COMPETENCIES PREDICTING EFFECTIVE EXECUTIVES AS THE FRAMEWORK FOR SUCCESSION PLANNING IN HIGHER EDUCATION

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Abstract

Leadership is a factor in the success of Higher Education Institutions (HEIs) in preparing the nation's competitiveness through the quality of its graduates. This study aims to identify standards for HEI executive competency needs to achieve effective performance and as a succession planning framework. The method used with structured interviews is Competency Based Interviews and surveys using questionnaires. The sample used the Executives and Heads of Departments from 7 universities listed in the QS world rankings (Quacquarelli Symonds). Research findings show that Job Competency Requirement for the rector as executive many as 15 competencies, namely Self Awareness, Teamwork, Planning, Self Management, Communication, Execution, Personal Mastery, Conflict Management, Improving Organization, Adaptability, Managing People & Coaching, HE Managing System, Creative Thinking, Self Confidence, Entrepreneurship. The practical implication is that HE leaders can

use competencies to develop themselves and HEIs prepare succession plans for future leaders as well as develop policies in determining HE leaders from Election to Selection.

Keywords: Competency, Leadership, Competency, Election, Selection, Succession Planning, Higher Education

INTRODUCTION

Leadership for higher education (HEI) is required to be a catalyst for change within the institution, develop programs, produce highly competitive graduates depending on the ability of HE leaders and make the necessary changes to ensure future leaders are available to fill the void to come (Strom, Sanchez, & Downey- Schilling, 2011). Leadership in universities in Indonesia can be identified as a top leader (Rector), Dean, Study Program, and leadership of other supporting elements such as the head of the Research and Development Institute, quality institutes, and institutions that take care of Communication and Information Technology.

The number of universities in Indonesia under the Ministry of Education, Culture and Research and Technology (MECRT) is 3166, Number of Departments or Study Programs is 22,997, Number of Students: is 7,369,009, Number of lecturers 263,554 (Higher Education Statistics, 2020). The Director General Higher of Education (DGHE) makes serious efforts to improve the quality of HEIs by making policies to classify HE through four quality aspects, namely the quality of management, research, institutional & student affairs. With this classification, HE competes to compete towards quality improvement (Kusumastuti & Idrus, 2017). Judging from the number of HEIs in Indonesia, it is clear that it is necessary to prepare HE leaders more than three thousand.

The effectiveness of HE leadership is reflected based on the constant changes that occur in HE and HE leaders have the task of being a leader in the flow of change and HE leadership plays an important role, to create the right learning environment, mobility and social access to higher education (Babu, 2016). If leaders position themselves as ivory towers, unable to synergize the resources they manage, then all opportunities are missed to improve the nation's competitiveness. In practice, the placement of HE leaders in Indonesia is still by way of voting. The vacancy in HEIs capable leadership is alleged to be the absence of succession planning in the HEI leadership. The inability of the organization to develop, find & grow HE leadership positions becomes an important problem in this era, the phenomenon of leadership crisis in HE will cause the entire potential of the system to be exhausted.

HE leaders need always to hone their skills in order to provide leadership qualities (Wallin, 2002), whereas (Spendlove, 2007) suggests that Competence plays an important role

because the effectiveness of HEI leaders is determined by academic credibility, life experience on campus, research, joint learning activities, skills in managing people, the ability to communicate and negotiate so that this adds to the debate and discussion about leaders in the world Higher education whether the leader must be an academic, or a professional business administrator.

Leaders who come from academics often work part-time because they also concentrate on maintaining academic activities where at the end of their term, they will return to become academics/lecturers again. Competence is an ability based on intention (intent), which is realized by behavior that is found to be real or can be conserved in order to predict performance or the ability to solve problems in a particular situation (Boyatzis, 2009; Mc-Clelland, 1973; Spencer, 1993, Kusumastuti, 2018).

