

COMPARING WHOLISTIC LEADERSHIP BETWEEN SENIOR CIVIL SERVANTS AND FIRST YEAR UNIVERSITY STUDENTS

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ABSTRACT

The Wholistic Leadership Scale was administered to two sets of respondents, viz, civil servants and university students. The results were plotted on the nomenclatured matrices. Based on the coordinate in the matrices, the students scored lower on the average compared to the civil servants. The t-test results, also indicated that there was a significant difference between the means of the two groups.

ABSTRAK

Skala Kepemimpinan Bersepadu telah diujikan kepada dua set responden iaitu pegawai Kanan di sektor awam dan pelajar universiti. Hasil kajian telah di plot ke dalam matriks yang telah diberi nama. Berasaskan koordinat dalam matriks terdapat prestasi yang lebih rendah bagi pelajar universiti. Keputusan ujian t juga menunjukkan perbezaan yang signifikan di antara mean bagi kedua-dua kumpulan.

Key words: Wholistic Leadership, Strategic Management, Total Quality Management, Traitistic, Civil Servants, Students.

INTRODUCTION

Some university students will end up among others, being civil servants. In a continuum of age the students can represent its lower end and the civil servants the higher end i.e differentiating both by age and experience. Senior civil servants would even be further apart from students in the continuum. If leadership is acquired through experience and learning, civil servants should score higher given a leadership test that can discriminate.

This research examined leadership from the perspective of the proposed model of Wholistic leadership (Siti Maimon 1994a, 1994b and 1996). This model requires a person to be an all-rounder leader in terms of his personality, his ability to carry out his task through working with others, and his vision and perspectives of his organization.

LITERATURE REVIEW

Numerous leadership theories and models have been written from different perspectives and purposes. They have not represented an integrated whole typifying the all-rounder type of leadership. Three major theoretical approaches can be said to have emerged and these are the Basic Leadership approach (including Traitistic, Behavioral, Situational, Charismatic, Power, Contingency (Yukl, 1993) and Managerial Grid Approaches). The Total Quality Management (TQM) Approach, popularised by Crosby (1986), Bass(1985), Deming(1986), and Juran (1989); the Strategic Management Approach amplified by Ansoff (1979), David (1993), and Siti Maimon (1992, 1995 a and b).

Leadership approaches have initially been applied to non - organisational and broad based political or societal contexts. The Basic Leadership approach has always been known to look into individual leader's traits, competence and behaviour in different situations. The TQM Approach (including the Principle-Centred Approach) stresses the ability to work with others, i.e. participative management instilling quality consciousness. The Strategic Management approach, basically stresses envisioning the long term direction of the organisation and aligning it with external forces.. Increasingly more and more leadership approaches are being applied to organisational setting e.g. the TQM and Strategic Management Approaches Some attempts are now being made to apply to students and training organisations.

Civil Service

Civil service the world over is faced with the need for change to cope with the ever increasingly competitive market demands. These include information technology and global challenges. The required changes will affect physical arrangement, managerial approaches and leadership styles.

A dire need of physical changes as experienced and analysed by a Public Record Office of Northern Ireland was to change with the use of computerisation according to Anonymous (1995 Feb/March). The Public Record Office of Northern Ireland was (PRONI) which made archival records with only a staff of 100 persons was needed to meet heavy duty work output annually viz., 3,500 research needs of readers, 12,500 documents and handling 5000 basic inquiries. Consequently, an information-based Public Record Office Management System was developed which changed structural arrangements and leadership.

Another physical change of public organisations was experienced in a big split representing a divestiture of the Social Security Administration from the Department of Health and Human Services (HHS) of U.S.A. This was aimed at removing the oppressive layers of executive management of a huge federal department. The physical split has been labelled a success as it minimised hierarchical arrangements..

A managerial change was called upon even on the public sector managers in sub-saharan Africa according to Norling-Federick and Rahman-Syedur (1995). The concern was for changes in problem-solving, leadership, job challenge, change and organizational culture. In another setting Allen-David-P (1995) predicted that the Government Performance and Results Act (GPRA) of USA has the potential to create more revolutionary changes in the way government does business through the submission of strategic plans stating their missions and principal objectives. Actual performance will be reported and compared to their respective objectives.

Leadership style which has been pointed to be an important and outstanding part of changes in the public sector in USA was in both transactional and transformational leadership at the Chief Executive Officer level according to Trahan-William; Koonce Richard (1995). This leadership style was manifested in having commitment to institutionalizing an improvement-driven ethic in their organizations, bearing in mind commitment and involvement of other people, willingness to take risk, learn and reinvent the way things are done. A similar stand on the need of empowerment and transformational leadership style among public civil servants was made by other researchers through operating with fewer levels of management fashioned after the initiatives adapted by the private sector. One of the underpinning accomplishments of managing human resource in that respect was to have a strong support in the way of an appropriate Appraisal System. This was exemplified by the Corporate Finance office of the New Zealand Department of Social Welfare.

Students

Generally, leadership among university students is not well understood by recruiters. They emphasize the need for high Cumulative Grade Point Averages (CGPAS) than for leadership attributes - which are usually not graded. While the big call is made for the building of character, university education are generally focussed on building technical proficiency for example in computer technology as in the case of the Association of Computing Machinery (ACM) which offered technical leadership training in computer technology to undergraduate students majoring in computer sciences and engineering (Zweben - Stuart, 1994). Some leadership training are also directed towards scientific leadership in chemical sciences (Simmons-Howan-E, 1994).

Leadership training according to (Weaver-Richard - L 11, 1994) among students are supposed to gain value from college education, among others, through developing and using leadership skills besides learning to think critically, application of knowledge, understanding themselves and understanding others.

More and more calls are being made for college education not just for technical proficiency, but development of character. Leaders could be made according to Graves-Howard (1994) through more development in fundamental values of honesty, fairness, respect and commitment for self and others. MBA programs focussed on technical aspects are being criticised (Garner-Rochelle, (1994) for their lack in terms of team-building, communication, understanding business function, decision - making and personality interpretation content. Emphasis on the development of teams and shared leadership (Walker - Allen, 1994), the advocated "workplace know-How" as pointed out by (Chappell - Robert - T, 1994) referring to learning to work together solve problems, serve customers, monitor and correct performance and improve systems through the ideals of total Quality Management (TQM). Some other authors prefer the empowering elements of TQM, team building, continuous improvement and leadership based on quality philosophy and principles.

