SUCCESSION PLANNING EFFECTIVENESS:

A CASE STUDY OF UKM

By

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ABSTRAK

Penyelidikan kuantitatif ini bertujuan untuk mengenalpasti keberkesanan pelan penggantian berdasarkan persepsi pegawai-pegawai pentadbiran (Skim N) di UKM. Penyelidikan melalui soal selidik yang menggunakan persampelan sistematik ini juga cuba melihat hubungan dan pengaruh pembangunan kerjaya, amalan pengurusan pengetahuan, dan gaya kepimpinan (autokratik dan demokratik) ke atas keberkesanan pelan penggantian. Hasil kajian menunjukkan bahawa majoriti responden berpendapat bahawa pelan penggantian yang dilaksanakan oleh UKM adalah amat berkesan. Di samping itu, responden juga amat bersetuju dengan aktiviti pemerolehan pengetahuan, penciptaan pengetahuan dan pemindahan pengetahuan yang telah diamalkan di UKM, manakala penyimpanan pengetahuan, perkongsian pengetahuan, dan pembangunan kerjaya telah dianggap sederhana oleh responden. Hasil kajian juga mendapati bahawa tiada perbezaan yang ketara antara responden lelaki dan perempuan pada persepsi mereka terhadap keberkesanan perancangan penggantian. Selain itu, didapati juga tiada perbezaan yang signifikan dalam kalangan pegawai gred N41 - N54 pada persepsi mereka terhadap keberkesanan pembangunan kerjaya dan amalan pengurusan pengetahuan. Dapatan kajian juga menunjukkan bahawa semua peramal dalam kajian ini tidak mempunyai korelasi yang signifikan dengan keberkesanan pelan penggantian. Ini juga bermaksud bahawa tidak terdapat hubungan yang signifikan antara peramal dan keberkesanan pelan penggantian. Dalam erti kata lain, terdapat peramal tambahan lain yang penting dalam menerangkan keberkesanan pelan penggantian yang tidak dibincangkan dalam kajian ini. Implikasi daripada hasil kajian, cadangan untuk kajian masa hadapan dan tindakan proaktif yang perlu diambil oleh Bahagian Sumber Manusia, UKM juga telah dikemukakan.

ABSTRACT

This quantitative research aimed to determine the effectiveness of succession planning based on the perception of administrative officers (N Scheme) in UKM. Further, the survey research using systematic sampling aimed to examine the relationship and influence of career development, knowledge management practices, and leadership styles (autocratic and democratic) on the effectiveness of the succession planning. The finding shows the majority of the respondents perceived that the succession planning, which has been implemented by UKM, is highly effective. In addition, the respondents also strongly agreed with the activities of knowledge acquisition, knowledge creation and knowledge transfer which have been practicing in UKM, whereas knowledge storage, knowledge sharing, and career developement were perceived moderately by the respondents. The finding also reveals that there is no significant difference between male and female in their perception towards succession planning effectiveness. Besides, there is also no significant difference among the officers Grade N41 to N54 on their perception on the effectiveness of career development and knowledge management practices. Essentially, all predictors of the in this study have no significant correlation with the effectiveness of succession planning. This indicated that there was no significant relationship between the predictors and succession planning effectiveness. In other words, there are other additional predictors that are important in explaining the effectiveness of succession planning h have not been considered in this study. Implications of the findings, suggestions for future studies and recommendations for proactive actions to be taken by Human Resources Division of UKM were also presented.

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LIST OF ABBREVIATION

CRM	Customer Relationship Management
HEI	Higher Education Institutions
ISIS	Institute of Strategic and International Studies
KPI	Key Performance Indicators
MIMOS	Malaysian Institute of Microelectronic Systems
MOHE	Ministry of Higher Education
PPKK	Pusat Perancangan Korporat dan Kepimpinan
PS2020	Pelan Strategik 2020
PTD	Pegawai Tadbir Diplomatik
USIM	Universiti Sains Islam Malaysia
UMT	Universiti Malaysia Terengganu

CHAPTER ONE

RESEARCH BACKGROUND

1.1 Introduction

This section explains the background of the study which are the background of Universiti Kebangsaan Malaysia, the Talent Management Program of UKM, and the statement of the problem. Further, it explains specific research objectives and research questions. The next section presents the scope of the study and will follow by significance of the study that points-out the importance of the study, and the research limitations.

1.2 Case Study Organization

1.2.1 Background of Universiti Kebangsaan Malaysia (UKM)

Universiti Kebangsaan Malaysia (UKM) was founded on 18 May 1970. The first batch of undergraduate students was registered and enrolled in the first three faculties set up; the Faculty of Science, Faculty of Arts and Faculty of Islamic Studies in May 1970. UKM vision is "Committed to being ahead of society and time in leading the development of a learned, dynamic and moral society", whilst the mission is suit the purposes of its establishment "To be the learning centre of choice that promotes the sovereignty of Bahasa Melayu and internationalises knowledge rooted in the national culture".

UKM now has 12 faculties, a Graduate School of Business (GSB-UKM), as well as 14 research institutes. Eight (8) of the faculties are located in Bangi, Selangor main campus namely, Islamic Studies, Social Sciences and Humanities, Science and Technology, Economics and Business, Engineering and the Built Environment, Education, Law, Information Sciences and Technology, and UKM- Graduate School of Business (GSB). Another two (2) campuses are Health Campuses, the Kuala Lumpur Campus in Jalan Raja Muda Abdul Aziz, and the UKM Medical Centre in Cheras. The Kuala Lumpur campus consists of the Faculty of Health Sciences, Pharmacy, Dentistry and the Pre-Clinical Departments of the Medical Faculty. UKM Medical Centre (UKMMC), which is located in Cheras, Kuala Lumpur, is to meet the needs of medical services education as well as medical research. UKMMC consists of a hospital, the Faculty of Medicine and the Institute of Medical Molecular Research (UMBI). UKM has also set up the UKM Holdings Sdn. Bhd. operating as a commercial entity to benefit from all the expertise it has while also generating income for the University.

Based on its record of excellence in multi-discipline researches in the past three (3) decades, UKM has been chosen as one of the four (4) research universities in Malaysia on October 11, 2006. With the strong foundations, UKM aims at not just sustaining but also enhancing its level of excellence via its 2000-2020 (PS2020) Strategic Plan in line with its slogan, 'Inspiring Hopes, Nurturing The Future' (UKM, A Reflection, 2011).

As continuing its excellence, on January 26, 2012, the government has granted the National University of Malaysia (UKM) and four (4) other research universities full autonomy. This followed an audit process based on the University Good Governance Code and Index (CUGG and UGGI) in four (4) areas - institutional governance, finance and revenue generation, academic management and student admission as well as human resources (Sivaselvam, 2012).

To maintain its status, UKM has set a strategy of transformation to be a leading research university by 2018. The transformation plan is based on six (6) domains of excellence: Leadership, Governance, Talent, Teaching and Learning, Research and Innovation, and, Community and Industry Engagement. By enhancing their talents in a conducive, healthy and supportive environment as provided by the university, all those developments have brought about greater confidence among its staff to continue upgrading their capabilities.

1.2.2 Talent Development Program of UKM

In line with the Transformation Plan, i.e excellence in Leadership, UKM has developed a special program to provide a pool of talent to ensure ongoing continuity of effective leadership. Succession Planning Program is one of the efforts and programs that provide by the organizations with successor group to ensure their ability to fill the vacancies. The 'talent pool' is expected to meet the needs of the University. For examples: Leadership in the education field,

the talent management, is starting from the level of Head of Programs to The Chairman of the School/Head of Department, Deputy Dean and Dean. Leadership in Research field, the talent management, is starting from Head of Group Research, Head of Cluster and The Chairman of Niche. In the management groups, for the Registrar, Bursary and Chief Librarian, the successors are selected from among the Deputy Registrar, Deputy Bursary and Deputy Chief Librarian as a replacement of the post.

In order to ensure the program is success, the Talent Management Division was established under Center for Corporate Planning and Leadership (PPKK) to formulating the talent management guidelines, procedures and policies for academic, and management and professional staff. Hence, University Talent Management Plan has been approved by the University Board of Directors (LPU) No. 4/2009 on July 30, 2009. One of the examples in the guidelines, for the post of the Dean/Director, the aspects will be measured are leadership, expertise field, and personality.

The Talent Management Plan for academic staffs, which has been developed by PPKK was implemented as follows:

i.   The excellent candidates will be identified via evaluation from University Performance Appraisal System (SPPU).

ii.   They will be given special training in the three (3) aspects for the purpose of succession planning. For examples: The academic staffs who demonstrate high performance in their field of expertise will be a

mentor/coach in a special mentoring program called Master Malim (Malim Sarjana). Courses to improve performance and career development have been carried out such as Certification of HODs as Certified Coaches.

In addition to that, to build leadership, UKM also encourages the staffs to engage in professional associations through financing the fees cost and weighted are given in the evaluation system. UKM also lent the academic and administrative expertise to other institutions (MOHE, MIMOS, ISIS, USIM, UMT etc.); tMhus, it ought to raise the network of strategic relationships with external parties and directly gives recognition to the University. In order to monitor the leadership pool and as a systematic record, UKM has developed a Directory Expertise System that contains the information of academic expertise.

As mention earlier, in order to realize this plan for administrative officers, Human Resources Division at Registrar's Office has created a profile for the N scheme (for Management and Professional staff) as a replacement plan in the talent management (PPKK, 2011). All executives in the scheme can be one of the successors as the program allows and gives fair opportunity to them.

1.3   Problem Statement

Organizations throughout the world are changing, in order to remain competitive and efficient in a turbulent environment, Higher Educations

Institutions (HEIs) must also change to accomplish their traditional role of providing education with fewer resources, while faced with the increasing demands from their constituencies. The need for HEIs to become more responsive to environmental pressures is increasing (Wan Abdul Manan Wan Muda, 2008). Therefore, it is important for Higher Education Institutions especially UKM to adapt more flexible organizational cultures and structures that can respond creatively to environmental change. As a result, UKM are now entering a new era that requires a better planning, strategic thinking, and more adaptive attitude.

Therefore, the researcher focuses on the UKM succession planning effectiveness because of importance to maintain the excellence of the institution as its give impeccable impact on community and national development.

A survey conducted by Rothwell (2005) on Succession Planning and Management Practices showed that the opinions of top management on the succession planning and management were incondusive. About 55% of them believed that a succession planning program worthwhile but were not aware of how to manage it efficiently and effectively. Whereas the opinions human resources professionals on the succession planning and management, indicated that about 64% of them believed that succession planning is critically important to the organizations. As according to Rothwell (2005), succession planning and management should support strategic planning and strategic thinking and

should provide an essential starting point for management and employee development programs.

In Malaysian case, succession planning was jargon among public servants until the emergence of circular *Pekeliling Perkhidmatan Bilangan 3 Tahun 2006* dated 3rd May 2006 on *Panduan Mewujudkan Search Committee dan Proses Pelaksanaan Pelan Penggantian (Succession Planning).* A study by Julia Jaladdin (2009), identified that from five (5) PTD officers, only two (2) of them ever heard about the circular while the rest didn't realize about it, so it created problem especially among Grade M48 to M54 because some of them were the policy and decision makers. Besides that, the study showed that the importance of succession planning programs was not the same among ministries/departments since it was dependent on the core business of the ministry/department.

In addition, the main objective to develop the government circular at first place was as a guideline in the promotion process in 2006, because there was no definite guideline for promotion process and all human resource managers in the organization seems to have their own way on preparing papers to recommend their best employees to be promoted. However, problems occurred when the promotion and replacement, the exact officer refused to be posted to the other Department as ordered, due to the issue of "comfort zone". Therefore, the job rotation became difficult to be done (Julia Jaladdin, 2009).

UKM has now reached 41 years of establishment. At this stage, the numbers of staff reaching retirement age have been increasing. In response to this situation, succession planning should become a priority in the organization to address the loss of key positions as they became eligible to retire in record numbers. The retirement would give impact in terms of the loss of institutional knowledge, the difficulty in finding new staff with relevant ability and the lack of the available workforce to replace the retiring staff. These problems became critical when it involved positions and fields that were critical to the survival needs and the thrust of the University. Therefore, to overcome this problem, UKM should provide a plan to prepare and develop highly qualified and capable staff to fill the vacant positions.

Succession planning and leadership development in Higher Educations (HEs) was unique because the succession planning in HEs involved three (3) parties which were the academic staffs that hold administrative positions (such as dean/director/ deputy dean/director / Head of department), research leaders, as well as managerial staffs. Therefore, colleges/universities specifically UKM need to develop a comprehensive succession planning that could be internalized by the staffs involved for the continuity of organizational excellence. It was also important to ensure that the top management were fully involved and supported in the succession planning. This was consistent with Groves (2007) whom suggested one aspect to build the leadership pipeline effectively through establishing a supportive organizational culture such as an active CEO and senior management participation in development programs and performance

appraisal and reward systems that reinforced managerial engagement. This approach was also consistent with the Needs Theory as it fiercely supported recognition and motivation for the staffs.

As the development of education is increasingly challenging, it is important to the management of the colleges/universities to establish a good succession planning which can reduce the risk of losing the talent and to ensure the sustainability and the research culture of the organization. In research aspects, the top management should establish the research infrastructure and capacity through providing the latest technology for leadership in teaching, learning, research, and career development activities. Besides that, incentives given by the management also could be a catalyst to the research culture such as a competitive remuneration for high impact publications, which may also an approach to retain the talent and increase the KPI of university.

In order to meet those demands, University Talent Management Plan has been approved by the University Board of Directors (LPU) No. 4/2009 on July 30, 2009. As a start, for the post of administrative officer, Human Resources Division at Registrar's Office has created a profile for administrative officers (N scheme) as a replacement plan in the University talent management plan. In this plan, all executives in the scheme can be one the successors as the program allows and gives fair opportunity to them. However, after three (3) years of launch, there are doubts over the effectiveness of the programs because some of the officers began to make complaints against their career

path and the placement after study leave or the placement of new employees. Therefore, for the purpose of this study, the researcher aims to examine the effectiveness of succession planning based on the perception of the administrative officers.

Besides, career development programs and knowledge management practices which relates to succession planning, also will be raised. Government's policy on training is to fulfill the seven (7) days training course for each employee in order to develop their career. The problem occurs when there is an imbalance in giving training when some of them get more training compared to others, whereas some of them refuse to go for any training course due to several reasons (Julia Jaladdin, 2009; Hanan, 2011). Furthermore, some researches identified that employees perceived some of the training programs were not relevant to their job and needs, and in some cases, the employees felt that they had learned nothing after a fixed time (Hanan, 2011). The managers are often fail to integrate the training strategies with business objectives. Therefore, knowledge transfer does not occur after training or courses, and knowledge sharing process is not achieving its objectives. As a whole, in such situations, it will influence the career development programs for each staff, and thus these factors are a threat to the whole system.

In relevance to the stated problem, the purpose of this research, it is important to determine the effectiveness of succession planning program that has been implemented in UKM through the assessment of perception of the

administrative officers (N scheme). Indicators to be used for evaluation are career development, knowledge management process or practices in organizations and leadership styles on the effectiveness of the succession planning. Results from this study can give a huge impact on the improvement of the programs implemented in UKM, thus can be implemented in all schemes of service.

1.4   Research Questions

The researcher has established the study aim at examining the succession planning effectiveness based on the perception of the administrative officers (N Scheme) in UKM, with a view to the relationship between career development, knowledge management practices, leadership styles and succession planning effectiveness by answering the following questions:

i.   What is the level of succession planning effectiveness in UKM perceived by the administrative officers?

ii.   What is the level of knowledge management practices (knowledge acquisition, knowledge creation, knowledge storage, knowledge sharing and knowledge transfer) in UKM perceived by the administrative officers?

iii.   What is the level of career development effectiveness in UKM perceived by the administrative officers?

iv.   What is the leadership styles of the UKM management perceived by the administrative officers?

v.   Is there any significant difference between male and female's perception on succession planning effectiveness?

vi.   Is there any significant difference on the perception of career development effectiveness based on a grade of the position?

vii.   Is there any significant difference on the perception of knowledge management practices based on a grade of the position?

viii.   Is there any relationship between career development, knowledge management practices, leadership styles and succession planning effectiveness?

ix.   Is there any influence on succession planning effectiveness by career development, knowledge management practices, and leadership styles?