The relationship between Competence and performance is very close because work effectiveness is built from Competence. As in Figure 1, a person's maximum performance can occur when a person's abilities or talents are in accordance with the needs of the demands of the job title or position and organizational environment. A person's talents are described by: personal values, vision and philosophy, knowledge, Competence, life, and career, interests, and styles. Work demands are described with responsibilities, roles, and duties that need to be performed. The organizational environment is depicted through Competence, culture, climate, structure and system as, well as the strategic position of the industry (Boyatzis, 1982; 2008).

Goleman, B. & McKee (2005) argued that Emotional Intelligence (EI) can encourage the ability of leaders to communicate effectively and turn into democratic leaders so that they are able to maintain calm in times of stress and confusion and can navigate & build consensus using EI principles.

Figure 1. Best Fit

For this reason, EI is important for all levels of leadership. 6 competency groups make the distinction between a person performing superior or superior and average, which can be seen in table 2. i.e. competency groups: 1) Cognitive intelligence 2) Emotional intelligence, 3) Self-management, 4) Social intelligence, (5) Social awareness and (6) Relationship management competence. (Boyatzis, Goleman, & McKee, 2002); (Babu, 2016) suggest Emotional Intelligence (EI) includes four main competencies: 1) Self-Awareness: Understanding a person's strengths, weaknesses, limitations, values, and motives. Self-aware individuals are honest about themselves and realistic about achievements. 2) Self-Management: Controlling feelings, facilitating mental clarity, and providing energy. 3) Social-Awareness: Understanding others, including empathy, organizational awareness, and ability to serve, as well as aligning with the feelings of others & being approachable to others. 4) Relationship Management: Influencing & developing others, adaptation to change and conflict management, and achieving cohesion in the team.

Thus the research findings of Boyatzis et al, (2013) in table 1 that Social, Emotional, and Intellectual / Cognitive Competencies can be used to predict the effectiveness of professional leaders and managers so in this study 3 groups of emotional, social, and intellectual competencies or professional competencies are used which are the competency needs of the HE organization which then becomes a factor that must be developed for individual leaders.

Table 1. Competency that lead to superior performance

No	Competency	Description
1	Cognitive Intelligence	Systems thinking, Pattern recognition
2	Emotional Intelligence	Emotional self- Awareness
3	Self-management	Emotional self-control. Adaptability, Achievement orientation, Positive outlook
4	Social Intelligence	-
5	Social awareness	Empathy: Organizational awareness
6	Relationship management	Inspirational leadership, Influence, Coaching and mentor, Teamwork

RESEARCH METHODOLOGY

This research is a continuation of previous research Dealing with Self, People, and Job Competencies in predicting Effective Department Managers in Higher Education (Kusumastuti, 2018). This method used two stages, first through structured Interviews and survey instruments. CBI (Competency Based Interview) is an interview method that is structured and has guidance

in the interview process with the STAR method, which stands for Situation, Task, Action, Result. Every aspect of Competence asked always has a STAR point where it is always asked, what is the situation? What does it do? How did you feel about that? This interview is aimed at exploring a person's past behavior that corresponds to the 15 aspects of specified competencies as described in the introduction (Hoevemeyer, 2006).

The CBI is based on the premise that past behavior can be used to predict future behavior (Kusumastuti, 2010; 2018; Kandula, 2015). As interviewees are the leaders of three Departments or study programs and the University leaders in this case vice rectors as many as 3 people. Example CBI Question, for Adaptability competence: Can you tell us a situation where you had to make adjustments due to a change (events 1-2 years ago), what actions did you take at that time, what role did you at that time?, How did it go?

The results of the CBI have then produced a competency dictionary with behavioral indicators level 1, 2, and 3 following the academic leadership level, namely the rectorate, dean, and study program, which then the results of the competency dictionary are used as material for the ordinal scale questionnaire of this study with a survey aimed at measuring the needs of the HE leadership competency level (Job Competency Requirement = JCR) through behavioral indicators (Table 2 in Appendix)

The concept of effective performance according to the Ministry of Research Technology Higher Education (MORTHE) 2015 classification is determined by 4 aspects of Quality, namely the Quality of human resources; Quality of management of the institution; Quality of student activities; and the Quality of research and scientific publications. (Kusumastuti,2018,2020). Samples were also taken according to HE which was ranked in the QS world (Quacquarelli Symonds ranking) 2016. The criteria for superior universities are proven by Quality, namely national accreditation A, both universities and study programs or departments. The University sample totaled seven, and the study programs numbered 32.