Some claimed that education model leadership for the 21st century should shift away from the traditional business school model to focussing more on leadership training (Finkelmeier-Robert-L1994) to handle cultural diversity, new organisational structure, and accompanying attitudes in changes. Calls are also being made for extra curricular leadership in students upbringing (Anonymous 1994). A well -groomed character becomes a competitive edge in business as business decision and culture have subtle moral and ethical implications (Silas - C - J. 1994) thus impinging on the upbringing.

In being competitive, some companies eg. the Rolls - Royce group through its training arm has helped students develop the communications, team working and leadership skills so as to build their key employees (Arkin-Anat, 1994). According to McConnell-John (1994) true leadership is of the spirit as much as the mind. This pertains to vision, inspiration, courage, human and profound knowledge. Leadership involves people, values and relationship in a rapidly changing environment.

Increasingly more MBAs are hired for their non-technical skills. Down - Karen - O, Liedtka - Jeane (1994) showed in a study that corporate recruiters indicated the three most important skills were identified as communication skills, interpersonal skills (leadership abilities with collaboration and teamwork) and self - motivation/initiative in order that corporations enjoy continued growth and adaptation.

Leadership Approaches

The Malaysian education system is currently evolving the development of a balanced individual syllabus. This is directed towards the development along three facets, viz., intellectual, spiritual and physical. These actually pertains only to the individual's disposition. Such a development could be strengthened with interpersonal skills. However competence and envisioning capabilities are also needed to make him an all - rounder personality.

The 21st century leaders in the authors view require an all-rounder and a wholesome sort of attributes incorporating nearly all the virtues and ideals in all the three major approaches, TQM, Strategic Management and the Basic Leadership Theories - The TQM contributes the inter-personal competence, the Strategic Management his vision and the Basic Leadership approach, his disposition: their integration is necessary since each approach has its contribution elements for a wholistic approach leadership. This is because each of three approaches has its lackings and not wholistic enough on its own.

As shown in Table 1, comparing the leadership approaches against three dimensions, i.e. "himself, 'inter-personal competence" and "vision" the inadequacies are as follows:- The Basic Leadership approach as typified by Traitistic, Behavioural and Situational approaches for example lack the overall organisational "vision". The Managerial Grid approach on the other hand lacks the traitistic and overall organisational "vision". The Transformational approach lacks the Traitistic Components. The Principle-Centred approach lacks overall organisational "vision" and traits (except for habits and principles). The Total Quality Management lacks overall organisational "vision" (except for quality as one of the corporate strategies of an organisation) and Traitistic Components. The Strategic Management approach on the other hand lacks the Traitistic and "interpersonal" components.

Table 1
Leadership Theories/Models and Their Inadequacies

Theories/Models	Inadequacies
Basic Leadership	
Traitistic (characteristics & charisma)	Lacks overall organisational vision and interpersonal competence
Behavioural & Power	Lacks overall organisational vision interpersonal competence and traitistic components
Managerial Grid	Lacks traitistic components and overall organisational vision
Transformational	Lacks traitistic components
Principle-Centred	Lacks overall organisational vision and traits (except habits and principles)
Total Quality Management	Lacks overall organisational vision (Except for quality) and traitistic components
Strategic Management	Lacks traitistic components and inter-personal competence

WHOLISTIC LEADERSHIP MODEL viz. a. viz. OTHER MODELS/THEORIES.

The model also as in Siti Maimon (1995 c) proposes that in order that a leader should be an all-rounder he should first and foremost be "excellent" himself, secondly able to handle the human resource in the organisation for task implementation and finally has a clear organisational vision.

The "Himself" or first component is not limited to traits alone but "Habits" and "Principles" thus encompassing the traits in the Traitistic and Charismatic approaches together with the "Principles - Centered" leadership approach.

The "inter-personal" or second component includes various interpersonal skills of transforming, empowering, (delegating, negotiating, motivating and surrendering autonomy), communicating, team management, task management, problem solving, and improvements. The person is himself skillful in his job. The second component is encompassed in the Transformational, and Managerial Grid models.

The "vision" or third component includes strategies in competition, aligning organisation to external influences and figuring out ways to undertake such strategies. This is basically Strategic Management.

ITEMS IN THE PROPOSED WHOLISTIC LEADERSHIP MODEL

"Himself (Disposition)

The "himself" or disposition component is made up of three, i.e. "characteristics": (taken mainly from the Traitistic Approach, "habits" (from Principle-Centred) and "principles" (from Principle-Centred). Some other characteristics e.g. "intelligent", "healthy", "virtuous", "brave" are also included which are sourced from Islamic leadership characteristics.

The "habits" part of "himself" are taken from Covey's Habits (Covey, 1991) considered as basic in the Asian society such as "punctuality", "diligence", "emotional control" tolerant of errors and "being ethical" are also included.

The "principle" part of "himself" are mainly taken from Covey's principles. Additional Islamic and Asian principles added are just, clean, integrity and stability.

Only top ten items based on importance have been selected. This is to facilitate computation on 100% by respondents.

A list of ten items under "himself" component is shown in Table 2.

Table 2

Items in "Himself" Component of Wholistic Leadership

Characteristics		Habits		Principles	
1.	Quick at Learning	1.	Diligent	1.	Trusted
2.	Healthy	2.	Strive to Excel	2.	Trusting
3.	Brave	3.	Proactive	3.	Fair
4.	Virtuous	4.	Ethical	4.	Giving Importance to Human Resource
5.	Preservering	5.	Practical (Realistic)	5.	Value Driven
6.	Confident	6.	Decisive	6.	Gentle
7.	Adaptable	7.	Punctual	7.	Kind
8.	Achievement-oriented	8.	Cooperative	8.	Open
9.	Assertive	9.	Tolerant of Errors	9.	Consistent
10.	Dependable	10.	Willingness to Assume Reponsibilities	10.	Integrity

"Interpersonal Competence"

There are ten terms related to reflect interpersonal competence tabulated in Table 3. These are "the ability to influence others", "being participative", "unifying", "motivating", "repremanding", "ability to negotiate", "ability to delegate", "solve problems", "communicate", "decentralise decision" and to be "exemplary".