1.5   Research Objectives

Research objectives are the goals to be achieved by conducting research (Zikmund et.al, 2010). The purposes of this research are to determine the answers for each research questions. Therefore, the objectives for this research are as follows:

i.   To determine the level of succession planning effectiveness in UKM perceived by the administrative officers.

ii.   To determine the level of knowledge management practices (knowledge acquisition, knowledge creation, knowledge storage, knowledge sharing and knowledge transfer) in UKM perceived by the administrative officers.

iii.   To determine the level of career development effectiveness in UKM perceived by the administrative officers.

iv.   To identify the leadership styles practiced by the management of UKM perceived by the administrative officers.

v.   To determine whether there is any significant difference in the effectiveness of succession planning in UKM perceived by the administrative officers based on gender.

vi.   To determine whether there is any significant difference in the effectiveness of career development in UKM perceived by the administrative officers based on a grade of the position.

vii.   To determine whether there is any significant difference in the knowledge management practices in UKM perceived by the administrative officers based on a grade of the position.

viii.   To determine the relationship between career development, knowledge management practices, leadership styles and succession planning effectiveness.

ix.   To determine the influence on succession planning effectiveness by career development, knowledge management practices, and leadership styles.

1.6   Research Scope

This research aims to determine the succession planning effectiveness based on the perceptions of the administrative officers in UKM. An overview of literature, there were many factors that influence the effectiveness of the

succession planning has been discussed by the previous researchers. In this study, the researcher tried to prove that career development, knowledge management practices, and leadership styles (autocratic and democratic) aspects were a good predictor that influences the effectiveness of succession planning.

In terms of population of the study, the selection of the population was focused on officers (N scheme) only. This is because the succession plan had been initiated only for this scheme by the Human Resources Division since the Talent Management of UKM launched in 2009. The research involved the sample size of 118 administrative officers from the total of 169 administrative officers (N scheme) in Bangi, Selangor main campus and another two (2) campuses which are Health Campuses; the Kuala Lumpur Campus in Jalan Raja Muda Abdul Aziz, and the UKM Medical Centre in Cheras. In order to avoid biases, those who were involved with the formulation of succession planning programs were excluded from this study.

1.7   Research Significance

Organizations need to plan for talent to assume key leadership positions or backup positions on a temporary or permanent basis. Henry Fayol (1841-1925) was among the first writers to recognize the universal organizational need. He indicated that management has a responsibility to ensure the stability of tenure of personnel. The key positions would end up being filled by ill-prepared people, if that need were ignored (Rothwell, 2005).

Therefore, the importance of the research is to create awareness among the officers of UKM on succession planning programs and its effectiveness. The perceptions of the administrative officers (N scheme) on the succession planning programs need to be addressed because they are one of forefront in a Faculty / Institute / Center and evaluation should be done to ensure the achievement of succession plan objectives.

Furthermore, the findings will help UKM and other higher education institutions to create proactive action/development plan to overcome any issues related to the continuity of talent or leaders. It will also give guidance for the best practices succession planning which can be implemented for other scheme in service.

Besides, hopefully this study also would guide for future research. In Malaysia context, there are a few researchers studied on succession planning on their different aspects such as Chan, Hun Pin (2004) from Universiti Sains Malaysia (USM) who studied on *"A study of succession planning implementation in Malaysia",* and Noryati Abdul Ghaffar (2006) from Universiti Malaya (UM) who studied on *"A study on succession planning and organizational commitment of administrative officers (Grade N41) in public universities".* Further, Julia Jaladdin (2009) from Universiti Utara Malaysia (UUM) studied on *"The relationship between succession planning and career development".* Whereas in the context of this study, the reseacher hopes to make an important

contribution that would provide added value on the study of the effectiveness of succession planning especially in higher education institutions. Therefore, this study also aims to test the effectiveness of the instruments which had been used by the previous researchers in a new context.

1.8   Research Limitations

The research is subject to the following limitations. Firstly, the most challenging issue in conducting this research is the time constraint. The researcher must manage her time wisely because she only had time for about four (4) months to complete this study.

The study only used a quantitative approach, due to time constraints. However, the researcher realized that a better result will be obtained when using both methods as the analysis of qualitative findings assist in explaining or strengthen of understanding on few of the critical findings of the quantitative analysis.

Secondly, responses rates from the respondents. The major limitations of e-mail and mail questionnaires relate to response problems (Zikmund et.al, 2010). Basically, individuals with a special interest in the topic are more likely to respond to a mail or e-mail survey than those who are indifferent. Besides that, the lack of anonymity has the potential to cause response bias and nonresponse error. Therefore, according to Zikmund(2010), it rarely a mail survey will receive a 50 percents or greater response rate. In order to alleviate

this problem, the researcher made several follow-up calls and second e-mail as a reminder to the respondents in general.

1.9   Chapter Summary

This research aims to determine the level of succession planning effectiveness perceived by the administrative officers in UKM through an assessment on career development, knowledge management practices and leadership styles. Based on the findings of this study, the continuous improvement can be done to the succession planning programs in UKM in order to reveals best practices among the higher education institutions.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

Research of succession planning has been studied extensively. This chapter reviews the discussions and findings from previous studies. In this chapter, the researcher tried to observe related concepts or definition of key terms, and view of previous researchers on this topic.   Based on the study, several aspects were emphasized by researchers such as definition, concepts, the importance and factors that influence the effectiveness and the failure including the activities and processes involved in succession planning.

2.2   Succession Planning

There are several definitions from the researchers regarding succession planning based on their experience and study. Previous researches indicate that a need for succession planning to take into account characteristics such as who and what is the process involved; Succession planning is a critical people process (Beever, 2008; LaForest and Kubica, 2010) and a systematic method (Mondy et al., 2003) (as cited in Pennell, 2010, p.281) of identifying critical management positions, or key management positions (Ibarra, 2004; Mello, 2011), and also involved developing high potential employees (HIPOs) (Mondy et al., (2003) (as cited in Pennell, 2010, p.281).   It has traditionally been very limited in scope, and also had a very difficult time filling. It starting at the

levels of project manager and supervisor and extending up to the highest position in the organization (Rothwell, 2005).

The process of identification and tracking of high-potential employees, which also means getting the right number of people with the right skills, experience, and competencies in the right jobs at the right time (Beever, 2008; Zimmerman, 2010). Importantly, it was a talent and one of the organizational core improvement initiatives (Beever, 2008; LaForest and Kubica, 2010) to ensure that as individuals achieve greater seniority, their management skills will broaden and become more generalized in relation to total organizational objectives rather than to purely departmental objectives (Rothwell, 2005). Hence, it would be one of the strongest competitive advantages for the organizations. Therefore, whether the organization are anticipating turnover and vacancies, planning for growth or working to adapt to talent shortages, they need to manage the process effectively (LaForest and Kubica, 2010).

HR Policy and Planning Division, Human Resource Branch of the Public Service Secretariat, Government of Newfoundland and Labrador, has provided Succession Planning and Management Guideline on April 2008 that can be used and implemented to other organization. They asserted that contemporary succession planning should not be done in isolation of the broader HR / workforce planning process. Specifically, a gap analysis might identify succession planning as one of several priority strategies for the organization. It is essential to acknowledge that succession planning will vary slightly between

organizations. Different resources, different organizational designs and different attitudes all mean that succession planning should be flexible and adaptable in order to accommodate varying needs and achieve business continuity. However, there is a general framework that departments can use as the basis and guide for their succession planning activities. This framework involves as **Figure 2.1.**

What are the importance of succession planning in the organizations? There are many researchers are also extremely active in providing their views on this issue. It becomes a pivotal role in the organization to ensure continuity of strategic planning, which was created within the organization. It also to ensure the high potential staffs understands the vision and goals of the organization as a whole. This situation becomes more pressing because the large baby boomer generation currently filling the nation's upper management positions is nearing retirement age. It is also worrying about whether the organization today has the leadership capacity and a talent to sustain and implement the new and more complex global strategies.

**Human Resource /
Workforce Planning**

Review Business Goals and
Objectives

Conduct Environmental Scan

Conduct Gap Analysis of
Workforce

Set HR Priorities and Develop
Strategies

Implement and evaluate
strategies

**Succession Planning
Process**

Identify Key Positions or
Key Groups

Identify Competencies for
Positions or Groups

Identify and Assess Potential
Candidates

Plan learning and development

Implement Strategy and
Evaluate Effectiveness

Figure 2.1

Succession Planning Supports Workforce Planning

*(Source: HR Policy and Planning Division, Human Resource Branch of the Public
Service Secretariat, Government of Newfoundland and Labrador, April, 2008)*

Some researchers such as Pennell (2010) argue that the aging of the baby boomer population - those born between 1946 and 1964 will affect all areas of the labor sector in the coming years. The retirement of the baby boomer generation will have a tremendous effect on leadership and management of organizations as these retirees take with them the knowledge and experience they have accumulated throughout their careers. Approximately 76 million people were born in the United States between 1946 and 1964, and declining birth rates mean there are insufficient younger workers available to replace them, particularly since only 46 million people were born in the following generation, Generation X.

In response to the statistics, succession management should become a priority in any organizations to address the loss of key positions as they become eligible to retire in record numbers. In order to retain and sustain the organizational competitiveness, each organization should have efficient and effective leaders to generate idea, to elevate the spirit and motivations for the continuity of the organizations.

Further, Rollins (2003) (as cited in Pennell, 2010, p. 280) and others (LaForest and Kubica, 2010; Zimmerman, 2010; Mello, 2011) suggest several reasons why the organization needs immediately implement a succession planning strategy.

First, replacement for key employees. Replacing a CEO and key executives is clearly one of the reasons to do a succession plan, that means for all key positions within the organization. The organization need strength in both areas executives and managers to succeed as the executives will set a strategy, while managers will implement the strategy. Maintain in continuity is important, and it results in less cost and less service disruption.

Second, support anticipated growth. In this case, new positions are needed to support growth initiatives like expanding into new markets, creating new products, or initiating new ways to market the products or services. When anticipating growth, it is important not only to identify internal talent, but it is also important to build and maintain a talent network comprised of viable, specialized candidates who currently work for other organizations.

According to Mello (2011), identifies the development needs of high-potential employees and assists with their career planning. Through this approach, the organization can attempt to develop key skills in these individuals that might be needed in subsequent assignment.

Third, address and deal with talent shortages. Organizations have to respond with the shortage of talent and put strategies in place to avoid a lengthy vacant such as establishes a broad base of leadership ready to take on new challenges, and avoids the disruption that can result from ill-timed promotions and

inadequately prepared managers. Therefore, it can facilitates transition when an employee leaves (Zimmerman, 2010).

In terms of transition, Thorndyke and Grigsby (2005) asserted that proactive planning for transitions offers several advantages to the organization. A forward thinking, rational transition process, allow an organization to promote or maintain continued effective organizational performance over time. Succession planning offers an opportunity to develop the next generation of leaders and to retain the "knowledge assets" of the leader in the aftermath of his or her departure. Everyone in a leadership position needs a succession plan. Succession planning allows an individual to plan for his or her own professional future.

Thorndyke and Grigsby (2005) also argued that changes in leadership occur as a natural and inevitable part of organizational life. Planned transitions occur due to retirement of key leaders or career advancement of key leaders within or outside the organization. Unexpected situation of key leaders may occur such as sudden death, termination of employment, get a better opportunity elsewhere, or reassignment of duties to fill another leadership vacancy. Thus, organizations should have prepared succession planning to both immediate and long-term leadership needs.

In conclusion, to define the concept of succession planning, the previous researchers highlighted the person involved in the succession planning process,

the vital role of succession planning, and the main processes involved to determine the successors. In order to distinguish the types of succession planning, Ibarra (2004) identified that currently, the organization may utilize one of three (3) approaches to succession planning:

i.   Simple Replacement planning - a process that indicates possible internal replacements for critical positions.

ii.   Developmental succession planning - a process that indicates not only possible internal replacements for critical positions but also provides for developing individuals to meet the challenge of future organizational change by grooming them for advancement possibilities and for exercising increasing technical proficiency.

iii.   Talent pool planning - a process that indicates a group of possible internal replacements for critical positions. It also develop groups of people to meet the challenge of future organizational change.

To deal with unexpected situations as mentioned above, in the case of Malaysian government sector, succession planning began to be enforced since 2006 with the existence of *Pekeliling Perkhidmatan Bilangan 3 Tahun 2006* dated 3rd May 2006 on *Panduan Mewujudkan Search Committee dan Proses Pelaksanaan Pelan Penggantian (Succession Planning),* issued by the Department of Civil Service. This is guidance for the organization to ensure continuity of the key leaders or critical positions within the organization to sustain the glory of performance.

**2.3	Dependent Variable - Succession Planning Effectiveness**

The concept of effectiveness has been discussed extensively since 1927 (Norazuwa Mat, 2008). Reviews on literature have divided effectiveness into two (2) categories, namely organization and individual. Organizational effectiveness is widely discussed in the literature. The earliest is related to the goal model of effectiveness, which sees organizations as purposeful and coordinated agents. It is measured in terms of an organization's achievements of its stated official goal. Another view is the system model whereby effectiveness is measured in terms of an organization's ability to survive, adapt, and to secure the needed resources from the environment (Norazuwa Mat, 2008). Finally, the human relations approach which focuses effective organization, is one that provides opportunities for the fullest development of the capabilities of its human resources and its relates to succession planning effectiveness.

An overview of recent literature on succession planning effectiveness reveals no standard, commonly agreed upon definition or list of effective succession planning qualities. However, to ensure that success is indeed continued, organizational leaders need the excellent performance in their organization preserved, if not enhanced (Ibarra, 2004). Some of the importance process to build an effective succession planning as follows:

i.	identify the critical positions to be filled (Ibarra, 2004; Dessler, 2005; Amri, 2009). The top management or organizational leaders must define the criteria necessary for an individual to fill the critical position

that he can function optimally in this position. Top management must also analyze the long-term planning and a 'forecasting' posts vacant in the future.

ii.   the organization spread to about succession plans (Rothwell, 2005; Amri, 2009; Zimmerman, 2010). It ought to communicate upward and laterally concerning the management organization. This step is necessary for every individual to be involved in the process of succession planning is carried out goal. Thus, it facilitates the execution carried out because of all the parties understand and provide assistance accordingly. In fact, a culture of learning and high performance to be among the factors to the success of succession planning.

iii.   identify and selecting potential candidates (Ibarra, 2004; Rothwell, 2005; Dessler, 2005; Amri, 2009). To highlight the candidates suitable coating, a 'pool' of professional management personnel should be established. The role of 'search committee' is outlined criteria for the candidate: review the strategic staffing needs or creating a more comprehensive human resources planning system (Rothwell, 2005; Zimmerman, 2010); identify specific courses *(roadmap)* for the development of the candidate in order to establishing career paths and individual job moves (Ibarra, 2004; Rothwell, 2005; McCaul, 2006; Zimmerman, 2010); and short listed a qualified candidates and ensure the smooth succession plan under the direction of the organization (McCaul, 2006). It should be noted that the role of the search committee is not merely to identify candidates for promotion.

iv.   ensures a fair replacement (McCaul, 2006; Amri, 2009). In any organization whatsoever, transparency and justice is a pillar of stability of the organization. What's more, when is a question of assessment and career development. Therefore, transparency in the implementation of succession plans to ensure it is well accepted by the entire organization.

In more specific, according to Mondy et al., (2003) (as cited in Pennell, 2010, p.281) and others (Zimmerman, 2010; Mello, 2011), the succession planning could be done through:

i.   tie into organization's strategy (and modified accordingly) (Mello, 2011).

ii.   ensure that all HR functions that impact the succession plan are iterated and will work in tandem (Mello, 2011).

iii.   engages senior management/managers in a disciplined review of organizational talent throughout the organization.

iv.   identification of individuals who demonstrate the potential to fill an incumbent's position on a temporary or permanent basis.

v.   identification of individuals who are ready now to fill leadership positions, and leaders who are perceived to be ready in 1 or more years.

vi.   identification and follow through to ensure centralized coordination of development actions needed to further prepare successors for future new and open leadership positions. It means that the management has to monitor the progress and measure outcomes of succession planning initiatives.

vii.   identifications of future leadership positons and competencies that will be needed to perform effectively as these positions become reality.

In a recent literature review, Mehrabani and Mohamad (2011) asserted that there are many factors help succession planning system to be successful and effective, even though each organization will be unique in its specific features. Some of these factors listed as follows:

i.   the executives and top managers should be committed to the concept of succession planning and must support implementation of the system.

ii.   staffs also have to support the activities of the plan.

iii.   a link between succession planning systems with other human resource systems and activities.

iv.   to be adequate human resources information system.

v.   appropriate organizational structure and job engineering to protect experiential learning.

vi.   organizational commitment for promotion from within is needed as well as training in coaching, mentoring, and giving feedback and other methods in training.

vii.   accountability for implementation of developmental plans should be obviously stated.

viii.   evaluation of the system and plan also must be considered in the human resources duties.

Interestingly, in a recent study by Mehrabani and Mohamad (2011) who indicated training, management supports, clarifying the career path, creating a positive vision, strong organizational culture, technology advancement, flat structure and the financial conditions are the factors which have more influence on the implementation of succession planning system in Iran's private Banks. While the lack of considering these factors is a threat to the system, the result of this study may help other organizations to consider implementing the succession planning system for better outcomes.