The results of the interview with CBI data collection are processed to be described into a competency dictionary with a grouping of levels of behavioral indicators of each competency (Spencer, 1993, Kusumastuti, 2018, 2020). The results of the questionnaire data were carried out cluster analysis, namely a multivariate technique with a hierarchical method to classify cognate competency groups from study program leaders and university leaders.

From the results of the competency cluster test of HE leaders and study programs, a non-parametric statistical test was carried out, namely a different test with Mann Whitney U, which was intended to determine the difference in Competence between study program and university-level leaders from ordinal data that were not normally distributed. Decision-making on the Mann-Whitney U test is based on the test results when the Asym.Sig value. < 0.05, there is

a difference between the needs of the competency level of the rectorate level leader and the study program leader. If Asym.Sig > 0.05, there is no difference between the two.

RESULTS AND DISCUSSION

The results of the competency dictionary processing obtained by a structured interview with the CBI for a competency group that includes all 15 competencies can be seen in table 2, which in the dictionary explains the definition of competence and explains the behavioral indicators of each level. The higher the level, the more complex the behavioral indicators or the more strategic it is.

Table 3. Results from Questionnaire

University Leaders	:	Want that the top leadership of HE comes from academics, namely lecturers
Source of University Leader candidates	:	85% want the source of top leaders of the university to come from within other universities can be from outside the university.
Future HE leaders	:	As much as 100%, the top leaders of universities or rectorates need to be planned by HE itself through Succession Planning
HE Leadership Determination Method	:	Through Selection based on competence not voting

The results of questionnaire research through the opinion section of HE leaders on the placement and selection of HE leaders can be presented in Table 3. The results of the study through a survey using an ordinal questionnaire produced data that showed the level of competence, the results of the Dendrogram Cluster Test data processing were seen in figure 2, there were 2 competency level clusters, meaning that there was a grouping of HE top leadership competency level clusters (7 pieces) and study program leader clusters (32 study programs/Head of department). This means that the executive leadership group or HE rectorate has different competency needs from the study program group. In table 4 there are test results different from statistical tests with Mann Whitney, between the rectorate leadership competency group and the Study Program, in table 4, it turns out that the significance value for all competencies is <0.05, which means that there are differences in the level of competency requirements between the head of the rectorate and the head of study program/department. Except for Sign Self-Awareness: 0.07; sign. Self-Management: 0.06, and Personal Mastery, but because the three competencies are behavior descriptions for the three levels 1.2,3 the same (table 2), the competency requirements for rectorate leaders and study programs are also the same. Table 6 obtained the selection results by an ordinal questionnaire that the competency

requirements for the rectorate as an executive required level 3, and for study programs required level 1 from the competency dictionary table 2. Meanwhile, for the dean, it was assumed that between the study program and the rectorate, namely competency needs at level 2.