Table 3.*Inter-Personal competence Items of Wholistic Leadership**Inter-personal competence Items*

-
1. Ability to influence others
 2. Participative
 3. Unifying
 4. Motivating/remanding
 5. Ability to negotiate
 6. Ability to delegate
 7. Ability to solve problems
 8. Ability to communicate
 9. Ability to decentralise decisions
 10. Exemplary (competent at his task)
-

"Vision"

In terms of envisioning, the Wholistic Leader is envisaged by the author to have ten attributes as stated in Table 4. These are clarity on "business mission", "business objectives/vision", "corporate strategies", "portfolio management", "competition", "opportunities" and "threats" "competitor strategies", "organisational weakness and strengths", "customer needs" and "clarity on implementation".

Table 4.*"Vision" Items Of Wholistic Leadership**Envisioning Items*

-
- Having clarity on:-
1. Business Mission
 2. Business Objectives/Vision
 3. Business Corporate Strategies
 4. Business Portfolio Management
 5. Competition
 6. Opportunities and Threats
 7. Competitor's Strategies
 8. Organisational Strengths & Weaknesses
 9. Customer Needs
 10. Implementation of Strategies
-

Given that the above items were scored on a five-point rating scale, the maximum total average score for each of the components of "himself", "inter-personal competence" and "vision" is 5.00.

The total score of "himself" component is the average total score of (5.0) for the three subparts of "characteristics", "habits" and "principles". From the above total scores, matrices can be constructed to reflect the combination of the components through their axes. It can be "himself" versus "interpersonal competence" or versus "vision" resulting in two matrices. The other combination is "interpersonal-competence" versus "vision" and resulting in another matrix, thus totaling the matrices into three as shown in Tables 5, 6 and 7.

As depicted in the matrix I of "interpersonal competence" versus "himself" i.e. Table 5 a person with an excellent inter-personal competence is termed as a "Transformer". A person with excellent characteristics, principles and habits is called a "Superbeing" therefore part of a Wholistic Leadership is a "Superbeing - Transformer" level of excellence which carries a total score of 5.0 in each case.

Matrix II depicts "vision" versus "inter-personal competence". It carries the nomenclature of a "Strategic Manager" for someone who is excellent in envisioning and implementing the organisational "vision". A Wholistic Leader should also partially be a "StrategicManager-Transformer".

Matrix III depicts "vision" versus "himself" depicts that a Wholistic Leader should also be a "Superbeing-Strategic Manager". Summarising the interaction of the three requirements, a Wholistic Leadership is one who is "Superbeing-Transformer and Strategic Manager. Superimposition with the use of transparencies can depict the interaction simultaneously.

Matrix I, II and III carry lower graded nomenclatures for cells valued below 5.0 e.g. "Mediocre Transformer" for scores of "inter-personal competence" between 3 to 4 and "Bureaucrat" for 1 to 3. Similar grading for "Himself" is made. A "mediocre" person scoring 3 to 4 is termed as "Mediocre Being" whilst those scoring below 3 is termed as "Deadwood". For Strategic Managers the corresponding terminologies are "Mediocre Strategic Manager" and " Poor Strategic Manager".

HIMSELF

		HIGH	MEDIUM	LOW			
		4	3	1			
INTERPERSONEL COMPETENCE	5 HIGH	Superbeing Transformer	Medioccre- Superbeing and Transformer	Deadwood Transformer			
	4 MEDIUM	Superbeing Mediocre Transformer	Mediocre- Being and Transformer	Deadwood Mediocre- Being			
	3 LOW	Superbeing Bureaucrat	Mediocre Superbeing- Being Bureaucrat	Deadwood Bureaucrat			
		1					

**MATRIX I
INTER-PERSONAL COMPETENCE VERSUS HIMSELF**

VISION

		HIGH	MEDIUM	LOW			
		4	3	1			
INTERPERSONAL COMPETENCE	5 HIGH	Strategic Manager Transformer	Mediocre Strategic Manager and Transformer	Poor Strategic Manager Transformer			
	4 MEDIUM	Strategic Manager Mediocre Transformer	Mediocre Strategic Manager and Transformer	Poor Strategic Manager and Mediocre Transformer			
	3 LOW	Strategic Manager Bureaucrat	Mediocre Strategic Manager Bureaucrat	Poor Strategic Manager Bureaucrat			
		1					

**MATRIX II
VISION VERSUS INTER-PERSONAL COMPETENCE**

MATRIX III

VISION VERSUS HIMSELF

		VISION			
		HIGH	MEDIUM	LOW	
		5	4	3	1
HIMSELF	HIGH	Strategic Manager Superbeing	Mediocre-Strategic Manager Superbeing	Poor Strategic Manager Superbeing	
	MEDIUM	Strategic Manager Mediocre Being	Mediocre Strategic Manager and Being	Strategic Manager and Mediocre being	
	LOW	Strategic Manager Bureaucrat	Mediocre Strategic Manager Bureaucrat	Poor Strategic Manager Bureaucrat	
		1			

The cells of the matrices were nomenclatured so as to typify the individual's competence. In order to read simultaneously the three dimensional properties of a Wholistic Leader the matrices can be superimposed using three transparencies of the three matrices. The superimposition can reflect that one may have excellent scores on some dimensions and not in others, thus clarifying his different dimensional strengths or weaknesses.

OBJECTIVE OF RESEARCH

The objective of the research is to test the items of the three components of the Wholistic Leadership Model on senior civil servants and first year university students.

METHOD

A set of three questionnaire, A, B and C containing fifty items of wholistic Leadership in total (rated on 5-points rating scale) were administered on 28 senior civil servants (Superscale D) of a state government service. It was also administered on to 69 pioneer first year students of a university. They were made up of 24 from the International Business Programme, 23 from the Entrepreneurial Development Programme and 22 Economic Planning and Development. The students were selected through the Malaysian Universities Central Unit (UPU) system of in-sourcing.

The ratings for each of the fifty item were scored and averaged based on the three components. They were plotted on the three equally scaled Wholistic Leadership Matrices for graphical comparison through superimposition. The data was processed using the SPSS package to establish significance in differences between means.