Therefore, it is also important to understand some of the key challenges in developing and implementing such plans have been discussed above. In Malaysian context, National Academy of Public Administration (NAPA) (1992) had conducted a comprehensive study of succession planning practices in both the private and public sector. It concluded that top-leadership involvement and commitment is a common characteristic of successful succession plans. The study asserted that visible support and commitment of the CEO and top management were cited as important elements of succession planning. Some experts had suggested that without support and involvement from the top of the organization, even the best succession plans could be fail (Julia Jaladdin, 2009).

In conclusion, succession planning not only helps to ensure that key management position remains filled, but it also helps to identify critical training and development needs of both individual managers and organizations as a

whole. It clearly involves taking an investment-oriented approach toward employees. Therefore, in order to ensure the succession planning is effective, the organization must involve the whole people in the organization (the executives, top managers, and staff), having a systematic process and an efficient human resources information system.

2.4   Independent Variable 1 - Career Development

According to Kirk et.al (2000), career development can be described as a process for achieving specific employee and organization goals, including providing career information to employees, helping employees identify advancement opportunities, promoting job satisfaction and improving employee productivity.

In terms of advantages, career development is a vital organization strategy that facilitates internal promotion (Bowes, 2008) and activities can help employees identify and understand their vocational interests and strengths such as widen their skills, plan and implement career goals, and develop themselves in order to retain valued employee (Eastman, 1995 (as cited in Julia Jaladdin, 2009, p.25); Whymark & Ellis, 1999; Cambron, 2001), or employee engagement, retention, and succession strategies (Rothwell, 2005; Tarasco & Damato, 2006; Beever, 2008; Bowes, 2008) to increase understanding of organization and enhances reputation as people developer.

Interestingly, in other aspects, career development can attract the best candidate, motivate, develop, and retain the best workers over time. The benefits of a good career development system also can raise a better employee-organization fit, employee-job fit, better communications between supervisors dan subordinates and increased the loyalty. It also can improve employee morale and job satisfaction, thus leading performance improvement. Hence, an improved engagement or may facilitate succession efforts to reduce turnover; employees are motivated to develop their skills in order to be promoted within the organization.

As individual employee career development needs differ and organizations vary in the career development resources available to them, organization career development systems make use of a variety of career development interventions (Schlossberg, 1997) (as cited in Kirk et.al., 2000, p. 205). Some of the most widely used interventions are career coaching/counseling, cross training, job rotation, job sharing, and job enrichment and enlargement. (Whymark & Ellis, 1999; Kirk et.al., 2000), dual career track, alternative career path, assessment centers, flexitime, phased retirement, sabbaticals, and temporary assignments (Kirk et.al., 2000).

There were several tools for career development were available in the organization. Some of them are as following:

i.   Performance management and appraisal (PMA). Compulsary for all employees, it was the main career development structure in place

(Bozionelos, 2001). It was a common feature in both public and private sector organisations (Whymark and Ellis, 1999).

ii.   Open-learning centers. It was widely available; they were aimed at all employees. Learning was based on information technology applications (e.g. CD ROMs), which enabled users to undertake courses in various areas (including nonwork) (Bozionelos, 2001).

iii. In-house training, self-managed learning and cross-project teamwork - rapidly becoming the most common tools for managing careers in the public sector. While in the private sector, the most significant tools were found to be inhouse training, qualification courses and self-managed learning featuring is strong (Whymark and Ellis, 1999). Besides that, they aimed at all employees and included courses by external training providers for personal development (e.g. building assertiveness and communication skills) (Bozionelos, 2001).

iv.   reward management, secondments and career breaks, and learning resources centres - the least common tools for career management in both sectors.

v.   management development program - aimed at all supervisory and managerial levels, it comprised and intensive short course runs by internal and external trainers (Bozionelos, 2001).

vi.   empowerment - as a career development tool in the public sector than in the private sector.

In order to facilitate career management, Cambron (2001) outlined the following practices:

i.   placing clear expectations and employees so that they know what is expected of them throughout their careers with the organization;

ii.   giving employees the opportunity to transfer to other office locations, both domestically and internationally;

iii.   providing a clear and thorough plan to employees;

iv.   encouraging performance through rewards and recognition;

v.   giving employees the time they need to consider short and long term career plans; and

vi.   encouraging employees to continuous assess their skills and career direction.

On the other hand, Cambron (2001) also stated that the following are typical barriers to career development and advancement within the organization:

i.   lack of time, budget, and resources for employees to plan their careers and undertake training and development;

ii.   rigid job specifications, lack of leadership support for career management, and a short-term focus;

iii.   lack of career opportunities and pathways within the organization for employees.

Furthermore, according to Rothwell et.al, (2005) without visible support from the CEO, career development efforts and succession planning strategies will

fail. The support must be active and cascaded through the organization. Besides that, in order to effective, talent management, including recruitment and training, can no longer be the responsibility of human resources but rather the responsibility of senior management (Beever, 2008).

In other aspects, O'Brien and Robertson (2009) indicate three (3) key challenges in human resources perspective to develop the future leadership competencies (which is one of the career development programs). The results represent: First, human resource professionals must help their organizations prepare for the future, by acknowledging the deficit and unsustainability of traditional leadership practices and recognising the strategic importance of cultivating a new set of leadership competencies. Second, they must begin to introduce and integrate a future-oriented model of leadership, through the review and realignment of current capability frameworks, succession management processes, performance standards, leadership training and recruitment profiles. Finally, preliminary results suggest that organizations must adapt their leadership development to the specific requirements of different generations and cultural groups.

In regards to succession planning, Beever (2008) explored why and how succession planning can be integrated with other processes, specifically, employee career development. When combined, the concept of succession planning and career development can create an environment that facilities ongoing learning and continuous development. Within this environment, an

integrated succession and career development process can be successful. Effective succession planning is essential to the success and longevity of organizations. The concept of integrating succession planning and career development was the essence of the research, as either process can work effectively or efficiently if they are not integrated.

Without career planning, succession planning is a wish list; without succession planning, career planning can be a roadmap to an uncertain destination (Rothwell, 2005). Whereas, Beever (2008) asserted that the integration and alignment of succession planning and career development programs seems natural and intuitive. As with succession planning, career development will gives high impact to the strategic objectives of the organization.

In addition to that, according to Mehrabani and Mohamad (2011) a main factor which influences the succession planning is the role of human resource development, which includes organizational development, career development and learning and development of potential successors. Therefore, in this study, the researcher try to use career development as a predictor to determine and prove the relationship, and the influence of career development on the succession planning effectiveness.

2.5   Independent Variable 2 - Knowledge Management Practices

According to Kidwell et al. (2001, p.3) (as cited in Metcalfe, 2010), Knowledge Management (KM) is often loosely defined, but its central purpose is the action

of "transforming information and intellectual assets into enduring value". In the arena of higher education, KM is being touted as a method that will increase institutional innovation. Whereas, according to Azura Mat Russ (2009), KM is a systematic approach to manage organizational tacit and explicit knowledge that resides in its people, process and technology for the purpose of enhancing organizational performance and competitiveness.

The concept of knowledge management (KM) represents an increasingly important area of consideration particularly for public sector organizations such as higher education institutions. As a service provider, it relies on the intellectual capital and knowledge of its staff. Capturing, organizing and sharing organizational knowledge is important in order to maximize and fully exploit the intellectual asset. With the current external pressures of economic instability, changes in governmental policy and increased globalisation and commercialisation, the Malaysian education sector at this time not only needs to be efficient and effective but also innovative and trend setting in order to remain competitive. Furthermore, the organisation that will prosper in the future will be those that make best use of the knowledge they hold and are able to exploit this through organizational learning (Garcia, Annansingh and Elbeltagi, 2011).

In addition to that, KM can be used by educational institutions to gain a more comprehensive, integrative, and reflexive understanding of the impact of information on their organizations. Specifically, the practice of KM, initially

derived from theory and practice in the business sector, provides a framework to illuminate and address organizational obstacles around issues of information use and access (Davenport, 1997; Friedman & Hoffman, 2001). Yet introducing the concept of KM into the educational arena from the business sector has been a slow and often underutilized process. This is partially due to the fact that KM is a multilayered and systems-oriented process that requires organizations to rethink what they do and how they do it (Metcalfe, 2010).

However, Metcalfe asserted that educational institutions can perhaps learn from KM efforts in the business sector, in terms of the limitations and drawbacks associated with KM. In fact, there are several compelling reasons why educational institutions have not, and perhaps should not, simply reappropriate KM, as popularized by the business sector, into their own organizations.

Besides that, from other aspects i.e the information system, KM is a technique used to improve CRM (Customer Relationship Management)[1], and many other system by identifying, storing, and disseminating "know-how" - facts about how to perform tasks. Know-how can be explicit knowledge (formal, written procedures) or tacit knowledge (personal or informal knowledge). Knowledge is an asset that should be shared throughout an organization to generate business intelligence and maintain a competitive advantage in the marketplace.

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[1] CRM consists of the processes a company uses to track and organize its contacts with customers. It improves services offered to customers and uses customer contact information for targeted marketing (Bidgoli, 2011).

KM, therefore, draws on concepts of organizational learning, organizational culture, and best practices to convert tacit knowledge into explicit knowledge, create a knowledge-sharing culture in an organization, and eliminate obstacles to sharing knowledge. In this respect, knowledge management shares many of the goals of information management. However, it is broader in scope because information management tends to focus on just explicit knowledge.

KM essentially consists of five (5) separate activities, which are the acquisition, documentation, transfer, creation, and application of knowledge. Whereas knowledge is generated by individuals, organizational knowledge and learning are the result of the combined learning of everybody in the organization and the acquisition of knowledgeable individuals. Hence, a firm environment and organizational culture that encourage and reward learning are beneficial to effective KM and to the transformation into a knowledge organization. Sharing, codifying, storing, and replicating of knowledge within the organization is greatly facilitated by information and communication technology (ICT). Consequently, KM focuses on the interaction of human beings and ICT and the subsequent creation knowledge and, in addition, on the alignment of technology with people systems within a firm (Kavanagh and Thite, 2009).

However, the KM activities are the difference among the previous researchers. For the purpose of this study, the researcher will use the KM activities which clear and comprehensive descriptive of KM processes. The instruments used

by Natrajan & Shekar (2001) (as cited in Azura Mat Russ, 2009, p. 16) categorized KM processes into three categories namely knowledge generation, knowledge storage and knowledge utilization. Knowledge generation processes, involve activities such as knowledge acquisition, synthesis and creation. Whereas, knowledge storage processes involve activities such as determine the knowledge typology, capture, maintaining knowledge base and creating knowledge map. Finally, knowledge utilization processes involve activities such as knowledge sharing and transfer. The descriptives of the processes are as following:

i.   knowledge acquisition - the process of acquiring knowledge that is available somewhere.

ii. knowledge creation - the process of generating new knowledge in the organization.

iii. knowledge storage - the process of storing and updating information and knowledge in order to keep it relevant.

iv. knowledge sharing - the process of exchanging knowledge among people in the organization.

v.   knowledge transfer and application - the process of transferring knowledge from one unit to another unit/s which can be observed through changes in recipient unit's knowledge or performance.

In this study, the researcher will try to determine the relationship and the influence of knowledge management practices on the succession planning effectiveness. Based on previous researches, there are several related studies

on the effectiveness of knowledge management in the form of leadership development and succession planning. A study by McQuade et.al. (2007), identified that, in addition to the potential loss of technical product, process knowledge and expertise as experienced and expert employees retire, there is a loss of expertise in interpersonal communication skill both in the company and in communication with companies and people who are suppliers and customers, in knowing the company culture the way things are done and in the loss of maturity and stabilizing influence. Therefore, management training programs and courses need to include aspects of succession planning, talent management and knowledge management processes as well as training in transferable skills or soft skills.

In other aspects, a study by Peet (2011) showed that the retiring leader's tacit ''core capacities'' (which are embedded within stories but are not actually spoken), were successfully retrieved, validated and shared with the new leaders. These core capacities and aspects of the generative knowledge interviewing (GKI) methodology were being used across the organization to improve knowledge sharing, as well as recruitment, mentoring, coaching and training processes. The changes that exist focused on talent management and human resource efforts, leading to considerable cost reductions. For practical implications, the results are applicable to leadership development, succession planning, talent management and knowledge creation efforts within public, non-profit and private sectors.

In conclusion, the knowledge management is essential because if there is someone retired, or transferred to other agencies, they might taking years of knowledge with them. Therefore, the management has to ensure that the staff leave a deep understanding of their jobs and pass on their best practices, lessons learned and knowledge of jobs to the next generation. Some experts suggested applying knowledge management practices to succession planning to maintain and deliver that critical knowledge. For that reason, everyone in the organization, from its leader down through the management chain, must understand it is not just the obligation of the human resources manager to make sure knowledge is retained. In short, the human resources strategy must be aligned with the business strategy and the organization's mission and vision.

2.6   Independent Variable 3 - Leadership Styles

Defining leadership has been a complex and elusive problem largely because the nature of leadership itself is complex. This is partly due to the fact that researchers on the subject have concluded that there are over 350 definitions of leadership. However despite the many variations in the definitions of leadership, Owens (2000) (as cited in Newman and Newman, 2010, p. 395) states that they all agree upon two things, namely, leadership is a group function as it occurs only in the process of two or more people interacting; and, leaders intentionally seek to influence the behaviour of other people. Some of the examples are such as:

Bennis and Nanus (1985) (as cited in Malmuz Z. Yasin, 2006) stressed that leadership is the pivotal force behind successful organizations and that to create vital and viable organizations, leadership is necessary to help organizations develop a new vision of what they can be, and mobilize organizations to change toward their new visions.

Within the leadership literature, Thorndyke and Grigsby (2005) argue that conceptualizations about leadership have included trait approach, skills approach, styles approach, situational approach, psychodynamic approach, and cultural approach, among others. The trait and psychodynamic approaches have attempted to associate leadership effectiveness with particular attributes of the individual leader. Thorndyke and Grigsby (2005) also found that higher integration of the electrical brain activity, more mature morale reasoning, and more frequent peak experiences are found in top performers compared to average performers.

Besides that, Conchie (2007) asserts that leadership is about the direction, about giving people a sense of purpose that inspires and motivates them to commit and achieve. Leadership is also about a relationship between people - leaders and followers - that is built on firm ground; enduring values build trust.

In other aspects, according to Hakala (2008), leadership is one's ability to get others to willingly follow. He also further compounds the fact that every organization needs leaders at every level, and that, leaders can be found and

nurtured. In his article he list ten (10) top qualities of leadership. They are vision, integrity, dedication, magnanimity, humility, openness, creativity, fairness, assertiveness and a sense of humour.

Leadership is the heart of the management process, because it is involved with initiating action. Other terms identifying the same idea are directing, executing, supervising, ordering and guiding Massie (1987) (as cited in Newman and Newman, 2010, p. 395). He outlines five (5) elements of leadership as below:

i.   issue orders that are clear, complete, and are accomplishable by the subordinates.

ii.   continual training activity in which subordinates are given instructions to enable them to carry out the particular assignment in the existing situation.

iii. motivation of workers to try to meet the expectation of the manager.

iv.   maintaining discipline and rewarding those who perform properly.

v.   getting others to act after all preparations have been completed.

Leaders in today's environment are faced with a wide range of complexity and challenges. For that reasons, the management of the organization ought to provides a special training to create a good leader and chose an appropriate style in their leadership.

In general, the term 'success' and 'effectiveness' have often been used interchangeably to describe leaders' outcomes and assumed to be equivalent.

Successful leaders according to him refer to those who have been promoted relatively quickly, while effective leaders as those who have satisfied committed subordinates, and high performing work units (Malmuz Z. Yasin, 2006).

Effectiveness can be examined from three (3) perspectives, individual effectiveness, group effectiveness, and organizational effectiveness (Gibson, Ivancevich, & Donnelly, 1991). According to Drucker (1973), effectiveness is the founding of success, while efficiency is a minimum condition for survival after success has been achieved. Efficiency is concerned with doing thing rights while effectiveness is doing the right things. Whereas Kim and Yukl (1995) asserted that most of the research on leadership theory and behavior deals with the outcomes of leadership effectiveness rather than success (as cited in Malmuz Z. Yasin, 2006).

In other unique case, which is focused in this study, Spendlove (2007) whom his empirical study set out to identify and develop effective leaders in higher education institutions (HEIs). It offers a theoretical explanation for why academic leadership may be fundamentally different from leadership in other contexts. Leading universities may present a unique challenge. This is because of the organizational complexity of the university, its multiple goals and its traditional values the nature of leadership in higher education is ambiguous and contested. The very strength of the university system lies in the independent thought, creativity and autonomy of the people who work in them.

In other aspects, Spendlove (2007) revealed three (3) dimensions of effective leadership. He argued that the effective leadership and management of universities are a crucial issue for policy makers, leaders themselves, and for university staff. The research shows that university leadership is fundamentally different from leadership in other contexts and demands additional competencies. It adds to debates about whether leaders in higher education should be academics, or professional business administrators.