Table 4. Value of Significance of Mann-Whitney Difference Test Results between

| Competency	Sig.	Competency	Sig.	Competency	Sig.
Sel-Awareness	0,07	Building Partnership	0,00	Planning &Organizing	0,00
Self-Management	0,06	Communication	0,00	Execution	0,00
Personal Mastery	0,00	Conflict Management	0,00	Entrepreneurship	0,00
Adaptability	0,00	Managing People & Coaching	0,00	Improving Organization	0,00
Creative Thinking	0,001	Self Confidence	0,00	Higher Education Management	0,00
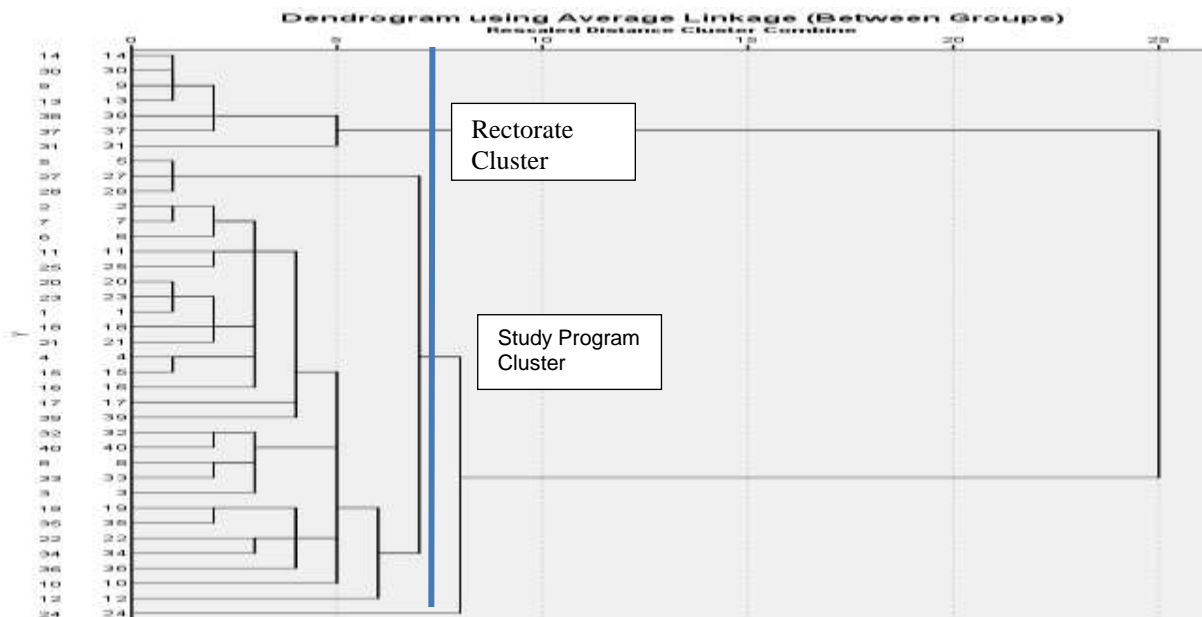
Figure 3. Dendrogram Test Results of the Rectorate cluster and Dendrogram of Study Program

Table 5. Job Competency Requirement of HEI Executives

Job Competency Requirement for	Level	Competencies		
Rectorate	3	Self Awareness	Building Partnership	Planning & Organizing
Dean	2	Self Management	Communication	Execution
		Personal mastery	Conflict Management	Improving Organization
Department /Study Program	1	Adaptability	Managing People & Coaching	HE Management
		Creative Thinking	Self Confidence	Entrepreneurship

Competence with level 3 behavioral indicators, is a standard of competency needed for the rectorate which is a level of competence for strategic leadership. Level 2 is the level of operational competence and 1 is the level of competence for leadership that directly handles members of the organization.

From the data processing job competency requirement level 3 for the rector as an executive according to table 2, is the strategic leadership competency level. Level 2 is the operational competency level and level 1 is the leadership competency level which directly handles members of the organization, namely the head of department.

DISCUSSION

Leadership Competencies

From table 3, the desired HEI leader is academic because if you do not become a leader, you will return to being an academic. University leadership fundamentally differs from leadership in other contexts (Tony & Sara, 2016). This adds to the debate about whether leaders in HE have to be academics or professional business managers. Leadership in HEIs needs to be collegial, or decision-making sometimes needs to be collective. HEI is a Knowledge Enterprise (Kusumastuti, 2017), so it is necessary to produce knowledge. This is because the strength of the higher education system lies in the independence of thought, creativity, and autonomy of the people who work in it, in this case, the lecturers who are the primary key (Spendlove, 2007). Table 5 shows the results of identifying the needs of 15 HEI leadership competencies starting from the Rectorate requiring level 3 competencies which are the level of strategic leadership competencies within the HE.