RESULTS

Results were examined by comparing the two groups in terms of three sets of results matrices i.e. Matrix IR i.e.(a and b), Matrix IIR (a and b) and Matrix IIIR (a and b). Matrix IRa and IRb give results on "interpersonal competence" and "himself" for both groups i.e. the civil servants and students respectively; Matrix IIRa and IIRb on "vision" and "interpersonal competence" for both groups respectively and matrix IIIR a and b for "vision" and "himself" also for both groups respectively. Result on distribution will be followed by their t-tests.

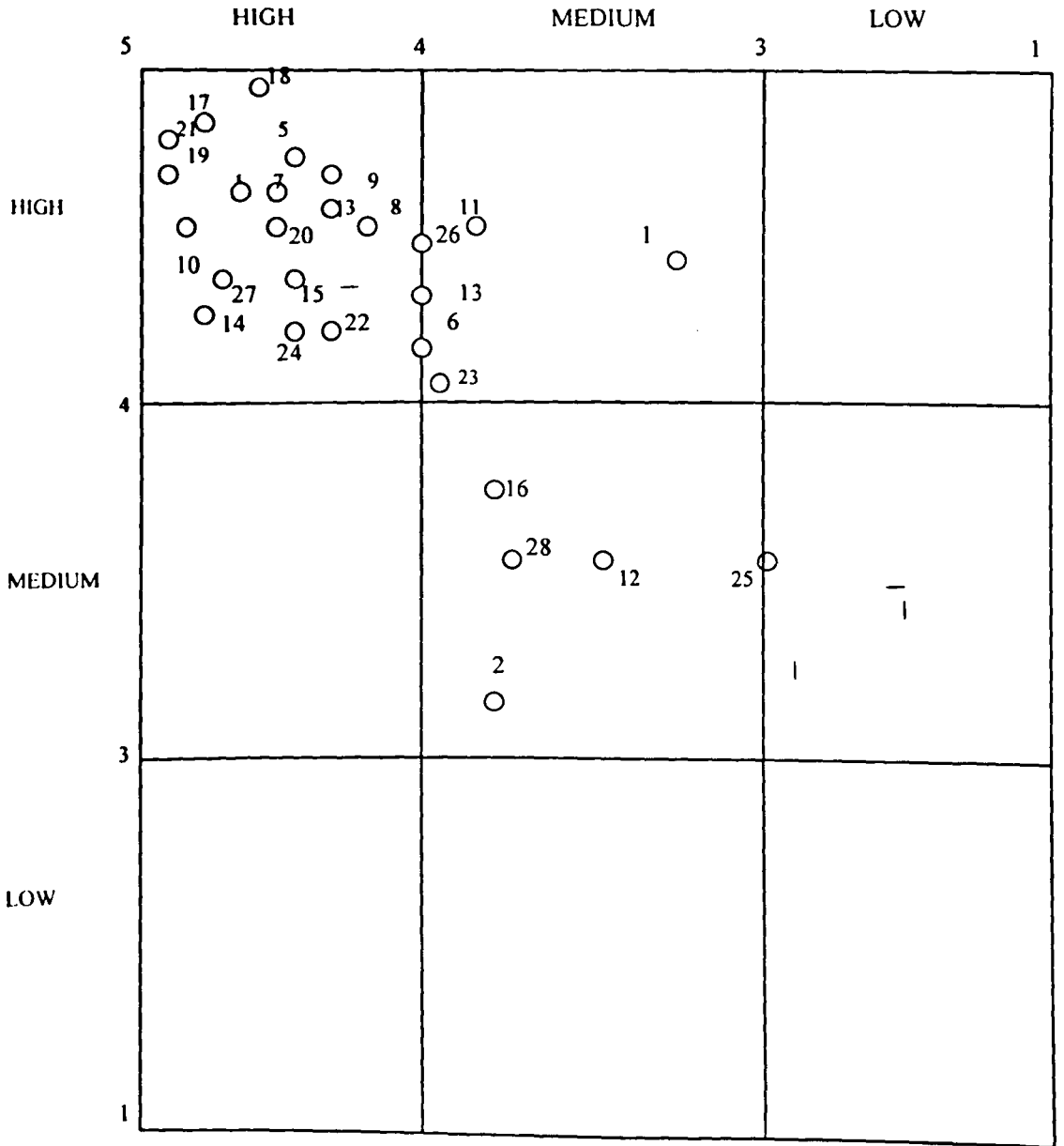
Distribution

Matrix IR - Interpersonal Competence and Himself.

The distribution of scores of Civil Servant in matrix IRa is shown to be skewed towards the highest order i.e. "Superbeing-Transformer". On the other hand the distribution of the students scores in matrix IRb normally distributed with prepondence of scores in the centre. There were 71.42% of civil servants scoring the Super Being-Transformer level. Whereas only 14.49% of students scored in that level. In the mediocre cell there were only 17.85% of civil servants scoring it whereas 47.82% of students scored that level. There was not a single civil servant scoring the lowest score of the "Bureaucrat and Deadwood" cell but there were 17.39% students scored that cell. Majority of scores for both groups were in the above three cells.