Another research relates to leadership in higher education is from Vadeveloo, Ngah and Jusoff (2009) whom strengthen the above opinion with their research. They found that decision making, leadership performance, personal characteristics and communication skill are identified as the most important areas for effective leaders' behavior. In addition, Jusoff, Abu Samah, & Abdullah (2009) suggest other perspectives for a research leader. They list some traits of a good innovative research leader; creativity, technical foundation, confidence, consultative but decisive, inspirational, visionary, leading by example, and high technical standards. Personal qualities; being ethical, ready with deserved praises, clear but gentles criticism and most importantly, never hurting a team member or subordinate's confidence.

Leaders have their own leadership style and mostly to be, unlike any other leader, and leadership style refers to a leader's behaviour. Therefore, which leadership style is more effective? The philosophy, personality and experience

of the leader would influence leadership style of the leadership. There are many ways to lead, and every leader has his or her own style. Different styles were needed for different situations and each leader needed to know when to exhibit a particular approach. Some of the *common styles include autocratic, bureaucratic, democratic, and laissez-faire* ("Styles Of Leadership," 2010).

Different situations might gives different leadership styles. In an emergency when there is little time to converge on an agreement and where a designated authority has significantly more experience or expertise than the rest of the team, an autocratic leadership style may be most effective; however, in a highly motivated and aligned team with a homogeneous level of expertise, a more democratic or laissez-faire style may be more effective. The style adopted should be the one that most effectively achieves the objectives of the group while balancing the interests of its individual members.

The need to change one's leadership style according to the circumstances is one of the fundamental principles underlying popular models such as Situational Leadership (develop by Blanchard and Hersey in the late 1960s). However, modern leadership theory has begun to realise that the perfect, flexible leader does not exist. Everyone has strengths and weakness, and there is a need to strike a balance using the individual's preferred styles and meeting the needs of the situation. The modern goal is to develop 'good enough' leadership ("Leadership Qualities," n.d.).

The interesting aspect about the different styles of leadership is relates to the culture of the organizations. Yu and Miller (2005) argue that western researchers have concluded that generational groups of workers have different work characteristics and prefer different leadership styles. The work characteristics of these generational groups are an important issue for their leaders. It is known that employees with different work characteristics will be more effective and productive with different leadership styles. Leaders should recognize the different work characteristics between generational groups and apply leadership styles that will positively contribute to employee motivation.

A cohort of studies in the 1980s has suggested that culture provides a frame of reference or logic by which leadership behaviour can be understood (Dorfman et al., 2006). In those studies, culture represents the shared values and norms that bind members of a society or organization together as a homogenous entity (Roberts, 1970). That is, people living within a particular culture have their conduct regulated through a collection of consensual aspirations (i.e. central values) and universal orientations (i.e. patterns of behaviour). Social structures that develop through the processes of regulated behaviour is perceived to be orderly, patterned and enduring (Kuada, 2010, p.13).

This perspective of culture has been popularised in the research works of such scholars as Hofstede (1980), Redding (1980), Adler (1991), Martin (1992) and Sackmann (1992, 1997). Most of these scholars have found it purposeful to describe national (macro) cultures in dichotomies such as individualism-

collectivism (Hofstede, 1980; Triandis, 1994), vertical-horizontal (Triandis, 1994), masculine-feminine (Hofstede, 1980), active-passive (Triandis, 1994) and universalism-particularism (Trompenaars and Hampden-Turner,1997). The central argument in many of these studies is that leadership styles and behaviours are culture-bound. Furthermore, culture provides a frame of reference and guide for behaviour of employees in work organizations. Cultures of some societies endorse autocratic leadership behaviours while others demand that their leaders must exhibit participatory leadership behaviours (Kuada, 2010, p.13).

An autocratic leadership style may be appropriate in cultures that are high in power distance, collectivism, masculinity and uncertainty avoidance and that are characterized by external environmental orientation. Besides that, autocratic leadership might be more appropriate for societies whose members have a high regard for hierarchy and are reluctant to bypass the chain of command. On the other hand, relationship centred or democratic leadership styles are more effectively practised in cultures that were low on power distance, high on individualism and femininity, low on uncertainty avoidance and characterized by internal environmental orientation (Kuada, 2010, p.14).

The above arguments can be proven in Malaysian culture. Leadership in Malaysia has long been associated with preference for both - hierarchy and relationship. With high power distance, Malaysia is characterized as a "situation where leaders have virtually ultimate power and authority, and the

rules, laws and regulations developed by those in power, reinforce their own leadership and control" (Hofstede, 2001). "Seniors (superiors or elders) are respected and obeyed. They are the decision-makers and subordinates are obliged to implement. In general, societal norm dictates that juniors do not disagree with seniors (Jayasingam and Cheng, 2009).

As compared to the Western culture, the Malaysian culture has a lot more of a personal human side to it (Abdullah, 1994; Abdullah, Book, Chin, Joon, Long, Noh, Pihie, Saxena, Thong, & Yong, 1999; Hofstede, 2001). Malaysians generally give more importance to the group as a unit and therefore, is categorized as a collectivist society. Collectivist cultures value group goals, group concerns, and collective needs over individual concerns (Hofstede, 2001). "Harmonious relationships are emphasized; hence many supervisors and managers shudder at giving negative feedback to their subordinates" (Ansari, et al., 2004, p.115). Fundamentally, leaders are also expected to use their personal power and establish a relationship to successfull influence employees (Jayasingam and Cheng, 2009, p. 55).

In this study, in order to examine the relationship between leadership style and succession planning effectiveness, the researcher focused on autocratic and democratic leadership styles. In terms of concept or definition, according to Van Dusen (2005), **directive/autocratic** shows interest in maintaining responsibility for planning and controlling in line with personal perception of priorities, giving guidance to subordinates. Whereas, participative/democratic

shows interest in decision-making by consensus, ensuring sufficient time is available for decision-making and that all relevant individuals are involved.

In other opinion, according to Jayasingam and Cheng (2009), an autocratic leader is a leader who is very strict, directive, makes use of his power of influence from his position to control rewards and force the followers to comply with his instruction (Blau & Scott, 1963; Daft, 2005; Jogulu & Wood, 2006). This type of leader dominates and controls all the decisions and actions by giving instruction and direction to the followers on what to do and how to carry out a task whereby restricting follower's creativity and innovativeness. In most previous studies (Ansari, et al., 2004), Malaysian managers who were autocratic and directive were deemed effective. However, in view of globalization and the knowledge economy, autocratic leadership may no longer be accepted by the subordinates who are becoming more competent, independent and knowledgeable (Tom, 2002; Gapp, 2002; MacNeil, 2003; Viitala, 2004; Jayasingam, et al., 2007) (as cited in Jayasingam and Cheng, 2009, p. 56).

Whereas **democratic / participative** leadership involves consultation, encouragement and facilitation between the leaders and subordinates in making a decision (Daft, 2005; Yukl, 2006). Given the notion that workforce are more knowledgeable and are equipped with relevant skills, subordinates would prefer managers who would give them the opportunity to be heard. Instead of suppressing the disagreement to appease their superior as done previously, the

new generation of workers would definitely want to have a part to play in decision making. The emergence of this preference for participative style was evident in the findings of several researchers. For example, Govindan (2000, cited in Ansari, et al., 2004) reports that Malaysian prefer consultative and participative leadership. In addition, successful Malaysian entrepreneurs were rated higher on participative style compared to their unsuccessful counterparts (Ansari, et al., 2000) (as cited in Jayasingam and Cheng, 2009, p. 57).

Furthermore, the effective leadership style for both autocratic and democratic in an organization had been proven by other previous researchers. A study by Green (1980), who had investigated the relationship between perceived leadership styles of coaches, certain variables concerning athletes' and team performance, and athlete's self-concept of athletic ability in a basketball setting. The study was suggested that coaches should utilize a "both/and" approach toward directing their teams - both authoritarianism and democratic procedures are needed if the athlete is to receive maximum benefits through his/her participation in sport.

However, in other study by Price (2008) there was a statistically significant relationship between the principal's autocratic and also democratic leadership score, and teacher motivation. The democratic score yielded a high positive correlation, therefore, the higher the democratic score, the higher the teacher motivation. The autocratic score yielded a significant negative correlation, thus, the higher the autocratic score, the lower the teacher motivation.

Further, one phenomenological study by Johnson and Klee (2007), indicated that the most participants viewed the autocratic leadership style as a predictor of PA (passive-aggressive) behaviors in the workplace. Participants were asked to consider the occurrence of PA behaviors in typically healthy working individuals' (rather than disordered individuals') responses to leadership styles and organizational events.

In conclusion, in order to support those findings, the researcher will try to determine the relationship and also examine the influence of autocratic and democratic leadership styles on the effectiveness of succession planning. Further, this study will try to determine the perception of subordinates on the leadership styles of UKM management.

2.9   Chapter Summary

This chapter started with brief descriptions of the extracted sections in the literature review.   It consists definitions, advantages of the factors or predictors on the succession planning and also the characteristics of the factors which is the main discussion in this study.

In this chapter, it was found that the literature review on the factors that influence the succession planning effectiveness had been discussed widely. However, each of the factors was discussed in a general way, and some have not been proven specifically.

Therefore, this study aims to examine whether the factors which has been chosen which are career development, knowledge management practices and leadership styles have a relationship and influence the succession planning effectiveness. Further, this study will try to determine the level of succession planning effectiveness by taking into account some of the practices that have been proposed by previous researchers.

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, aspects of research design and procedure are discussed. Research design, according to Zikmund et.al (2010) refers to a master plan that specifies the methods and procedures for collecting and analyzing the needed information. There is no single, standard or correct way of designing a research. However, Abdul Rahman (2001, p.161) suggested that attempts have been made to ensure that the required information, sufficient to fulfill the objectives or purposes of the present study.

Therefore, this chapter will discusses on how this research conducted such as the population and research sample, data collection technique, pilot study, main study and the development of research instruments.

3.2 Research Framework

Based on the literatures review concerning the study of career development, knowledge management practices, leadership styles (autocratic and democratic) and succession planning effectiveness, the research framework for this study is presented as in **Figure 3.1**.

Two (2) groups of independent predictors namely career development, knowledge management practices, and leadership styles (autocratic and democratic) have been explored. While, the dependent variable has been explored in this study is succession planning effectiveness.

```
┌─────────────────────────────┐
│                             │
│    Career Development       │───────────┐
│                             │           │
└─────────────────────────────┘           │        ┌──────────────────┐
            ⋮                              └───────▶│   Succession     │
┌─────────────────────────────┐           ┌───────▶│   Planning       │
│  Knowledge Management        │           │        │   Effectiveness  │
│  Practices:                  │───────────┘        └──────────────────┘
│  Knowledge Acquisition       │
│  Knowledge Creation          │
│  Knowledge Storage           │
│  Knowledge Sharing           │
│  Knowledge Transfer          │
│  Leadership Styles:          │
│  Autocratic                  │
│  Democratic                  │
└─────────────────────────────┘
```
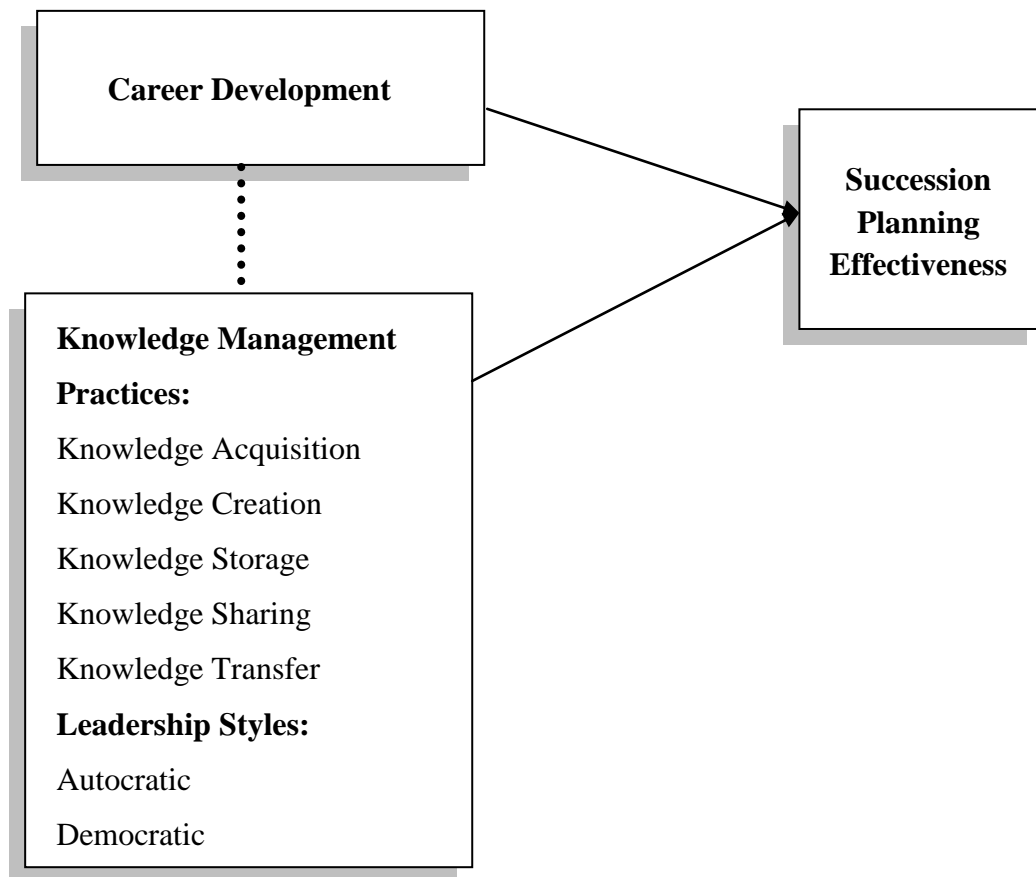
Figure 3.1:
Research Framework

3.3 Hyphotheses

Based on the research questions and research objectives discussed earlier, hypotheses and tests done for this research are as follows. The inferential statistics as t-test, correlation analysis and multiple regression done to analyze the data.

Hyphotheses	Test
$H1_0$: There is no significant difference on succession planning effectiveness in UKM perceived by the administrative officers based on gender. $H1_A$: There is a significant difference on succession planning effectiveness in UKM perceived by the administrative officers based on gender.	t-test
$H2_0$: There is no significant difference on career development effectiveness in UKM perceived by the administrative officers based on a grade of the position. $H2_A$: There is a significant difference on career development effectiveness in UKM perceived by the administrative officers based on a grade of the position.	t-test
$H3_0$: There is no significant difference on knowledge management practices in UKM perceived by the administrative officers based on a grade of the position. $H3_A$: There is a significant difference on knowledge management practices in UKM perceived by the administrative officers based on a grade of the position.	t-test

H4$_0$: There is no relationship between career development, knowledge management practices, leadership styles and succession planning effectiveness. H4$_A$: There is a relationship between career development, knowledge management practices, leadership styles and succession planning effectiveness.	Pearson Correlation
H5$_0$: There is no influence on succession planning effectiveness by career development, knowledge management practices, and leadership styles. H5$_A$: There is the influence on succession planning effectiveness by career development, knowledge management practices, and leadership styles.	Multiple Regression

3.4   Research Design

The method of data collection in this research was mainly on survey or using the quantitative method (questionnaires) as an instrument as it suits the research objectives. The researcher used an Instrument of Assessment Questionnaire for Effective Succession Planning and Management (SP & M) by Rothwell (1999) to measure the importance of succession planning program. The American Standard Training and Development (ASTD) Survey Questionnaire by Gutteridge, Leibowitz and Shore (1990), which had been used by other researcher as Julia Jaladdin (2009), also used to help the study.

In order to measure the knowledge management practices, the researcher used the instrument from Beijerse (2000) and Filiud et.al. (2000). It also was adapted and modified by Azura Mat Russ (2009), which consists five (5) elements (knowledge acquisition, knowledge creation, knowledge storage, knowledge sharing and knowledge transfer). Whereas for measuring leadership styles, the instrument was adapted and modified from Leadership Styles Questionnaire: www.sagepub.com/northouseintro2e. It consists main constructs to measure autocratic and leadership styles.

3.5   Operational Definition

Based on the previous literature review, the operational definitions of all the variables included in the model are as follows:

3.5.1   Dependent Variable - Succession Planning Effectiveness

An importance process to build a critical people and a systematic method of identifying critical management positions, or key management positions and also involved developing high potential employees (HIPOs).

3.5.2   Independent Variable 1 - Career Development

A process for achieving employee and organization goals, including providing career information to employees, helping employees identify advancement opportunities, promoting job satisfaction and improving employee productivity.