While the importance of Emotional Competence is the ability to understand and express emotions, use emotions to facilitate thinking, understand and reason with emotions, and manage emotions effectively within oneself and in relationships with others (Mayer, Salovey, & Caruso, 2000) and Social how one overcomes the gap between self and reality, determines the success of the leader. There are discoveries that form the foundation of change leadership, namely ideal self-discovery, true self-discovery, learning agendas, leadership practices, trusting relationships, and openness (Goleman, Boyatzis & McKee, 2002).

Individual leaders in HEIs can build their leadership or prepare themselves to become leaders at every level by using the dictionary of 15 competencies in table 2. More than developing leadership competencies is required with training. Development is not the same as coaching; self-development and interpersonal learning skills are important for building leadership. Technical skills are relatively easy to develop while building leadership competence

is not enough with training. Experience and daily activities outside of work play an important role in increasing competence (Kusumastuti, 2014; Dreyfus, 2008).

Leadership is someone who can manage his energy and the energy of others around the organizational environment. The energy in question is how much people are involved in the organization physically, emotionally, spiritually, and socially (Kusumastuti, 2014). Leaders must exemplify the professional behavior and characteristics they expect as a foundational concept in exemplifying excellence. Leader behavior sets the tone for the organizational culture. The leader's behavior must match the expectations that others create, from an effort to results to personal interactions. Professional development becomes important for leaders to involve all departmental and divisional activities in the current basic practice of leadership and development (Knight, 2014).

Greater self-confidence can allow people to manage their social relationships more effectively. Management of social relations does not show that they are managed towards a particular goal, but management that is more effective will build trust and grow more significant influence compared to those who mismanage their social relations (Greenacre, Tung, & Chapman, 2014).

Hopkins. (2008) Several studies have concluded that there is a positive relationship between emotional, and social intelligence and work performance. For example, emotional and social intelligence can simultaneously predict sales performance, and lack of self-awareness, a capital of emotional intelligence, results in negative performance consequences for leaders (Atwater & Yammarino, 1992; Shipper & Davy, 2002). There is evidence to suggest that the greater the overall level of emotional and social intelligence a person displays, the more likely that leader will be perceived as an outstanding performer. Boyatzis & McKee (2005), posit that resonant leaders are defined as individuals who have built resonant relationships around them through emotional and social intelligence.

Use of Competency in Succession Planning Leadership at HEIs

Succession planning is a program to select competent employees to hold critical positions sequentially in the organization. A match between positions and individual competencies needs to be identified before candidate selection (Spencer, 1993 & Kandula, 2015). With the Job Competency requirement for talented HEI leadership, prospective leaders can be prepared through experience in occupying positions in higher education organizations, arriving in time to be ready to become competent leaders (Kandula, 2015; Kusumastuti 2020). rom 15 competencies, the research results can be used as a Job-person matching model, namely matching the competency needs of a position with

individual competencies. Matching job competencies with individual competencies are necessary for preparing prospective leaders at HEIs. According to the concept of competence in human resource development, competence is a series of behaviors that produce superior performance.

Identified competencies are job requirements that can result in effective performance, so they are essential to evaluate in the selection process. Past performance can be used to predict a person's competencies that are required in a position. When a person has specific competencies, they can be used to predict future performance.

In order to carry out the HEIs leadership selection process, it is necessary to create a culture of practice to have the right people in the right places. The selection of HEIs leaders takes into account three aspects: 1) Past performance, 2) Assessment, namely the process of matching position competencies between position competency needs and candidate competencies, and 3) Candidate interests and future plans. Position to be held (table 7).

Candidate Assessment Simulation Utilization of the results of the position competency needs of HEIs Leaders used to analyze the suitability between the needs and competencies of candidates can be seen in table 8.

Table 7. Sample Simulation of HEIs Leadership selection

Candidate	1 Past performance (track record)	2 % Fit	3 Interest	Total Score
A	score	Score	Score	Score
B	score	Score	Score	Score
C	score	Score	Score	Score

Furthermore, candidates A, B, and C are measured for past performance and other predetermined requirements, measuring the results of suitability as exemplified in table 8, namely simulating an example of job and individual compatibility analysis and measuring each candidate with interests, a work plan for the position to be held, the impact of the organization with the candidate.