MATRIX 1Ra : WHOLISTIC LEADERSHIP MATRIX I CIVIL SERVANTS

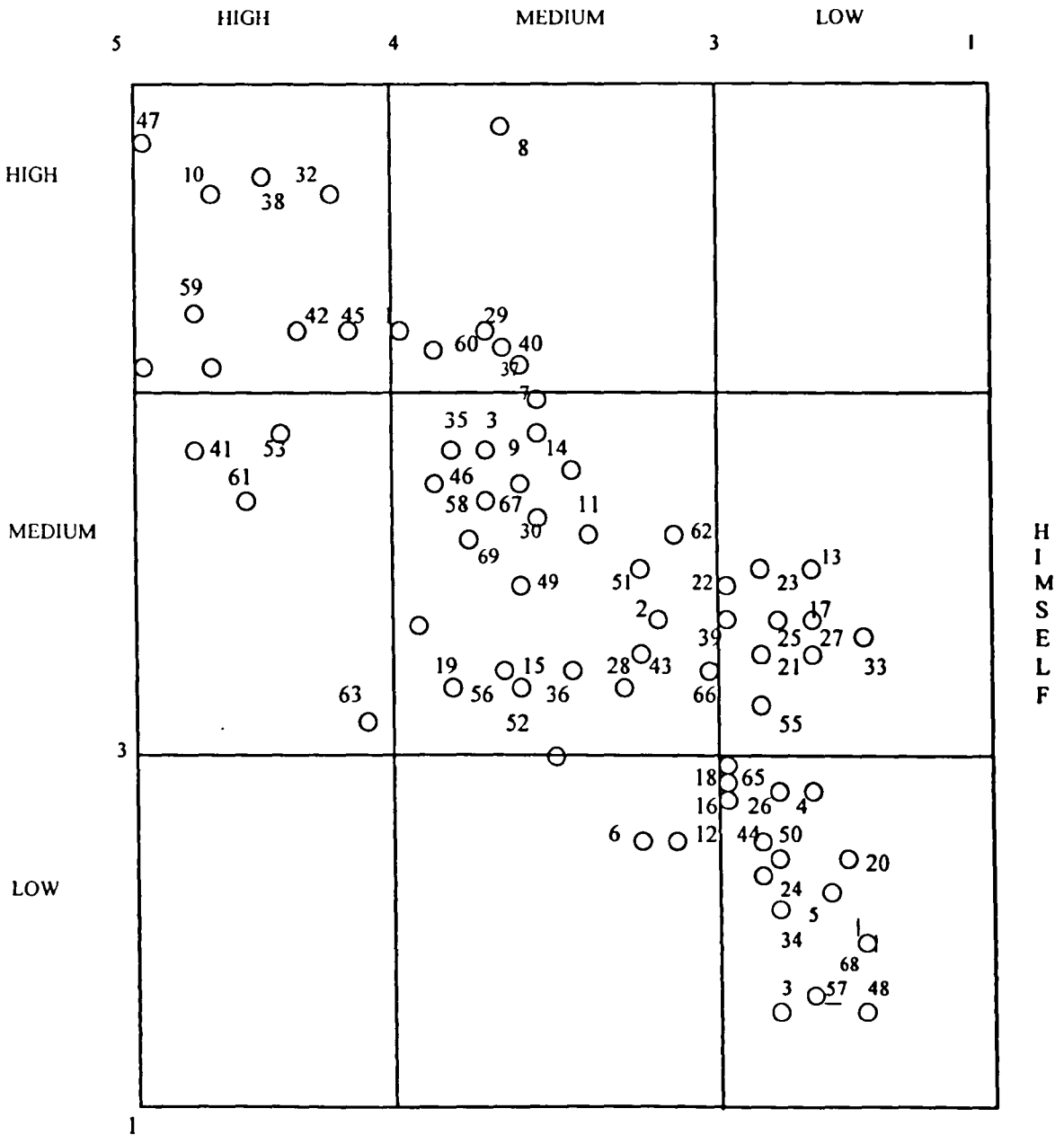
INTERPERSONAL COMPETENCE



MATRIX IRb: INTERPERSONAL COMPETENCE VERSUS HIMSELF

OVERALL STUDENTS PROFILE

INTERPERSONAL COMPETENCE



Matrix IIR - Vision and Interpersonal Competence

The distribution of scores of civil servants in matrix IIRa is also shown to be skewed towards the highest order i.e. "Strategic Manager-Transformer" The distribution of the students scores as shown in IIRb also appeared to be normal with a majority scoring in the centre.

There were 64.28% of civil servants scoring the "Strategic Manager-Transformer" level whereas there were only 7.24% students scoring that level. In the mediocre cell there were 25% scores from the civil servants whilst there were 31.80% from students in that level. No scores were made by civil servants in the lowest possible cell. However, there were 18.84% scores found among students in that level. There seemed to be many (34.78%) student scoring low on the vision axis indicating poor strategic manager".

Matrix IIIR - Vision versus Himself

The distribution scores of civil servants in matrix IIIRa also showed skewness towards the highest order i.e. "strategic manager-superbeing". The distribution of scores for students as shown in matrix IIIRb also showed a normal distribution.

There were as many as 68% of civil servant who scored the "Strategic Manager-Superbeing" whereas only 13% of students scored that level. In the mediocre cell there were only 18% civil servants scoring that grade whereas there were 41% students scoring that grade. There was no score made by civil servants in the lowest order whereas there were 14.5% students scoring that level. There seemed to be many 35% students scoring low on the himself axis in this matrix indicating "poor superbeing"