3.5.3 Independent Variable 2 - Knowledge Management Practices

Knowledge management involves any systematic activity related to the knowledge generation, knowledge storage and knowledge utilization by the organization. Knowledge generation processes, involve activities such as knowledge acquisition, synthesis and creation. Whereas, knowledge storage processes involve activities such as determine the knowledge typology, capture, maintaining knowledge base and creating knowledge map. Finally, knowledge utilization processes involve activities such as knowledge sharing and transfer. The descriptives of the processes are as follows:

i.   knowledge acquisition - the process of acquiring knowledge that is available somewhere.

ii.   knowledge creation - the process of generating new knowledge in the organization.

iii. knowledge storage - the process of storing and updating information and knowledge in order to keep it relevant.

iv.   knowledge sharing - the process of exchanging knowledge among people in the organization.

v.   knowledge transfer and application - the process of transferring knowledge from one unit to another unit/s which can be observed through changes in recipient unit's knowledge or performance.

3.5.4 Independent Variable 3 - Leadership Styles

3.5.4.1 Autocratic Style

Autocratic style shows interest in maintaining responsibility for planning and controlling in line with personal perception of priorities, giving guidance to subordinates.

3.5.4.2 Democratic Style

Democratic style shows interest in decision-making by consensus, ensuring sufficient time is available for decision-making and that all relevant individuals are involved.

3.6   Measurement of Variables/Instrumentation

3.6.1   Questionnaire

Instrument used in this research is a questionnaire to gather data from the research sample. Set of questionnaire used in this research divided into five (5) sections as follows:

i.   Section A - Respondent Background/Demography.

ii.   Section B - Succession Planning Effectiveness.

iii.   Section C - Knowledge Management Practices.

iv.   Section D - Career Development.

v.   Section E - Leadership Styles.

The questionnaire is conducted in English and Malay Language to facilitate the respondents to understand the questions given.

Table 3.1
Instrument and Items of Questionnaire

Section	Factor	Reference	Question Item
A	Respondent's Background/Demography	Gender, Age, Grade of position, Highest level of qualification, Length Of Service, and Number Of Years In Present Organization.	6
B	Succession Planning Effectiveness	Questionnaire for *Effective Succession Planning and Management (SP&M)* by Rothwell (1999).	28
C	Knowledge Management Practices: Knowledge Acquisition Knowledge Creation Knowledge Storage Knowledge Sharing Knowledge Transfer	Beijerse (2000) and Filiud et. al. (2000).	 6 6 7 5 6
D	Career Development	American Standard Training and Development (ASTD) Survey Questionnaire by Gutteridge, Leibowitz and Shore (1990).	11
E	Leadership Styles: Autocratic Style Democratic Style	The instrument was adapted and modified from Leadership Styles Questionnaire: www.sagepub.com/northouseintro2e, which consists main constructs for measure autocratic and leadership styles.	 5 6

3.6.1.1 Demography

Questions in this section were developed to gain respondent's personal information. It consists of gender, age, grade of position, highest level of qualification, length of service, and number of years in present organization.

3.6.1.2 Research Instruments

There are four (4) variables to be measured in this research, which are career development, knowledge management practices and leadership styles for the independent variables, and succession planning effectiveness for the dependent variable. There are four (4) sets of instrument recognized to measure those variables as follows:

a. Instrument to measure the dependent variable (DV), succession planning effectiveness were taken from Questionnaire for Effective Succession Planning and Management (SP&M) by Rothwell (1999) using Likert Scale 1 to 5 (Strongly disagree to Strongly agree) measure the effectiveness of succession planning programs in the institution.

b. Instrument to measure the independent variable (IV), career development was taken from American Standard Training and Development (ASTD) Survey Questionnaire by Gutteridge, Leibowitz and Shore (1990) using Likert Scale 1 to 5 (Very ineffective to Very effective) measure the effectiveness of career development program in the institution.

c. Instrument to measure the independent variable (IV), knowledge management practices or processes, were adapted and modified from Beijerse (2000) and Filiud et. al. (2000) (as cited in Azura Mat Russ, 2009, p.33), which consists five (5) elements (knowledge acquisition, knowledge creation, knowledge storage, knowledge sharing and

knowledge transfer) using five (5) points Likert Scale to measure how strongly respondents agree or disagree with the statements.

d.   Instrument to measure the, independent variable (IV) leadership styles was adapted and modified from Leadership Styles Questionnaire: www.sagepub.com/northouseintro2e. It also using five (5) points Likert Scale to measure how strongly respondents agree or disagree with the statements.

3.7   Data Collection

3.7.1   Sampling Steps

Zikmund et.al (2010), outlines several steps in the practice of sampling: target population; determining the sample size, and selecting the sample. Considering of what has been adopted in the present study with respect to each of these steps is reported and discussed in the following sections.

3.7.2   The Population

Specifying the target population is crucial aspects of the sampling plan. The population selected in this study comprised the administrative officers (N scheme) in UKM. These professionals are noteworthy because the progress and development of the core business or activities of the universities primarily dependent on the effectiveness of the roles they performed. Hence, that explains why individual administrative officer represents the unit of analysis, or the source from which information was sought and analysed in this study.

3.7.3   Sampling Frame

A list of elements from which the sample may be drawn is called a sampling frame. The sampling frame is also called the "working population" because these units will eventually provide units involved in analysis (Zikmund et.al, 2010). The sampling frame in this study contained a list of all administrative officers grade (N41-N54) in UKM; Bangi, Selangor main campus and another two (2) campuses, which are Health Campuses; the Kuala Lumpur Campus in Jalan Raja Muda Abdul Aziz, and the UKM Medical Centre in Cheras. Essentially, this would also facilitate enquires with respect to the objective of examining the link between career development, knowledge management practices, leadership styles and succession planning effectiveness. Total of administrative officers (N scheme) in UKM as at **Table 3.2.**

Table 3.2:
Total of Administrative Officers in UKM

No.	Grade	Total
1.	N41	99
2.	N44	29
3.	N48	20
4.	N52	14
5.	N54	7
Total		**169**

The exact population of administrative officers (N scheme) in UKM is 169. The sampling process was facilitated by the availibility of a sampling frame in

the form of an institutions directory. For the purpose of this study, the use of the directory, therefore, constitutes a sufficiently reliable sampling frame.

3.7.4 Selection of Sample

The type of sampling used in this study was systematic sampling, which a starting point was selected by a random process, and then every nth number on the list was selected (Zikmund et.al., 2010). The researcher has selected a total of 118 administrative officers from the whole population as a sample based on the determination table of sample size by Krejcie and Morgan (1970).

3.7.5 Data Collection Techniques

The data gathering stage begins once the sampling plan has been formalized. It is the process of gathering or collecting information. Many research techniques involve many methods of gathering data. In this study, there are two (2) techniques used in collecting data such as books, theses and journals reference, and distribution of questionnaires.

i.   Books, theses and journals reference, has done by the researcher to get secondary data to defense the findings brought by researcher.

ii.   Questionnaires were distributed to the respondents by using soft copies (e-mail) and hard copies (distribution) with duration of one (1) week to complete the questionnaires. The benefits of incorporating a questionnaire in an e-mail include the speed of distributions, lower distributions and processing costs, faster turnaround time, more flexibility, and less handling of paper questionnaires. The speed of

e-mail distribution and the quick response time can be major advantages for surveys dealing with time-sensitive issues (Zikmund et.al, 2010).

3.8   Ethical Procedures

In this study, in order to fulfill the ethical procedures the researcher ensures that the respondents were requested to answer the questions voluntarily. Besides that, the researcher has ensured the anonymity of the respondents, and it noted that the information obtained were confidential.

3.9   Pilot Study

Pilot study is a small-scale research project that collects data from respondents similar to those to be used in the full study. It can serve as a guide for a large study or examine specific aspects of the research to see if the selected procedures will actually work as intended (Zikmund et.al, 2010). In this research, pilot study has been done among 20 respondents among the officers. This study implemented to determine the validity and reliability of the research instrument through respondents' understanding on the questionnaires given. In order to maintain the validity of the research, researcher will separate the data on pilot study and the main study. It is importance to show that all respondents understand the questionnaires very well.

3.10   Validity Test

According to Neuman (2003), reliability and validity is a centralization of issues in all measurement. The validity answering a question on how far is the

social reliability can be measured through research according to an arrangement on constructed questions, which has been used by the original researcher. Achieving validity is not a simple matter. The better the match/adjustment, the better validity of a measurement it could be. Whereas Zikmund et.al, (2010) asserted that validity is the accuracy of a measure or the extent to which a score truthfully represents concepts. In other words, are we accurately measuring what we think we are measuring?

In order to ensure the validity in this study, the instrument used in this research was constructed by experts in that field whom Rothwell (1999) for the instrument of Questionnaire for Effective Succession Planning and Management (SP&M) and Gutteridge, Leibowitz & Shore (1990) for the instrument of American Standard Training and Development (ASTD) Survey Questionnaire, whereas Beijerse (2000) and Filiud et. al. (2000) for Knowledge Management Practices, and finally the instrument for Leadership Styles that the constructs have been used by the previous researchers and confirmation from the experts.

3.11   Normality test

Normality test is a prerequisite for the inferential statistics method (Hair *et.al,* 2007). It is used to ensure that the data collected are closely or normal distributed. There are several ways to test the normality such as histogram, stem-and-leaf and boxplot. In addition, histogram and Normal Q-Q Plot are

also use to determine that the data are in a normal distribution. Histogram and Normal Q-Q Plot for the variables tested are as at **Appendix C.**

Histogram used to determine which variable has a normal curve (bell shape) on histogram to help to differentiate between the main distribution and the normal curve. All histograms shown that all variables tested have closely normal distribution. Besides, the Normal Q-Q Plot as at **Appendix C** shown that there is normal distribution on each sample unit which situated on a straight line.

3.12   Reliability Test

The reliability of a measure indicates the extent to which it is without bias (error free) and hence ensures consistent measurement across time and across the various items in the instrument (Sekaran, 2003). Whereas, Zikmund et.al (2010) state that it is an indicator of a measures's internal consistency. Internal consistency represents a measure's homogeneity. In sum, the reliability of a measure is an indication of the stability and consistency with which the instrument measures the concept and helps to assess the "goodness" of the measure. Good measures should be both consistent and accurate.

Whereas, according to Salkind (2006), the reliability of data exist if there is repeated testing to measure the same thing which came up with a same result. Reliability is to test the stability of measurement used. The measurement of Cronbach Alpha shows how items used are interrelated among each other.

Table 3.3 shows the interpretation of Cronbach Alpha value based on Hair et.al (2007).

Table 3.3
Interpretation of Cronbach Alpha Value

Alpha Value	Interpretation
< 0.6	Weak
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very Good
> 0.9	Excellent

The result for reliability test of pilot and main study are shown at **Table 3.4** and **Table 3.5.** In the pilot study and main study, it shown that independent variables (IV), career development, knowledge management practices (knowledge acquisition, knowledge creation, knowledge storage, knowledge sharing and knowledge transfer), leadership styles, and dependent variable (DV) succession planning effectiveness were *good* (0.7 to < 0.8) and *very good* (0.8 to < 0.9) phase. Cronbach's Alpha Coefficients used to measure of internal consistency. It refers to the degree to which items in the set are homogenous. In this study, a reliability analysis of all the factors were undertaken and found to be reliable. In the pilot study, Cronbach's Alpha Coefficients of 0.767 and 0.860 emerge for the variables were favorable. Overall reliability score was 0.825. Whereas in the main study, Cronbach's Alpha Coefficients of 0.742 and 0.889 emerge for the variables were also favorable. Overall reliability score was 0.808.

Table 3.4
Reliability Analysis

	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Pilot Study	0.825	0.802	9
Main Study	0.808	0.775	9

Table 3.5
Cronbach Alpha Value for Pilot and Main Study

Variables	Pilot Study	Main Study
Career Development (IV)	0.810	0.765
Knowledge Manaagement Practices (IV): Knowledge Acquisition (KA)	0.805	0.773
Knowledge Creation (KC)	0.779	0.746
Knowledge Storage (KS)	0.791	0.760
Knowledge Sharing (KSHARE)	0.806	0.754
Knowledge Transfer (KT)	0.767	0.742
Leadership Styles (IV):		
Autocratic	0.826	0.889
Democratic	0.795	0.763
Succession Planning (DV)	0.860	0.835

3.13   Techniques of Data Analysis

Data analysis is the application of reasoning to understand the data that have been gathered (Zikmund et.al, 2010).   In order to analyze the data, the researcher used SPSS Version 20.0 to measure the descriptive and inferential data. For descriptive statistics such as maximum, minimum, means, standard deviations and variance were obtained for the interval-scaled independent and dependent variables.   The results of descriptive statistics are shown in

Table 4.1 and **Table 4.2**. In the other hand, inferential statistics used to make confident decisions in an uncertainty. In this research, t-test, Correlation Analysis - Pearson Correlation and Multiple Regression were used, and the results are shown in **Table 4.3** to Table **4.9**.

3.14 Chapter Summary

This chapter explained the process of undertaking research, particularly the selection of the case study research. The chapter also clarified the quantitative data analyses and other measures for reliability, validity and others. The next chapter will provides both findings and interpretations of the findings.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1   Introduction

This chapter presents the findings of data analysis based on research objectives and research questions aligned in Chapter 1. Two (2) analysis techniques used to analyze the data to test the research hypotheses. The descriptive statistics (frequency distributions) and inferential statistics were used in this research. To facilitate this research, SPSS Statistics Version 20.0 which is a computer program used for analyze on the individual response which consists survey authoring and deployment, data mining, text analytics, and statistical analysis.

4.2   Descriptive Statistics: Demographic Profiles

In this study, a total of 56 (47%) respondents from 118 sampling size contributed in this research. The section describes the demographic profiles including gender, age, grade of position, highest education level, employment or length of service, and also number of years with UKM. The frequencies for the number of individuals are shown in **Table 4.1.**

Most of the respondents were male (55.4%); aged 25-34 (42.9%); were at the Grade N41 (47.3%); with the highest qualification of first degree (75.0%); having employment between 6 to 10 years (32.1%), and having service in UKM between 1 to 10 years (26.8%).

In terms of gender, 31 were found to be men (55.4%), and 25 (44.6%) were women. Regarding the respondents' age, the vast majority of the respondents; 24 (42.9%) were from the age ranging 25 to 34 years old, followed 16 (28.6%) from age between 35 to 44 years old, and the baby boomers generation represented 12 (21.4%) who were between 45 to 54 years old, and finally 4 (7.1%) of the respondents from age between 55 to 58 years old. In terms of grade of position, the Grade N41 accounted for 26 (47.3%) of the respondents, while Grade N44 represented 18 (32.7%) of the respondents, Grade N48 of 7 (12.7%), 4 (7.1%) identified at Grade N52, and finally 1 (1.8%) of the respondents at Grade N54.