From the results of the scores of the three candidates, one can be selected according to the needs of the organization. Thus the aspect used is an element of selection, so the prospective leader will also be committed because he is not carrying out his duties as an HEI leader but as a leader who has the motivation and spirit of success to develop HEIs as a shaper of national-global competitiveness.

Table 8. Sample Simulation Matching Analysis between Job Competency
Requirements and Individual Competency

No	Competency	Results of the research on the Job Competency Requirements executive leaders	Examples of assessment results/assessments of leadership candidate competencies	Competency Gap Between Position and Candidate Competency
1	Self Awareness	3	3	0
2	Self Management	3	3	0
3	Personal Mastery	3	3	0
4	Adaptability	3	1	2
5	Creative-Thinking	3	1	2
6	Building Partnership	3	1	2
7	Communication	3	1	2
8	Conflict Management	3	1	2
9	Managing People &Coaching (MP)	3	1	2
10	Self Confidence	3	1	2
11	Planning & Organizing	3	2	1
12	Execution (EX)	3	1	2
13	Improving Organization	3	2	1
14	HE Management	3	3	0
15	Entrepreneurship	3	2	1
	Total	45	26	19

% Mismatch 19/45   : 42%

% Fit (1- % mismatch)   : 58%

Candidate compatibility with HEIs leadership position is 58 %.

Furthermore, the data is calculated in table 7, namely the assessment results in compatibility (% Fit).

This selection needs to be a core element of organizational culture in HEIs and in the norms of behavior practiced by every academic community (Bossidy, 2011). So HEIs leaders are academics, administrators & leaders from Knowledge enterprises or the Knowledge industry who produce knowledge together with the academic community with various advantages possessed by members of the organization, especially lecturers, to produce knowledge that is utilized for the welfare of society.

MECRT's policy in controlling HEIs Leadership in Indonesia

The role of higher education leadership is crucial in line with the rapid dynamics of higher education, especially in the industrial era 4.0, where the use of technology in higher education is unavoidable and needs to be followed by a series of actual changes, significant

changes in teaching and learning methods and evaluation. Kusumastuti (2015) suggests that one of the main obstacles faced by HEIs in developing countries is memorization- Route Learning which has an impact on graduates who are unable to think critically, lack initiative, graduates are unable to communicate, graduates are less independent, so in the end, graduates are unable to contribute positively for yourself, family, community, and country. Of course, this ability to contribute is an expected outcome of education, leaders need to become masters of change in learning and evaluation, and lecturers need to change to add value to all they do.

What the Directorate of Higher Education needs to pay attention to in order to accelerate the nation's competitiveness is whether they want to just follow the HEIs change process overseas in a 'serial' way or implement it using the 'frog-jump' method, so that they can move forward more quickly. Frog jumping certainly brings its own risks to entering a foreign arena. However, with the reality that the Indonesian government has seen since President Jokowi, risks can be identified and avoided with strategic & innovative efforts (Kim & Mauborgne, 2005).

Effective Succession Planning ensures continuity of leadership and builds talent from within. The preparation of HEIs leadership from academics can be carried out through an exclusive talent management approach, namely early monitoring of academics who are talented leaders (Kusmastuti, 2022).

CONCLUSION AND RECOMMENDATIONS

Indonesia will experience a demographic bonus in 2030-2040, namely the number of productive age population is greater than the non-productive population; through quantity, cultural differences, and generational differences, these various tribes will become the strength of the nation to move forward. This is a recommendation from the Directorate General of Higher Education (DGHE) to control higher education leadership to improve quality. Even though MECRT recently empowered HE through a policy called Independent Learning and Independent Campus, HE in Indonesia has the potential to bring national and global competitiveness, which is in line with the changes happening in the world today that affect the way we do business, interact with our global neighbors, leading university and educating students, creating the right learning environment, creating a culture of quality research, sharing knowledge, academic freedom, freedom of lecturers in their professional services building excellent organizations & local communities depends on the effectiveness of HEI leadership.