Superimposition and Individual Performances

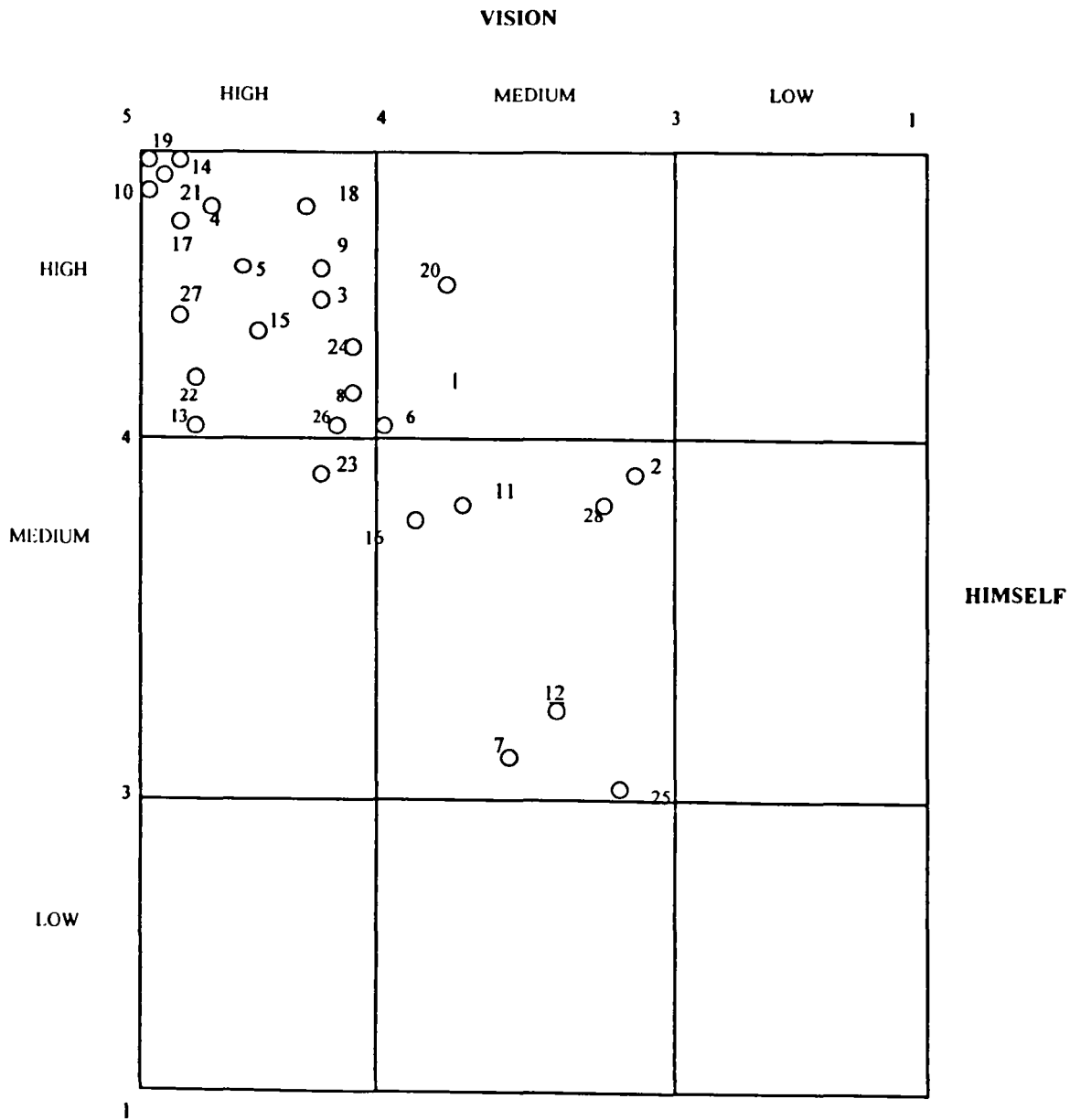
Superimposition of the three matrices in each of the groups showed variations of performance of each person in the three matrices. Very rarely did an individual maintain their relative positions consistently well in all the three matrices. Analysis is made on the highest possible cell of the two groups as shown below:-

Students

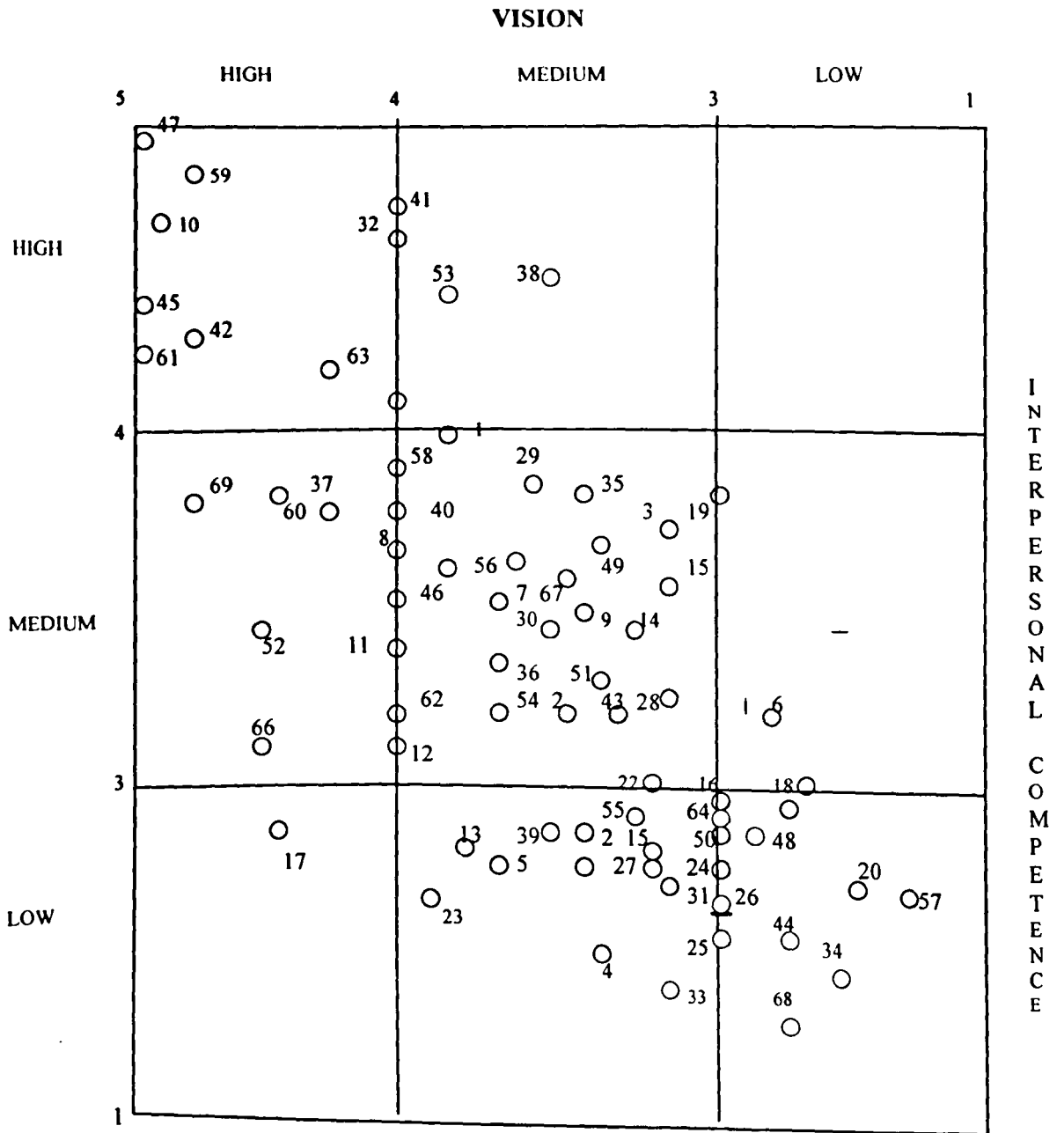
As shown in table 5 the top seven position in all the three matrices were upheld by the same seven individuals who ranked differently under each matrix. These were individuals numbered "47", "10", "38", "32", "59", "42" and "45". Individual numbered "47", ranked first or scoring the highest for all the three matrices. This is a rarity. Individual numbered "10" ranked second in matrix I and III but third for matrix II the rest such as individual numbered "10" also did not score consistently the same relative ranking in all the three matrices. This meant that a leader may be slightly strong in one aspect of leadership and less so in others compared to his colleagues. They could be given training experience and exposure to make up the difference.