In relation to the respondents highest education level, they were dominated 42 (75.0%) by the first degree holder, while 14 (25.0%) with master's degree. Concerning their length of service, 18 (32.1%) stated between 6 to 10 years, 12 (21.4%) were between 11 to 15 years, 11 (19.6%) were between 26 to 30 years, 8 (14.3%) were between 1 to 5 years, whereas 3 (5.4%) were between 16 to 20 years and 31 years and more, and finally 1 (1.8%) were between 21 to 25 years. With regard to the number of years with UKM, 15 (26.8%) identified were between 1 to 10 years, followed 12 (21.4%) were between 11 to 15 years, whereas 7 (12.5%) between 26 to 30 years, 3 (5.4%) stated between 16 to 20 years, and finally 2 (3.6%) of the respondents were between 21 to 25 years, and also veterans who served 31 years and more. All demographical factors are summarized in the **Table 4.1.**

Table 4.1:
Respondents' Demography

Profile		Frequency	Percent (%)
Gender	Male	31	55.4
	Female	25	44.6
	Total	56	100.0
Age	Below 24	-	-
	25-34	24	42.9
	35-44	16	28.6
	45-54	12	21.4
	55-58	4	7.1
	59 and above	-	-
	Total	56	100.0
Grade of Position	N54	1	1.8
	N52	4	7.1
	N48	7	12.5
	N44	18	32.1
	N41	26	46.4
	Total	56	100.0
Highest Education Level	Diploma	-	-
	First Degree	42	75.0
	Master	14	25.0
	PhD	-	-
	Total	56	100.0
Length of Service	Less than 1 year	-	-
	1-5 years	8	14.3
	6-10 years	18	32.1
	11-15 years	12	21.4
	16-20 years	3	5.4
	21-25 years	1	1.8
	26-30 years	11	19.6
	31 years and more	3	5.4
	Total	56	100.0
Service with present organization	Less than 1 year	-	-
	1-5 years	15	26.8
	6-10 years	15	26.8
	11-15 years	12	21.4
	16-20 years	3	5.4
	21-25 years	2	3.6
	26-30 years	7	12.5
	31 years and more	2	3.6
	Total	56	100.0

4.3   Descriptive Statistics: Measures of Career Development, Knowledge Management Practices, Leadership Styles and Succession Planning Effectiveness

Descriptive statistics such as maximum, minimum, means, standard deviations, and variance were obtained for the interval-scaled independent and dependent variables. It has been mentioned that all variables were tapped on a 5-point scale. While, in order to determine the level of effectiveness on the succession planning and career development programs perceived by the respondents, the researcher has established a new value for the mean of variables as at **Table 4.2** to determine the level of perception. The interpretation of a mean value based on Jamil Ahmad (2002). The level of perception for every variable is shown in **Table 4.3.**

Table 4.2:
Interpretation of Mean Value (Perception)

Interval Scale of Mean	Interpretation of Mean
1.00 - 2.33	Low
2.34 - 3.66	Moderate
3.67 - 5.00	High

Table 4.3:
Level of Perception for Every Variables

Variables	Level of Perception	Frequency	Percent	Valid Percent	Cumulative Percent
RSP	Moderate	3	5.4	5.4	5.4
	High	53	94.6	94.6	100.0
	Total	56	100.0	100.0	
RKA	Moderate	16	28.6	28.6	28.6
	High	40	71.4	71.4	100.0
	Total	56	100.0	100.0	

	Low	3	5.4	5.4	5.4
RKC	Moderate	14	25.0	25.0	30.4
	High	39	69.6	69.6	100.0
	Total	56	100.0	100.0	
	Low	3	5.4	5.4	5.4
RKS	Moderate	25	44.6	44.6	50.0
	High	28	50.0	50.0	100.0
	Total	56	100.0	100.0	
	Low	3	5.4	5.4	5.4
RKSHARE	Moderate	27	48.2	48.2	53.6
	High	26	46.4	46.4	100.0
	Total	56	100.0	100.0	
	Low	4	7.1	7.1	7.1
RKT	Moderate	17	30.4	30.4	37.5
	High	35	62.5	62.5	100.0
	Total	56	100.0	100.0	
	Low	4	7.1	7.1	7.1
RCD	Moderate	26	46.4	46.4	53.6
	High	26	46.4	46.4	100.0
	Total	56	100.0	100.0	
	Low	4	7.1	7.1	7.1
RDEMOLS	Moderate	7	12.5	12.5	19.6
	High	45	80.4	80.4	100.0
	Total	56	100.0	100.0	
	Low	3	5.4	5.4	5.4
RAUTOLS	Moderate	28	50.0	50.0	55.4
	High	25	44.6	44.6	100.0
	Total	56	100.0	100.0	

Based on **Table 4.3**, the majority of respondents (53) perceived that the effectiveness of succession planning is high (94.6%), and none of the respondents perceived the succession planning is ineffective. In terms of knowledge management practices, 71.4% (40) of respondents are highly agreed with the knowlegde aquisition and none of them disagree with the

knowledge aquisition practiced in UKM. While, 69.6% (39) and 62.5% (35) of the respondents are highly agreed with knowledge creation and knowledge transfer which have been practiced by UKM. In other hand, only half (50%) of the respondents are strongly agreed with knowledge storage, and less than half or only 46.4% (26) are highly agreed with knowledge sharing practiced in UKM.

In terms of career development, less than half (46.4%) (26) of the respondents perceived that the career development programs are highly and moderately effective, and 4 of them (7.1%) perceived ineffectively. In relation to leadership styles, majority of the respondents (80.4% or 45) are highly agreed that UKM management has practiced a democratic style. While less than half or only 44.6% (25) of them strongly agreed, that UKM management has practiced an autocratic style.

Further, **Table 4.4** shows that the mean on Succession Planning Effectiveness (SP) is the highest (4.36 on a 5-point scale) compared to other variables, whereas Career Development (CD) is the lowest about average 3.49. The mean on Knowledge Management Practices: (Knowledge Acquisition (KA) 3.90, Knowledge Creation (KC) 3.76, Knowledge Transfer (KT) 3.72, whereas Knowledge Storage (KS) 3.58, Knowledge Sharing (KSHARE) 3.56, and finally is the lowest for KM practices. In terms of Leadership Styles; the mean for Democratic style (DEMOLS) is higher (3.86) than Autocratic style (3.55).

Table 4.4:
Descriptive Statistics of Career Development, Knowledge Management
Practices, Leadership Styles and Succession Planning Effectiveness

	N	Min	Max	Mean	Std. Deviation	Var.	Level of Perception (Intrepretation of Mean)
KA	56	2.50	5.00	3.9018	.60116	.361	High
KC	56	2.17	5.00	3.7619	.65355	.427	High
KS	56	*1.86*	4.86	3.5791	.72558	*.526*	Moderate
KSHARE	56	2.00	4.80	3.5571	.65473	.429	Moderate
KT	56	2.00	5.00	3.7202	.67950	.462	High
CD	56	*1.64*	5.00	*3.4870*	.79166	*.627*	Moderate
AUTOLS	56	2.00	5.00	3.5536	.60422	.365	Moderate
DEMOLS	56	2.17	5.00	3.8661	.69806	.487	High
SP	56	3.39	5.00	4.3578	.38062	.145	High

Based on the level of perception (interpretation of the mean) in **Table 4.4**, perception of the respondents is high for most of the variables (SP, KA, KC, KT, and DEMOLS), whereas they perceived moderately for KS, KSHARE, CD and AUTOLS.

In the other hand, there are two (2) activities that perceived by a few of the officers as very ineffective (low); Knowledge Storage (KS) that reveals the minimum of 1.86, whereas Career Development (CD) programs that show minimum of 1.64. However, the variance for KS (0.526) and CD (0.627) is slightly more compared to others, determining that most respondents are very close to the mean on all items. In the other hand, the variance of succession planning effectiveness is the lowest (0.145).

In conclusion, the succession planning effectiveness, career development programs, and knowledge management practices in UKM have been strongly agreed by the respondents. While in terms of leadership styles, they strongly agreed that UKM management has been practicing democratic style, which shows interest in decision-making by consensus and that all relevant individuals are involved.

4.4   Inferential Statistics

In this study, t-test, correlation analysis and multiple regression were done to test the five (5) hypotheses developed which have been discussed in Chapter 2.

4.4.1   Correlation Analysis

The current research explores the correlation of each variable toward the succession planning effectiveness by using the Pearson's correlation matrix. The correlation coefficients indicate the strength of the association between two (2) variables and the direction of that association. While, the coefficients indicate the strength and direction of a linear relationship between two (2) random variables. The correlation is +1.0 in the case of a perfect positive correlation or an increasing linear relationship, whereas -1.0 in the case of a decreasing linear relationship or a perfect negative correlation. The closer the coefficient is to either -1.0 or +1.0, the stronger the correlation between the variables (Johari Jalil, 2011, p. 112).   Indications of the results are shown in **Table 4.5.**

Table 4.5:
Pearson's "r" Indices of Correlation

Pearson's r	Indication
Between ± 0.80 to ± 1.00	High correlation
Between ± 0.60 to ± 0.79	Moderately high correlation
Between ± 0.40 to ± 0.59	Moderate correlation
Between ± 0.20 to ± 0.39	Low correlation
Between ± 0.01 to ± 0.19	Negligible correlation

Source: (Johari Jalil , 2011, p. 113)

4.4.2 Multiple Regression Analysis

According to Zikmund et.al (2010) multiple regression analysis is an extension of simple regression analysis (bivariate correlation) allowing a metric dependent variable to be predicted by multiple independent variables. In other words, it is an analysis of association in which the effects of two (2) or more independent variables on a single, interval-scaled dependent variable are investigated simultaneously.

4.5 Hypotheses Testing

In order to fulfill the research objectives, five (5) hypotheses were established for this study as stated earlier. This call for the use of t-test (for Hypothesis 1-3), a Pearson Correlation (for Hypothesis 4), and a multiple regression analysis (for Hypothesis 5). The results of these tests and their interpretation are discussed as follows.

4.5.1 Hypothesis 1: Use of t-test. Hypothesis 1 is stated in the null and alternate as follows:

$H1_0$: *There is no significant difference on succession planning effectiveness in UKM perceived by the administrative officers based on gender.*

$H1_A$: *There is a significant difference on succession planning effectiveness in UKM perceived by the administrative officers based on gender.*

Most typically, the researcher will apply the independent samples t-test, which tests the differences between mean taken from two (2) independent samples or groups. The t-test for the difference of means assumes the two (2) samples are drawn from normal distributions and that the variance of the two (2) populations is approximately equal (homoscedasticity) (Zikmund et.al, 2010).

In this study, t-test used to indicate if the perceptions on succession planning effectiveness are significantly different for female than for male. The results of the t-test are shown in **Table 4.6**. Based on the table, the difference in the means of 4.35 and 4.36 with standard deviations of .42 and .33 for the male and female on succession planning effectiveness is not significant. Therefore, it **Fail to Reject $H1_0$** and reveals that there is no difference between male and female's perception on succession planning effectiveness.

Table 4.6
t-test for Hypothesis 1

Group Statistics

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
SP	Male	31	4.3502	.42232	.07585
	Female	25	4.3671	.33000	.06600

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.
SP	Equal variances assumed	.863	.357	-.164	54	.870	-.01691	.10323
	Equal variances not assumed			-.168	53.960	.867	-.01691	.10054

4.5.2   Hypothesis 2: Use of t-test. The second hypothesis is stated in the null and alternate as follows:

$H2_0$: *There is no significant difference on career development effectiveness in UKM perceived by the administrative officers based on a grade of the position.*

$H2_A$: *There is a significant difference on career development effectiveness in UKM perceived by the administrative officers based on a grade of the position.*

In this study, the researcher has classified the grade of position into two (2) groups, which are Grade 44 - 54 as group 1, and Grade N41 as group 2, to balance the number of respondents in the respect groups.   While the career development effectiveness, was measured on an interval scale. The results of the t-test are shown in **Table 4.7**. Based on the table, the difference in the means of 3.57 and 3.39 with standard deviations of **.83 and .75** for the career development effectiveness is not significant. Therefore, it **Fail to Reject $H2_0$**

and reveals that there is no significant difference on career development effectiveness in UKM perceived by the administrative officers based on a grade of the position.

Table 4.7
t-test for Hypothesis 2

<table>
<tr><th colspan="6">Group Statistics</th></tr>
<tr><th rowspan="2">CD</th><th>RGrade</th><th>N</th><th>Mean</th><th>Std.
Deviation</th><th>Std. Error
Mean</th></tr>
<tr><td>Grade 44-54</td><td>30</td><td>3.5697</td><td>.82871</td><td>.15130</td></tr>
<tr><td>Grade 41</td><td>26</td><td>3.3916</td><td>.75132</td><td>.14735</td></tr>
</table>

<table>
<tr><th colspan="9">Independent Samples Test</th></tr>
<tr><th colspan="2" rowspan="2"></th><th colspan="2">Levene's Test
for Equality
of Variances</th><th colspan="5">t-test for Equality of Means</th></tr>
<tr><th>F</th><th>Sig.</th><th>t</th><th>df</th><th>Sig. (2-
tailed)</th><th>Mean
Dif.</th><th>Std. Error
Dif.</th></tr>
<tr><td rowspan="2">CD</td><td>Equal variances
assumed</td><td>.268</td><td>.607</td><td>.837</td><td>54</td><td>.406</td><td>.17809</td><td>.21270</td></tr>
<tr><td>Equal variances
not assumed</td><td></td><td></td><td>.843</td><td>53.877</td><td>.403</td><td>.17809</td><td>.21119</td></tr>
</table>

4.5.3 Hypothesis 3: Use of t-test. The third hypothesis is stated in the null and alternate as follows:

$H3_0$: *There is no significant difference on knowledge management practices in UKM perceived by the administrative officers based on a grade of the position.*

$H3_A$: *There is a significant difference on knowledge management practices in UKM perceived by the administrative officers based on a grade of the position.*

In this study, the researcher also has classified the grade of position into two (2) groups, which are Grade 44 - 54 as group 1, and Grade N41 as group 2. While the knowledge management practices, were also measured on an interval scale. The results of the t-test are shown in **Table 4.8**. Based on the table, the difference in the means of each knowledge management practices which are KA (3.94 and 3.85) with standard deviations of **.**60 and .61, KC (3.82 and 3.70) with standard deviations of **.**67 and .64, while KS (3.61 and 3.54) with standard deviations of .79 and .66, KSHARE (3.55 and 3.56) with standard deviations of .75 and .55, and finally KT (3.75 and 3.69) with standard deviations of .73 and .62 are not significant.

Therefore, it **Fail to Reject H3$_0$** and reveals that there is no significant difference on knowledge management practices in UKM perceived by the administrative officers based on a grade of the position.

Table 4.8:
t-test for Hypothesis 3

Group Statistics

	RGrade	N	Mean	Std. Deviation	Std. Error Mean
KA	Grade 44-54	30	3.9444	.59746	.10908
	Grade 41	26	3.8526	.61342	.12030
KC	Grade 44-54	30	3.8167	.67431	.12311
	Grade 41	26	3.6987	.63599	.12473
KS	Grade 44-54	30	3.6143	.79065	.14435
	Grade 41	26	3.5385	.65566	.12859
KSHARE	Grade 44-54	30	3.5533	.74590	.13618
	Grade 41	26	3.5615	.54558	.10700
KT	Grade 44-54	30	3.7500	.73468	.13413
	Grade 41	26	3.6859	.62241	.12206

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Dif.	Std. Error Dif.
KA	**Equal variances assumed**	.001	.974	.567	54	.573	.09188	.16208
	Equal variances not assumed			.566	52.446	.574	.09188	.16239
KC	**Equal variances assumed**	.166	.685	.670	54	.506	.11795	.17600
	Equal variances not assumed			.673	53.591	.504	.11795	.17525
KS	**Equal variances assumed**	1.814	.184	.387	54	.700	.07582	.19594
	Equal variances not assumed			.392	53.909	.696	.07582	.19332
KSHARE	**Equal variances assumed**	5.790	.020	-.046	54	.963	-.00821	.17705
	Equal variances not assumed			-.047	52.603	.962	-.00821	.17319
KT	**Equal variances assumed**	.942	.336	.349	54	.728	.06410	.18354
	Equal variances not assumed			.353	53.978	.725	.06410	.18136

4.5.4 Hypothesis 4: Use of Pearson Correlation. Hypothesis 4 is stated in the null and alternate as follows:

H4$_0$: There is no relationship between career development, knowledge management practices, leadership styles and succession planning effectiveness.
H4$_A$: There is a relationship between career development, knowledge management practices, leadership styles and succession planning effectiveness.

Table 4.9

Pearson's Correlations Matrix for Variables

		KA	KC	KS	KSHARE	KT	CD	AUTO LS	DEMO LS
Succession Planning Effectiveness	Pearson Correlation	.095	-.046	-.182	.002	-.052	-.175	-.086	-.076
	Sig. (1-tailed)	.243	.368	.089	.495	.351	.099	.264	.288
	N	56	56	56	56	56	56	56	56

The Pearson correlation result for the five interval-scaled variables is shown in **Table 4.9**. The correlation coefficient for the variables under investigation ranged from -0.182 to 0.095, which indicate the negligible correlation (no correlation) with succession planning effectiveness. In general, all of the predictors have no correlation with succession planning effectivenesss. For that reason, all the predictors can not be used to determine the researches hyphotheses that related to relationship and influences or dependency between variables.

Therefore, it **Fail to Reject H4$_0$** and means that, in this study, there is no relationship between career development, knowledge management practices, leadership styles and succession planning effectiveness. Hence, in order to analyze the data using multiple regression, the main prerequisite is that there is a correlation between variables. However, the evidence will be shown in the next hypothesis testing.

4.5.5   Hypothesis 5: Use of Multiple Regression Analysis. Hypothesis 5 is

stated in the null and alternate as follows:

H5$_0$: There is no influence on succession planning effectiveness by career

development, knowledge management practices, and leadership styles.

H5$_A$: There is the influence on succession planning effectiveness by career

development, knowledge management practices, and leadership styles.

In this study, to test the Hypothesis 5, multiple regression analysis was used.

The results of regressing the eight (8) dimensions of independent variables

against succession planning practices can be seen at **Table 4.10.**

Table 4.10
Model Summary for Succession Planning Effectiveness and Independent
Variables

Model	R	R Square	R Square Change	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.394	.155	.011	.37846	.017	2.021

a. Predictors: (Constant), KT, KA, KS, KC, KSHARE, CD, AUTOLS, DEMOLS
b. Dependent Variable: SP

In the *Model Summary* output (**Table 4.10**), the R Square (.155) that explained

variance, is also the square of the multiple *R(.394)^2*. A value of R square shows

a measurement of how much of the variability in the outcome is accounted for

by the predictors. The value of R square is 0.155, which means that predictors

accounted only for 15.5% of the variation in succession planning effectiveness.

Whereas, the adjusted R square, reveals of how well this model generalizes.