Executive - HE leader as a navigator of the flow of change. His leadership requires a series of competencies. The issue of determining leadership needs to be changed from election to selection; this is important to become the policy of the Directorate General of Higher

Education. It needs to be realized to prepare potential HEI leadership candidates through a succession plan to prevent a leadership crisis at HEI. If we examine successful institutions, it is clear how important the role and quality of leadership (CEO or Chancellor or Managing Director or Manager, Dean, Head of Department, and other leadership positions) is as well as an accurate, up-to-date, and quality management system. , thus "New Indonesia" will soon be realized.

The recommendation for further research is to use a larger sample, considering that there are more than three thousand higher education institutions in Indonesia with various forms. It will be possible to identify the competency needs of HE leaders from various forms of HE institutions. Further research can also be carried out to identify what factors are for the selection of leaders other than matching competencies, such as identification of past performance and interest factors.

Furthermore, university leaders are individuals who have a great desire to make the nation competitive & love the journey of life as quality HEI leaders, working for the benefit of God and the State.

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APPENDIX

Table 2. – A Competency Dictionary, Types, Definitions and Behavior Description for Levels 1,2 and 3

1.	**Self-Awareness**: The ability to pay attention to oneself through understanding moods, emotions, and impulses, taking into account the effects of oneself on others, and understanding self-limitations.
	Behavior Description for Levels 1,2 and 3
1,2,3	Knowing self, understanding limitations of self, calculating effects of self on others, controlling self, able to articulating objectives, values embraced, adopting a positive outlook, using instincts in decision making.
2.	**Self-Management**: Capacity to manage oneself as a leader in the higher education world by energy to articulate mental requirements and cognitive behaviors Code Competency: Dealing with self of positions at an HEI.
	Behavior Description for Levels 1,2 and 3
1,2,3	Showing positive behaviors, expressing care, maintaining calmness under pressure, capable to utilize others talents and abilities
3.	**Personal- Mastery**: Capacity to continuously improve oneself and self-awareness in order to maintain professionalism, continually improving knowledge and seeking potential to learn and get feedbacks
	Behavior Description for Levels 1,2 and 3
1,2,3	Demonstrated commitment to self-development, creating learning opportunities to enhance work effectiveness and efficiency in anticipation of future tasks.
4.	**Adaptability:** Ability to adapt to environmental changes and take the initiative to manage change effectively, respect differences of opinion, work effectively with various colleagues or different groups.
	Behavior Description for Levels 1,2 and 3
1	Initiate changes on colleagues in the work unit/department
2	Facilitates changes in the work unit
3	Creating a forum for exchanging information, knowledge, skills, expertise, learning, and experience to relevant stakeholders in the organization. Communicate to all levels of the organization. Adjusting organizational strategy due to significant changes.
5.	**Creative Thinking**: Capacity to resolve problems through logical thinking and using knowledge, informed data, and experiences from the past.
	Behavior Description for Levels 1,2 and 3
1	Has an open mind for new ideas and innovative solutions to problems
2	Implementing new ideas and creative work that improve performance in the work unit/organization through acceptance of the business processes by all stakeholders
3	Making inroads at the organizational level. Create a vision for the future and develop a frame of reference to achieve it. Inspire the practice of creative thinking culture. Creating breakthroughs for effective institutional performance. Creating a creative yet ethical culture.
6.	**Building Partnership**: Capacity to weave work group and to develop co-operation to achieve objectives. Creates a spirit of friendship and trust in teams; group team members to achieve and through common goals and develop the spirit of team learning.
	Behavior Description for Levels 1,2 and 3
1	Developing partnerships to improve group productivity.
2	Develop work relationships with other organizations
3	Make cooperation policies for the purpose of national achievement. Become a role model for staff on global initiatives.
7.	**Communication:** Capacity to communicate in order to convince using effective techniques such as active listening and correct interpretation of non-verbal signals. Considerate of colleagues' and staff's thoughts and ideas; choosing and using appropriate message and media instruments; effective persuasion, influence, and teamwork.
	Behavior Description for Levels 1,2 and 3