MATRIX 11Ra: WHOLISTIC LEADERSHIP MATRIX II CIVIL SERVANTS

VISION VERSUS INTER-PERSONAL COMPETENCE

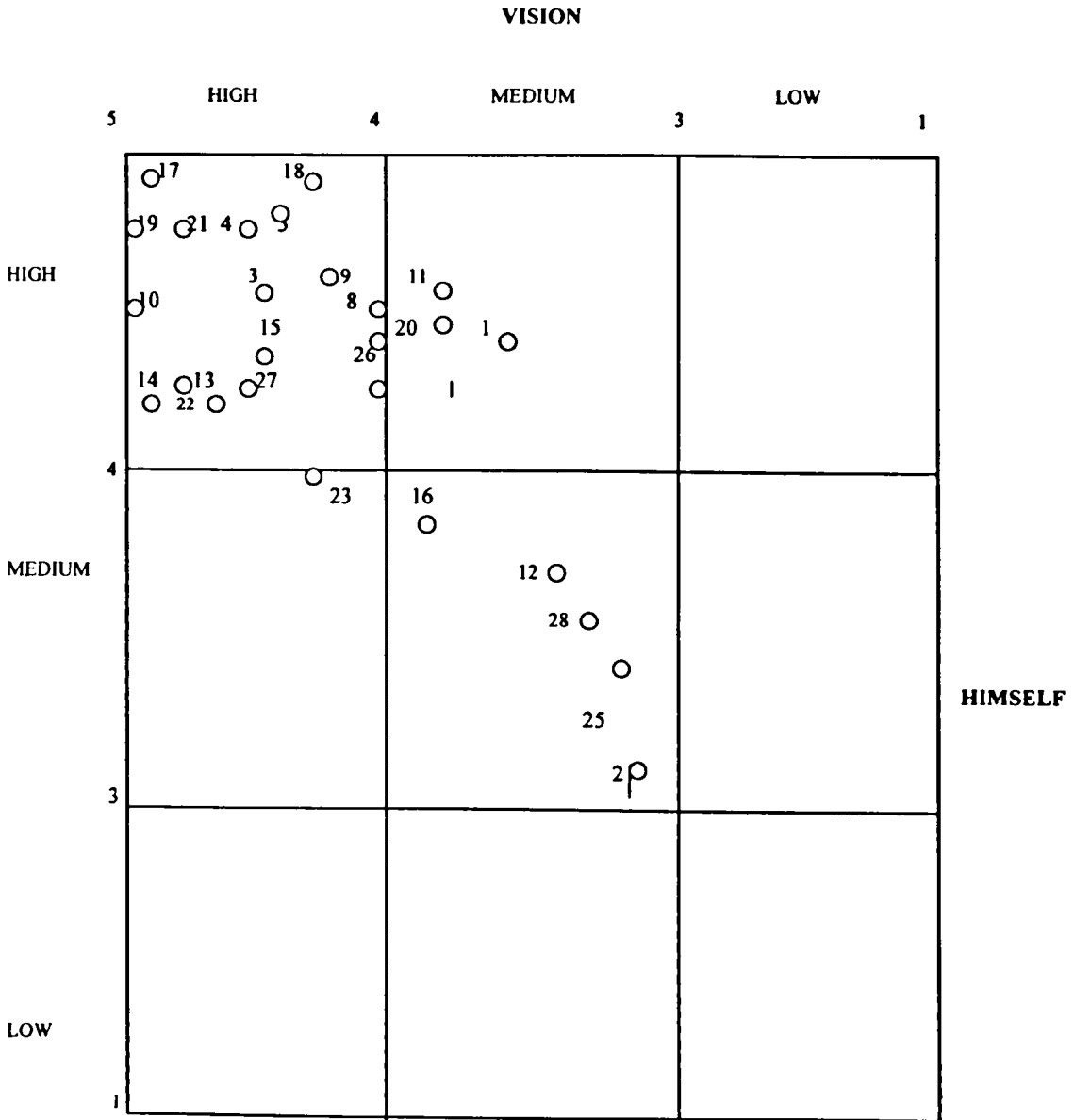


**MATRIX IIRb: INTERPERSONAL COMPETENCE
OVERALL STUDENTS PROFILE**



MATRIX 111Ra: WHOLISTIC LEADERSHIP MATRIX II CIVIL SERVANTS

VISION VERSUS HIMSELF



MATRIX IIIrb: VISION VERSUS HIMSELF

OVERALL STUDENTS PROFILE

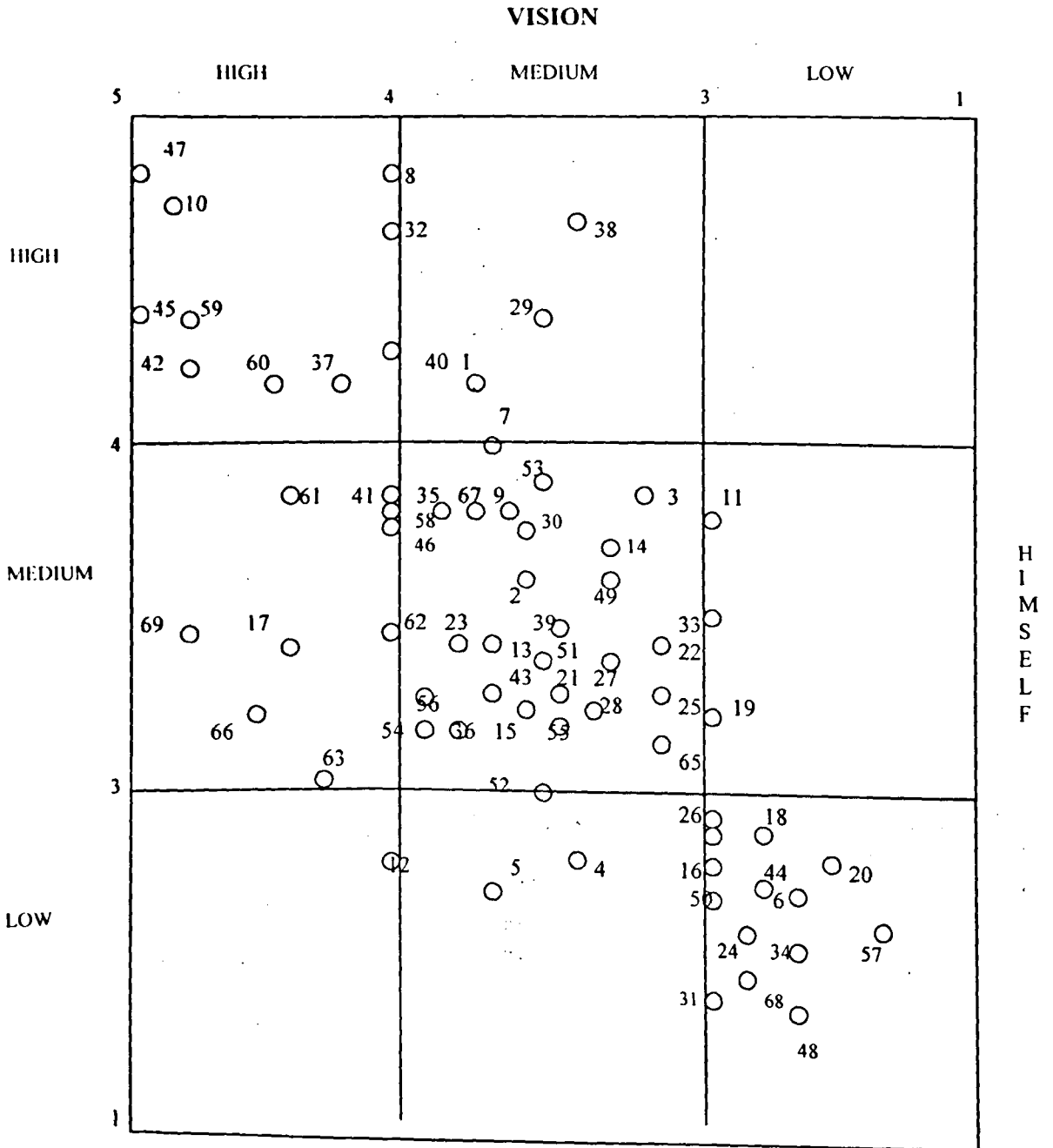


Table 5**Students Performance and ranking**

Matrix I No. rank	Matrix II No. rank	Matrix III No. rank
47 (1)	47 (1)	47 (1)
10 (2)	10 (3)	10 (2)
38 (3)	Outside the top cell	
32 (4)	32 (8)	32 (6)
59 (5)	59 (2)	59 (4)
42 (6)	42 (5)	42 (7)
45 (7)	45 (4)	45 (3)
# 54 (8)	61 (6)	8 (5)
# 64 (9)	41 (7)	60 (8)
# -	-	37 (9)
# -	-	40 (10)

Senior Civil Servants

Table 6 shows that the top seven positions for all the three matrices were occupied by seven individuals who ranked differently in each of the matrices. These individuals numbered "17", "21", "19", "18", "5", "4" and "10". Individual numbered "17" ranked top in matrix I and III but not in matrix II similarly with individuals numbered 21 and all the others, none maintained the same ranking in all the three matrices. In fact none in the senior civil servant group scored consistently the same relative ranking in all the three matrices whilst there was at least one among the students. Again this indicated the differing strengths of top leaders. At the same time it showed the difficulties to attain the same relative ranking although one is a top leader. He need not necessarily be able to be the best in every aspect of leadership. The slight differences in leadership acumen can be corrected through training exposure and experience.

Table 6**Table Y Senior Civil Servants Performance and Ranking**

Matrix I No. rank	Matrix II No. rank	Matrix III No. rank
17 (1)	17 (3)	17 (1)
21 (2)	21 (4)	21 (3)
19 (3)	19 (1)	19 (2)
18 (4)	18 (6)	18 (6)
5 (5)	5 (7)	5 (5)
4 (6)	4 (5)	4 (4)
10 (7)	10 (2)	10 (7)

9 & 3 consistently mid of top cord
 24 consistently lower of top cord.

T-test results

