl-Bien, M. & Arena, M. (2017). Leadership for organizational adaptability: A theoretical synthesis and integrative framework. *The Leadership Quarterly*. https://doi.org/10.1016/ j. leaqua.2017.12.009.

[110].   Ulrich, D. (2010). *Leadership in Asia: Challenges and opportunities.* Singapore: McGrawHill.

[111].   Van Seters, D. A., & Field, R. H. (1990). The evolution of leadership theory. *Journal of organizational change management,* 3 (3), 29-45.

[112].   Van Wart, M. (2013). Lessons from leadership theory and the contemporary challenges of leaders. *Public Administration Review*, 73 (4), 553-565.

[113].   Vazirani, N. (2010). Competencies and competency model-a brief overview of its development and application. *SIES Journal of management*, 7 (1), 121.

[114].   Vecchiato, R. (2015). Creating value through foresight: First mover advantages and strategic agility. *Technological Forecasting and Social Change*, *101*, 25-36.

[115].   Visagie, J., Linde, H., &Havenga, W. (2011). Leadership competencies for managing diversity. *Managing Global Transitions*, *9* (3), 225.

[116].   Van Seters, D. A., & Field, R. H. (1990). The evolution of leadership theory. *Journal of organizational change management,* 3 (3), 29-45.

[117].   Van Wart, M. (2013). Lessons from leadership theory and the contemporary challenges of leaders. *Public Administration Review*, 73 (4), 553-565.

[118].   Vazirani, N. (2010). Competencies and competency model-a brief overview of its development and application. *SIES Journal of management*, 7 (1), 121.

[119].   Wahab, S., Rahmat, A., Yusof, M. S., & Mohamed, B. (2016). Organization performance and leadership style: Issues in education service. *Procedia-Social and Behavioral Sciences* 224. pp. 593-598. Doi: 10.1016/j.sbspro.2016.05.447

[120].   Wayland, R. (2015). Strategic foresight in a changing world. *Foresight*, 17 (5), 444-459.

[121].   Weiss, D., & Molinaro, V. (2006). Integrated leadership development. *Industrial and Commercial Training,* 38 (1), 3-11.

[122].   Yammarino, Y. (2013). Leadership: past, present, and future. *Journal of Leadership & Organizational Studies*, 20: 149. doi: 10.1177/1548051812471559.

[123].   Yin, R. (2009). *Case study research: design and methods*. Los Angeles, CA: Sage Publications.

[124].   Young, M., &Dulewicz, V. (2009). A study into leadership and management competencies predicting superior performance in the British Royal Navy. *Journal of Management Development,* 28 (9), 794-820.

[125].   Zainal, Z. (2007). Case study as a research method. *JurnalKemanusiaan*, Vol 9. Doi: 10.1177/ 15222302004003007