Finally, the statistic of the Durbin-Watson shows the assumption of independent error. The Durbin-Watson statistic is always between 0 and 4. A value of 2 means that there is no autocorrelation in the sample. Values approaching 0 indicate positive autocorrelation and values toward 4 indicate negative autocorrelation. In this study, the result means that 15.5% of the variance (R-Square) in succession planning effectiveness has not been significantly explained by the eight (8) dimensions of independent variables. It strongly support by the value of Durbin-Watson is 2.021, which shows that there is no autocorrelation in the sample; thus the assumption are not met.

Table 4.11
Analysis of Variance for Succession Planning Effectiveness and Independent Variables

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.236	8	.155	1.079	.394
	Residual	6.732	47	.143		
	Total	7.968	55			

a. Dependent Variable: SP
b. Predictors: (Constant), KT, KA, KS, KC, KSHARE, CD , AUTOLS, DEMOLS

Whereas, the ANOVA table, (**Table 4.11**) shows the analysis of variance (ANOVA). It used to tests whether the model is significantly better by predicting the outcome than using the mean. The *ANOVA* table shows that the *F* value of 1.079 is not significant at 0.394 level. In the *df* (degree of freedom) in the table, the first number represents the number of dimensions of independent variables (8), the second number (47) shows the total number of

complete responses for all the variables in the equation (*N*), minus the number

of independent variables (*K*) minus 1. (*N – K – 1*) [(56 – 8 – 1) = 47].

Finally, the next table (**Table 4.12**) titled *Coefficients* helps the researcher to

see which among the eight (8) dimensions of independent variables influences

most the variance in succession planning effectiveness. The column **Beta**

under *Standardized Coefficients,* shows that the highest number in Beta is .374

for knowledge acquisition, which is not significant at the .075 level. The

positive beta weight indicates that the succession planning effectiveness is

increased if knowledge acquisition and knowledge sharing is increased.

However, it may also be seen that there are no dimensions of independent

variables that are significant.

Table 4.12:
Coefficients

Coefficients[a]					
Model	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**
	B	**Std. Error**	**Beta**		
1 (Constant)	4.208	.406		10.358	.000
KA	.237	.130	*.374*	1.823	.075
KC	-.051	.152	-.087	-.336	.738
KS	-.222	.109	-.422	-2.025	.049
KSHARE	.208	.143	*.357*	1.449	.154
KT	-.035	.152	-.062	-.231	.819
CD	-.085	.106	-.177	-.805	.425
AUTOLS	-.018	.113	-.029	-.162	.872
DEMOLS	-.009	.122	-.017	-.075	.941

a. Dependent Variable: SP

Therefore, it **Fail to Reject H5$_0$** and means that there is no influence on succession planning effectiveness by career development, knowledge management practices, and leadership styles. In sum, all hypotheses and the results can be summarized as **Table 4.13.**

Table 4.13:
Summary of Hypotheses Findings

Hypotheses	Reject/ Fail to reject H$_o$
H1$_0$: There is no significant difference on succession planning effectiveness in UKM perceived by the administrative officers based on gender. H1$_A$: There is significant difference on succession planning effectiveness in UKM perceived by the administrative officers based on gender.	Fail to Reject H1$_0$
H2$_0$: There is no significant difference on career development effectiveness in UKM perceived by the administrative officers based on a grade of the position. H2$_A$: There is significant difference on career development effectiveness in UKM perceived by the administrative officers based on a grade of the position.	Fail to Reject H2$_0$
H3$_0$: There is no significant difference on knowledge management practices in UKM perceived by the administrative officers based on a grade of the position. H3$_A$: There is significant difference on knowledge management practices in UKM perceived by the administrative officers based on a grade of the position.	Fail to Reject H3$_0$

H4$_0$: There is no relationships between career development, knowledge management practices, leadership styles and succession planning effectiveness. H4$_A$: There is a relationships between career development, knowledge management practices, leadership styles and succession planning effectiveness.	Fail to Reject H4$_0$
H5$_0$: There is no influence on succession planning effectiveness by career development, knowledge management practices, and leadership styles. H5$_A$: There is the influence on succession planning effectiveness by career development, knowledge management practices, and leadership styles.	Fail to Reject H5$_0$

4.6   Chapter Summary

In this study, of the five (5) hypotheses tested, all of the null hypotheses were accepted. From the multiple regression analysis, it shows that the predictors, which listed in the model, were not the influential factors in explaining the effectiveness of succession planning in UKM. It is also fascinating to reveal that there is no significant difference between gender on their perception towards succession planning, and also no significant difference among the officers Grade N41 to N54 on their perception towards career development effectiveness and knowledge management practices.

Whereas the Pearson correlation matrix indicates all of the predictors have no correlation with succession planning effectiveness. In other words, there are

other additional predictors that are important in explaining the effectiveness of succession planning that have not been considered in this study. Therefore, further research might be necessary to explain more of the variance in succession planning effectiveness by any future researcher by using the same population and other better instruments.

Furthermore, the results show that the succession planning effectiveness, career development programs, and knowledge management practices in UKM have been strongly agreed by the majority of the administrative officers. While in terms of leadership styles, they strongly agreed that UKM management has been practicing democratic style, which shows interest in decision-making by consensus and that all relevant individuals are involved.

CHAPTER FIVE

DISCUSSION AND RECOMMENDATIONS

5.1   Introduction

This chapter present in-depth discussion and interpretation of the research findings in relation to objectives research context and recent literatures. The aim is to communicate the research findings in perspective and hence prepare the ground for research conclusions and implications.

5.2   Hypotheses Testing Results

As stated in Chapter 2, the study focuses on the career development, knowledge management practices, autocratic and democratic leadership style, and its relationship with the succession planning effectiveness. The results revealed that there is no significant relationship between career development, knowledge management practices, and leadership styles to the succession planning effectiveness. This section discussed the findings of research questions and the hypotheses as summarized below in **Table 5.1.**

Table 5.1
Summary of Findings

No.	Research Questions	Research Objectives	Hyphotheses	Results
1.	What is the level of succession planning effectiveness in UKM perceived by the administrative officers?	To determine the level of succession planning effectiveness in UKM perceived by the administrative officers.		High
2.	What is the level of knowledge management practices (knowledge acquisition, knowledge creation, knowledge storage, knowledge sharing and knowledge transfer) in UKM perceived by the administrative officers?	To determine the level of knowledge management practices (knowledge acquisition, knowledge creation, knowledge storage, knowledge sharing and knowledge transfer) in UKM perceived by the administrative officers.		KA - High KC - High KS - Moderate KSHARE - Moderate KT - High
3.	What is the level of career development effectiveness in UKM perceived by the administrative officers?	To determine the level of career development effectiveness in UKM perceived by the administrative officers.		Moderate
4.	What is the leadership styles of UKM management perceived by the administrative officers?	To identify the leadership styles practiced by UKM management perceived by the administrative officers.		Democratic Style

5.	Is there any significant difference between male and female's perception on succession planning effectiveness?	To determine whether there is any significant difference on succession planning effectiveness in UKM perceived by the administrative officers based on gender.	$H1_0$: There is no significant difference on succession planning effectiveness in UKM perceived by the administrative officers based on gender.	Fail to Reject $H1_0$
6.	Is there any significant difference on the perception of career development effectiveness based on a grade of the position?	To determine whether there is any significant difference on career development effectiveness in UKM perceived by the administrative officers based on a grade of the position.	$H2_0$: There is no significant difference on career development effectiveness in UKM perceived by the administrative officers based on a grade of the position.	Fail to Reject $H2_0$
7.	Is there any significant difference on the perception of knowledge management practices based on a grade of the position?	To determine whether there is any significant difference on knowledge management practices in UKM perceived by the administrative officers based on a grade of the position.	$H3_0$: There is no significant difference on knowledge management practices in UKM perceived by the administrative officers based on a grade of the position.	Fail to Reject $H3_0$

8.	Is there any relationship between career development, knowledge management practices, leadership styles and succession planning effectiveness?	To determine the relationship between career development, knowledge management practices, leadership styles and succession planning effectiveness.	$H4_0$: There is no relationship between career development, knowledge management practices, leadership styles and succession planning effectiveness.	Fail to Reject $H4_0$
9.	Is there any influence on succession planning effectiveness by career development, knowledge management practices, and leadership styles?	To determine the influence on succession planning effectiveness. by career development, knowledge management practices, and leadership styles.	$H5_0$: There is no influence on succession planning effectiveness by career development, knowledge management practices, and leadership styles.	Fail to Reject $H5_0$

5.3 Discussions

5.3.1 The effectiveness of succession planning perceived by the administrative officers based on gender

The result shows that there is no significant difference between male and female's perception on succession planning effectiveness. It indicates that most of the male and female administrative officers (Grade N41 to N54) in UKM have the same perception on succession planning effectiveness. Based on the means of 4.3578 on succession planning effectiveness, it is clear the

officers do agree that the succession planning, which has been implemented by management of UKM, is highly effective.

5.3.2 The effectiveness of career development perceived by the administrative officers based on a grade of the position

In terms of perception on career development effectiveness among the officers, the finding reveals that there is no significant difference among the officers Grade N41 to N54 on their perception of career development effectiveness. However, based on the means of 3.4870 on career development, it is clear the officers do agree that the career development programs is moderately effective in the organization, even though the means value of the career development is the lowest among others.

5.3.3 The knowledge management practices perceived by the administrative officers based on a grade of the position

The result shows that there is no significant difference among the officers on their perception of knowledgement practices based on the grade of position. Further, most of them are strongly agreed with knowledge acquisition, knowledge creation and knowledge transfer which have been practicing in UKM, whereas they perceived moderately for knowledge storage and knowledge sharing. Therefore, the management of UKM has to evaluate the certain activities in order to get an optimum impact for the whole organization.

5.3.4 The leadership styles practiced by UKM management perceived by the administrative officers

In terms of leadership styles, the mean for Democratic style (DEMOLS) is higher (3.86) than Autocratic style (3.55). Therefore, it reveals that most of the administrative officers (80.4%) perceived that the management of UKM has adopted democratic style of leadership. The approach which emphasizes decision-making by consensus and involved all relevant individuals is suitable in order to get full cooperation from the subordinates. As discussed in Chapter 2, this leadership style is consistent with the current situation where the subordinates are becoming more competent, independent and knowledgeable.

5.3.5 The relationship between career development, knowledge management practices, leadership styles and succession planning effectiveness

The finding shows that from eight (8) dimensions of predictors, (independent variables and moderate variable), all of them have the negligible correlation (no correlation) with succession planning effectiveness. In general, all of the predictors have no correlation with succession planning effectivenesss which means there is no relationship between career development, knowledge management practices, leadership styles and succession planning effectiveness. In other words, there are other additional predictors that are important in explaining the effectiveness of succession planning that have not been considered in this study.

5.3.6 The influence on succession planning effectiveness by career development, knowledge management practices, and leadership styles

The result shows that there is no influence on succession planning effectiveness by career development, knowledge management practices, and leadership styles. As there is no correlation between predictors with succession planning, therefore, it is impossible to influence the changes of succession planning. It is because in order to influence the changes, the main prerequisite is that there is a correlation between variables.

In conclusion, based on the results, we can now project that, in the case of UKM, career development, knowledge management practices and leadership styles will not raise the succession planning effectiveness. Although there was a study, reveals that a main factor, which influences the succession planning is the role of human resource development, includes organizational development, career development, and learning and development of potential successors such as Mehrabani and Mohamad (2011), in the case of UKM, the factor or predictor of career development could not be substantiated.

In other words, there are other important elements or factors that can be predictors in influencing the effectiveness of succession planning effectiveness such as determining the requirement of the current performance, measuring the performance, determining the performance which are needed for the future, assessing the potential, following up, documenting competence, making and

maintaining rewards for developing people, and evaluating results (Rothwell, 2002), management supports, clarifying the career path, creating a positive vision, strong organizational culture, technology advancement, flat structure and the financial conditions (Mehrabani and Mohamad, 2011).

5.4 Recommendations

This research found that career development, knowledge management practices and leadership styles (autocratic and democratic) can not be a good predictor in relationship with succession planning effectiveness. It is recommended for future researchers to identify the other factors or predictors that have a strong relationship and influence the effectiveness of succession planning program. Therefore, future research on perception of succession planning effectiveness may be beneficial, if more construct or items and better measurement tools are developed, in relation to this outcome variables. It would be interesting in future to determine whether other variables have a proven relationship with succession planning effectiveness.

In terms of respondent, the future research can use the top management or for other jobs' scheme as subjects of the study. For example, in future researches it would be interesting to know whether there was a significant difference between the self-perceived leadership effectiveness of the top management and the leadership effectiveness perceived by the subordinates.

Besides that, the limitation exist in this research is the use of a single case study and thus has limitations in transferring the lesson learned. It would be interesting if future research can extend the research to other higher education institutions with more items such as study of the perception on succession planning effectiveness between public and private higher education institutions to obtain more holistic findings. In terms of leadership styles, it can be further expanded by examining other styles like transformational, servant etc. to obtain the entire of effects to succession planning effectiveness.

In order to make this study more meaningful to the university, five (5) recommendations were identified to improve the succession planning effectiveness, that were based on the other research findings and the researcher's experience as following: Firstly, those targeted for grooming for higher-level assignments should be informed of their high-potential status. This is consistent with Mello (2011) who suggested that by telling the employees that they have been identified as key potential players in the organization's future plans, might reinforce their decision to stay with the organization for a longer period time in light of alternative career opportunities. At the same time, it may create expectations for them that advancement is guaranteed and/or imminent. Fulmer, Stumpf, and Bleak (2009) also support these arguments as they assert one of measures to identify high potential future leaders; share information with candidates involved in succession planning.

Indeed, this approach would engage them to stay in the organization or increase loyalty to the company as they feel appreciated and compliance with management decision. Based on this study, although the means on perception of succession planning effectiveness is high (4.3578), the management of UKM has to evaluate the activities or methods that can be improved the programs. Therefore, one of the methods is to notify the successors of their high-potential status and the succession plan which have been prepared for them. Through this method, the successors will be more prepared for a higher position and strive to achieve the objectives of the programs.

Secondly, evaluatian and identify the major impact on organization's career development effort. As the means on the perception of career development is moderately effective, (3.4870), the management of the university has to take proactive action to improve implementation of the intended program as it is the lowest means compared to others.

As mentioned above, it is recommended that the successors should be informed, and courses to be attended in preparation for the highest position needs to be planned. The effectiveness of the courses, particularly in enhancing the competency of the high-potential staff should be evaluated so that the course objectives can be achieved.

In terms of the effective development program, one of the important issues is transfer of learning which is one of the items in knowledge management (KM)

practices.   Based on the study, although the means on knowledge transfer is high (3.7202), the management has to improve some of the processes in KM. This is further supported by findings from some researches identified that employees perceived some of the training programs was not relevant to their job and needs. The managers are often fail to integrate the training strategies with business objectives, and if they did, it was a short-term response to market conditions, rather than a development of long-term strategic approaches to training.

Based on the arguments, it can be concluded that the failure of the developmental programs is because of the fundamental issues; first, lack of analysis of training needs in relation to the short- and long-term business plans, and second, the training objectives are not in line with both organizational objectives and developmental activities. The failure of transfer of learning might causing loss to the organization and it will worsen if they leave the organization.

Therefore, according to Groves (2007) that is important to the organization to evaluate the effectiveness of leadership development practices through empirical studies that model program theory and assess knowledge, behavior, and results outcomes. It is in line with the Training and HRD Process Model which are consisting; needs assessment, design, implementation and evaluation. The final step, evaluation is necessary to ensure that the programs is meeting the intended objectives, identify the strengths and weaknesses of the programs,

determine the cost-benefit ratio, and provide information for improving HRD programs. As normal practices, the evaluation can be done through interviews, questionnaires and direct observations. In order to ensure this practice continues, a report from each unit or department must be presented at the meeting of the department / unit respectively.

Thirdly, consider the best practices in other organization. In order to fulfill the continuous quality improvement practices, the university is recommended to consider the best practices in other organizations that have implemented successful succession program.   In the literature, there are many suggestions for implementation of succession planning process and practice in organizations. One good example for implementation the best practices is from Farashah, Nasehifar, and Karahrudi (2011). They are trying to consider all of the suggestions through made up variable of 'extensiveness of succession planning' and defined it as the degree of compliance of organization succession planning practice of best practices mentioned in the literature. **Table 5.3** summarizes the best practices for each component of succession planning. It consists process and change management, selection of successor and development of successor as the succession planning process components.

Table 5.3
Best Practices of Succession Planning

Succession planning process component	Best practices
Process and change management	Top management participation and support. Setting specific goals. Measuring real progress against goals regularly and defining correction plan. Designing SP based on internal needs assessment and external benchmarking. Centralized structure and formal approach. Having full-time responsible person for SP. Detailed SP planning including work breakdown and schedule. Evaluation of personal development of successors. Budgeting of SP. Considering motivations and rewards for successors. Considering motivations and rewards for mentors. Linking SP to business strategy.
Selection of successor	Extend SP to all organizational levels. Identification of critical positions and prioritizing them in SP. Periodical evaluation of employees. Establishing performance appraisal system.
Development of successor	Establishing a system for employees' competency gap analysis. Establishing a system to discover employee potentials vs. current performance. Developing career and personal development plans. Establishing system of identification of future job competencies. Linking SP to training plan. Linking SP to person interests and careers. Extensive use of on the job training. Career Workshop.