As shown in table 7 comparison the t-test values of students as a whole (3.42) against the mean values of the senior civil servants as a whole (4.37) yielded a significant difference. There was also a significant difference between the mean value of the total senior civil servant and each of the three programmes which made up the total number of students. This indicated that the two groups belong to two distinctly different groups. One is young and inexperienced, the other senior and experienced.

Table 7**Comparing T-test results between Civil Servants and University Students.**

Variables	N	Mean	Std Dev.	t
Total Civil Servants	28	4.37	0.47	8.57
Total Students	69	3.42	0.58	
International Business Prog.	22	3.46	0.56	8.23
Entrepreneurial Development Prog	24	3.44	0.87	5.50
Econ Planing and Development	23	3.56	0.75	5.53

DISCUSSION

Overall the civil servants appeared to have a very clear perception of their leadership attributes in terms of "himself" as a person, his interpersonal competence and vision. The students seemed to have an average clarity on the issue. The ability to indicate this difference showed the strength of the proposed model.

Based on the preponderantly low scores made by students on the "vision" axis in matrix IIb and also low scores on the "himself" axis in matrix IIIb. It appeared that being students their future perspectives were not clear and his evaluation of "himself" has often been made on low esteem..

The skewness of distribution made by civil servants could be influenced by their objective of being promoted in their jobs. Their scores could be reflecting "what should be" rather than "what he is". Whereas the students were not placed under any such pressure as to be promoted based on their leadership strengths.

CONCLUSION

The research showed that there was a significant difference between performance of students and civil servants. This proposed model seemed to be able to successfully verify this prediction. That in all cases no one could score consistently the same relative ranking in all the three matrices (not even the civil servants) indicated the strength of the scale to clearly differentiate leadership acumen at individual levels.

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