1	Listen to interpret, adopt clear and accurate communication to gain correct messages convince others through thinking, and involve them in open discussions.
2	Seek feedback proactively on various issues, convincing others through thinking and involving them in open discussions.
3	Building a culture of open communication – dialogue. Communicate a shared vision. Leverage a variety of media to deliver impactful communication to all levels within & outside the organization

8.	**Conflict-Management**: Effectively and constructively manage and handle conflicts between people about sensitive matters.
	Behavior Description for Levels 1,2 and 3
1	Understand the problem from all perspectives, and clarify conflict situations by collating information from various sources.
2	Use appropriate communication styles to resolve conflicts.
3	Growing conducive conditions. Resulting in better resolution of disagreements

9.	**Managing People & Coaching**: Ensure that everybody can fully realize their potentials; provide feedback, coaching ,and counselling; recognize and reward excellent performance; motivate and inspire staff to grow.
	Behavior Description for Levels 1,2 and 3
1	Develop subordinates by sharing experiences with colleagues, providing constructive feedback and recognize colleagues excellence performance
2	Ensure human resource development, regeneration and the future
3	Creating a culture of continuous learning/knowledge, Developing leadership in each organizational unit. Establish a recognition and reward system.

10.	**Self-Confidence**:
	Behavior Description for Levels 1,2 and 3
1	Clearly position oneself in scholarly debates
2	Accept challenges of new and complex tasks
3	Accept the challenge willingly. Feel good about challenges, seek greater responsibility without being asked.

11.	**Planning and Organizing**: Capacity to design and organize tasks according to the higher education institution's requirements by determining objectives and anticipating requirements and priorities .
	Behavior Description for Levels 1,2 and 3
1	Efficiently plan and simultaneously organize tasks.
2	Create alternative plans, identify potential hurdles and develop contingencies in anticipating them as part of the capacity of the unit under his leadership.
3	Establishing the Vision. Set realistic organizational targets, such as setting Key Performance Indicators (KPIs) for universities. Cascading KPIs, establishing how they are measured. Develop alternative plans in anticipation, Analyze risks in planning.

12.	**Execution**: Able to harness technology, human resources and processes to advance implementation and control, respond to new development, monitor, evaluate and evaluate advances, adjust and implement plans, guarantee mission completion
	Behavior Description for Levels 1,2 and 3
1	Arrange human resources to maximize effectiveness. Determine standard, monitor and oversee tasks to meet targets in the department/study program.
2	Synergize human resources to raise capability.
3	Utilizing new technologies to enhance capabilities. Develop accountability at all levels of the

13.	**Improving Organization**: Use initiatives to recognize change requirements of the organization, manage organizational change and seek methods, and constantly look for ways to improve the organization.
	Behavior Description for Levels 1,2 and 3
1	Implement organizational changes.
2	Effective methods for organizational improvements.
3	Foster an adaptive climate to ensure organizational renewal. Encourage organizational improvement practices and paradigms. Act as an agent of organizational change.
14.	**Higher Education Management**: Capacity to use knowledge and expertise in managing globally recognized quality.
	Behavior Description for Levels 1,2 and 3:
1	Manage business processes in study program as service.
2	Manage business processes in faculties as service.
3	Establish quality standards and policies, establish a quality management system, and establish the direction and policies of university management. Internalizing the value and spirit of service to each individual in the organizational environment. Developing the best service policy to satisfy customer needs.
15.	**Entrepreneurship**: Capacity to create opportunities, and new ideas by applying new ways of working, create and apply work processes, technology, and new product to empower organizations, to optimize human resources in the effort to expand service quality.
	Behavior Description for Levels 1,2 and 3
1	Develop more practical methods by harnessing more efficient and effective resources.
2	Raising performance. Improve performance.
3	Seek to find resources from inside and outside the organization to execute ideas. Formulate a policy for the optimization of the organization. Creating a culture of independence by regulating financial resources (Financial Acumen).

Source: Kusumastuti (2018) and Research data