Source: (Farashah, Nasehifar, & Karahrudi, 2011, p. 3608)

However, in terms of the implementation in the organizations is also based on

the important of the succession planning perceived by the management. This is

revealed by the study by Julia Jaladdin (2009) who indicated that the

importance of succession planning was not the same among

ministries/departments. It was depending on the core business of the ministry/department. Therefore, in order to realize and improve the implementation of succession planning programs, visible support and commitment of the CEO and top management is important. Some experts have suggested that without support and involvement from the top of the organization, even "the best succession plan are doomed for failure" (Clark & Lynes, 1991) (as cited in Julia Jaladdin, 2009, p. 20).

Fourthly, the researcher suggests that the HR managers have to identify the potential staff from the beginning of the selections, and this strategy might enables organizations to have more candidates who are capable to be future leaders. It is consistent with Spendlove, (2007) whom suggests that leadership development interventions need to begin far earlier in the careers, so that success is built from below, rather than from above. HR managers can use various methods to identify the good character of the candidates such as personality test. The results would help them to determine the placement of potential employees based on their strengths, and to suit to the culture of the organizations. Besides that, this method also could be used for the existing staffs especially for promotion and replacement activities.

Fifthly and finally, provide a systematic monitoring module of successors. As mention earlier, UKM has a Talent Management Program for the staffs. Nevertheless, there is no system solution that monitors the successor i.e. High Performers (HIPERs) and High Potentials (HIPOs). They also do not know

about the succession planning as they should be. Therefore, as HIPERs and HIPOs are the most valuable assets with the largest investment and therefore, the most expensive to replace and leave significantly larger knowledge gaps to fill. For that reason, it is essential for UKM to provide a systematic monitoring module of those who have been identified as High Performers (HIPERs) and High Potentials (HIPOs).

5.5   Conclusion

In conclusion, the findings of this study enhance to the research framework of many scholars or researchers. This research gives an exclusive finding over a study of a single entity, which is scarce, and the source of limitation from previous studies. In accordance with continuous improvement practices, succession planning effectiveness can be seen has a great impact on the organization's competitive capability. It was supported by Rothwell (2002), who had identified development plan, and follow-up is a mandatory part of process in the succession planning.

As mention earlier, employees are also supporting the plan of succession planning. There was an evident that effective succession planning improves the organization's chances of retaining key personnel, improves ROI, processes and organizational behavior and can be considered as a critical human resource system. Therefore, it was necessary to examine the perception of the employees to get an optimum impact from the succession planning programs.

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Appendix A

Cover Letter and
Copy of e-mail for Data Collection

Othman Yeop Abdullah Graduate School of Business

"KEDAH SEJAHTERA"

UUM/OYAGSB/K-14

22 March 2012

TO WHOM IT MAY CONCERN

Dear Sir/Madam

DATA COLLECTION

COURSE	:	Project Paper
COURSE CODE	:	BSMZ6996
LECTURER	:	Dr. Amer Bin Hj. Darus

This is to certify that the following is a postgraduate student from the OYA Graduate School of Business, Universiti Utara Malaysia. She is pursuing the above mentioned course which requires her to undertake an academic study at any organization. The details are as follows:

NO.	NAME	MATRIC NO.
1.	Fatimah Othman	807270

In this regard, I hope that you could kindly provide assistance and cooperation for her to successfully complete the assignment given. All the information gathered will be strictly used for academic purposes only.

Your cooperation and assistance is very much appreciated.

Thank you.

"ILMU BUDI BAKTI"

Yours faithfully,

KARTINI BINTI DATO' TAJUL URUS
Assistant Registrar
Othman Yeop Abdullah Graduate School of Business

c.c   -   Student's File

The Eminent Management University

Copy of e-mail for Data Collection

Assalamualaikum wbt./Salam Sejahtera,

Tuan/Puan,

Kajian Mengenai "Persepsi Terhadap Keberkesanan Pelan Penggantian"

Dengan hormatnya saya merujuk kepada perkara di atas.

Dimaklumkan bahawa saya Fatimah Binti Othman, sedang mengikuti program Sarjana Pengurusan Sumber Manusia (MHRM) di Kolej Perniagaan, Universiti Utara Malaysia dan sedang melengkapkan projek akhir saya bagi Semester 2, Sesi Akademik 2011-2012.

Kajian yang sedang dijalankan adalah mengenai *Persepsi Terhadap Keberkesanan Pelan Penggantian*. Lembaga Pengarah Universiti (LPU) Bil. 4/2009 pada 30 Julai 2009 telahpun memperakukan Pelan Pengurusan Bakat Universiti dan salah satu daripadanya adalah pelan penggantian. Pelan Penggantian ini amat penting bagi menentukan jawatan kritikal yang memerlukan pelapis atau pengganti, menganggarkan bila jawatan kritikal yang akan dikosongkan, kompetensi utama jawatan kritikal dan seterusnya penilaian kompetensi kakitangan sedia ada.

Sehubungan dengan itu, saya amat berbesar hati sekiranya tuan/puan dapat meluangkan sedikit masa untuk menyertai kaji selidik ini dengan melengkapkan borang kaji selidik yang disertakan. Untuk makluman tuan/puan, maklumat dan pandangan yang diberikan dalam kaji selidik ini adalah sulit. Kelulusan daripada Pendaftar UKM juga telahpun diperolehi untuk menjalankan kajian ini.

Sukacita sekiranya borang kaji selidik yang telah dilengkapkan dihantar menerusi e-mel kepada fatimahothman@gmail.com atau fatos@ukm.my selewat-lewatnya pada **4 April 2012**. Kesudian tuan/puan untuk menyertai kaji selidik ini amat dihargai dan didahului dengan ucapan terima kasih.

Salam hormat,

FATIMAH OTHMAN
Matrik No.: 807270
H/P No.: 019-288 6277

Appendix B

Copy of Questionnaire

SECTION A: Demography

Please tick (√) the given box or fill in the blank that represents your answer:

1. Gender: ☐ Male   ☐ Female

2. Age:

☐	Below 24	☐	45 - 54
☐	25 - 34	☐	55 - 58
☐	35 - 44	☐	59 and above

3. Grade of position:

☐	54	☐	48	☐	41
☐	52	☐	44		

4. Highest education level:

☐ Diploma   ☐ First Degree   ☐ Masters   ☐ PhD

5. Length of service:

☐	Less than 1 year	☐	11 - 15 years	☐	26 - 30 years
☐	1- 5 years	☐	16 - 20 years	☐	31 years and more
☐	6 - 10 years	☐	21 - 25 years		

6. Number of years with present organization:

☐	Less than 1 year	☐	11 - 15 years	☐	26 - 30 years
☐	1- 5 years	☐	16 - 20 years	☐	31 years and more
☐	6 - 10 years	☐	21 - 25 years		

SECTION B: Effectiveness Succession Planning

(Instrument: Rothwell, 1999)

It is possible that effective succession planning programs share certain common characteristics across organizations. How important do you believe this characteristic to be an effective succession planning program in your organization? Please *tick (/) or bold* the most appropriate response for each item indicating your opinion.

*Ada kemungkinan program perancangan penggantian yang berkesan mempunyai ciri tertentu yang sama di seluruh organisasi. Pada pendapat anda, sejauh manakah pentingnya ciri ini untuk menjadikan sesuatu program perancangan penggantian itu berkesan dalam organisasi anda? Sila **tandakan (/) atau hitamkan** pada jawapan yang paling sesuai untuk setiap item yang menunjukkan pendapat anda.*

Strongly disagree *Amat tidak bersetuju*	Disagree *Tidak bersetuju*	Neither agree nor disagree *Bukan bersetuju mahupun tidak bersetuju*	Agree *Bersetuju*	Strongly agree *Amat bersetuju*
1	2	3	4	5

1.	Tied the succession planning program to the organizational strategic plans? *Menyatukan program perancangan penggantian dengan perancangan strategik organisasi?*	1	2	3	4	5
2.	Tied the succession planning program to individual career plans? *Menyatukan program perancangan penggantian dengan perancangan kerjaya individu?*	1	2	3	4	5
3.	Tied the succession planning program to training program? *Menyatukan program perancangan penggantian dengan program latihan?*	1	2	3	4	5
4.	Prepared a written purpose statement? *Menyatakan pernyataan tujuan secara bertulis?*	1	2	3	4	5
5.	Prepared written program goals to indicate what results the succession planning program should achieve? *Menyediakan matlamat program secara bertulis untuk menunjukkan keputusan yang seharusnya dicapai menerusi program perancangan penggantian?*	1	2	3	4	5
6.	Established *measurable* objectives for program operation (such as number of positions replaced per year).	1	2	3	4	5

	Menetapkan objektif yang boleh diukur bagi operasi program (seperti bilangan pertukaran jawatan dalam setahun).					
7.	Identified what groups are to be served by the program, in priority order? *Mengenal pasti kumpulan yang manakah akan menjalani program ini, mengikut keutamaan?*	1	2	3	4	5
8.	Established a written policy statement to guide the program? *Merangka pernyataan dasar secara bertulis sebagai panduan program tersebut?*	1	2	3	4	5
9.	Articulated a written philosophy about the program? *Menyatakan dengan jelas falsafah program secara bertulis?*	1	2	3	4	5
10.	Established a program action plan? *Membangunkan pelan tindakan program?*	1	2	3	4	5
11.	Established a schedule of program events based on the action plan? *Menyediakan jadual aktiviti program berdasarkan pelan tindakan?*	1	2	3	4	5
12.	Fixed responsibility for organizational oversight of the program statement to guide the program? *Menentukan tanggungjawab organisasi bagi memantau pernyataan program sebagai panduan program tersebut?*	1	2	3	4	5
13.	Fixed responsibility of each participant in the program? *Menentukan tanggungjawab setiap peserta program tersebut?*	1	2	3	4	5
14.	Established incentives/rewards for identified successors in the succession planning program. *Mewujudkan insentif/ganjaran untuk pengganti yang telah dikenalpasti bagi program perancangan penggantian.*	1	2	3	4	5
15.	Established incentives/rewards for managers with identified successors. *Mewujudkan insentif/ganjaran untuk pengurus yang telah mengenalpasti pengganti.*	1	2	3	4	5

16.	Developed a means to budget for a succession planning program? *Menyediakan cara merancang peruntukan bagi program perancangan penggantian?*	1	2	3	4	5
17.	Devised means to keep records for individuals who are designated as successors? *Memikirkan cara menyimpan rekod individu yang telah dikenalpasti sebagai pengganti?*	1	2	3	4	5
18.	Created workshops to train management employees about the succession planning program? *Menganjurkan bengkel untuk melatih pekerja pengurusan tentang program perancangan penggantian?*	1	2	3	4	5
19.	Created workshops to train individuals about career planning? *Menganjurkan bengkel untuk melatih individu tentang perancangan kerjaya?*	1	2	3	4	5
20.	Established a means to clarify *present position responsibilities*? *Menyediakan cara menjelaskan tanggungjawab jawatan yang disandang sekarang?*	1	2	3	4	5
21.	Established a means to clarify *future position responsibilities*? *Menyediakan cara menjelaskan tanggungjawab jawatan yang disandang pada masa akan datang?*	1	2	3	4	5
22.	Established a means to appraise individual performance? *Menyediakan cara menilai prestasi individu?*	1	2	3	4	5
23.	Established a means to compare individual skills to the requirements of a future position? *Menyediakan cara membandingkan kemahiran individu dengan keperluan jawatan pada masa akan datang?*	1	2	3	4	5
24.	Established a way to review organizational talent at least annually? *Menyediakan cara meneliti semula keupayaan organisasi sekurang-kurangnya sekali setahun?*	1	2	3	4	5

25.	Established a way to forecast future talent needs? *Menyediakan cara meramal keperluan pekerja mahir pada masa akan datang?*	1	2	3	4	5
26.	Established a way to plan for meeting succession planning needs through individual development plans? *Menyediakan cara memenuhi keperluan perancangan penggantian melalui perancangan pembangunan individu?*	1	2	3	4	5
27.	Established a means to track development activities to prepare successors for eventual advancement? *Menyediakan cara memantau aktiviti pembangunan bagi mempersiapkan pengganti untuk kenaikan pangkat?*	1	2	3	4	5
28.	Established a means to evaluate the results of the succession planning program? *Menyediakan cara menilai hasil daripada program perancangan penggantian?*	1	2	3	4	5

SECTION C: Knowledge Management Practices

Definition: Knowledge management involves any systematic activity related to the capture and sharing of knowledge by the organization.

The following items relate to knowledge management practices or process. Please indicate their status in your organization. Please **tick (/) or bold** the most appropriate response for each item.
*Perkara-perkara berikut berkaitan dengan amalan atau proses pengurusan pengetahuan. Sila tentukan statusnya dalam organisasi anda. Sila **tandakan (/) atau hitamkan** pada jawapan yang paling sesuai untuk setiap item.*

Strongly disagree *Amat tidak bersetuju*	Disagree *Tidak bersetuju*	Neither agree nor disagree *Bukan bersetuju mahupun tidak bersetuju*	Agree *Bersetuju*	Strongly agree *Amat bersetuju*
1	**2**	**3**	**4**	**5**

C1: Knowledge acquisition

1.	You / members in the organization are active in an external professional network associated. *Anda / warga dalam organisasi aktif dalam rangkaian profesional luar yang berkaitan.*	1	2	3	4	5
2.	My organization communicates external required knowledge within the organization. *Organisasi saya menyampaikan pengetahuan luar yang diperlukan dalam organisasi.*	1	2	3	4	5
3.	My organization actively collects information about customers' requirement. *Organisasi saya aktif mengumpul maklumat mengenai keperluan pelanggan.*	1	2	3	4	5
4.	You / members in the organization frequently conduct research to explore future opportunities. *Anda / warga dalam organisasi sering menjalankan penyelidikan untuk meneroka peluang-peluang masa depan.*	1	2	3	4	5
5.	You / members in the organization regularly follow academic activities (e.g. courses, training programs and seminars) to remain informed. *Anda / warga dalam organisasi kerap mengikuti aktiviti akademik (contohnya kursus, program latihan dan seminar) untuk terus bermaklumat.*	1	2	3	4	5

6.	You / members in the organization consider challenges in job environment as source of inspiration for developing new methods/ approaches. *Anda / warga dalam organisasi menganggap cabaran dalam persekitaran kerja sebagai sumber inspirasi bagi membangunkan kaedah / pendekatan baru.*	1	2	3	4	5

C2: Knowledge Creation

7.	Performances are discussed between superior and subordinate. *Prestasi dibincangkan antara pegawai atasan dan kakitangan bawahan.*	1	2	3	4	5
8.	Problems, failures and doubts are discussed openly in our organization. *Permasalahan, kegagalan dan keraguan dibincangkan secara terbuka dalam organisasi kami.*	1	2	3	4	5
9.	My organization frequently makes use of some channels (e.g. brainstorming, meeting and forums) to find solutions of the problems faced. *Organisasi saya sering menggunakan beberapa saluran (contohnya percambahan fikiran, mesyuarat dan forum) untuk mencari penyelesaian masalah-masalah yang dihadapi.*	1	2	3	4	5
10.	You / members in the organization are assigned to new projects depending on know-how. *Anda / warga dalam organisasi ditugaskan kepada projek baru bergantung kepada kepakaran.*	1	2	3	4	5
11.	New ideas and insight lead, if necessary to redesign of business processes/ work methods. *Idea baru dan mendapatkan pandangan, jika perlu untuk merangka semula proses perniagaan / kaedah kerja.*	1	2	3	4	5
12.	Problem solving activities are explored using scenario or simulation techniques. *Aktiviti penyelesaian masalah diterokai menggunakan teknik scenario / suasana atau simulasi.*	1	2	3	4	5

C3: Knowledge storage

13.	New knowledge (e.g. ideas, lesson learned, work method, etc) are documented (e.g. bulletins, books, journal articles, etc). *Pengetahuan baru (contohnya idea, pengalaman belajar, kaedah kerja, dll) didokumenkan (contohnya, buletin, buku, artikel jurnal, dll).*	1	2	3	4	5
14.	New knowledge (e.g. ideas, lesson learned, work method, etc) are documented in digital form. *Pengetahuan baru (contohnya idea, pengalaman belajar, kaedah kerja, dll) didokumenkan dalam bentuk digital.*	1	2	3	4	5
15.	My organization regularly updates procedures/ handbooks, which are frequently used. *Organisasi saya kerap mengemas kini prosedur / buku panduan, yang kerap digunakan.*	1	2	3	4	5
16.	My organization informs its members systematically of changes in documented materials (e.g. procedures, handbook, information and knowledge systems). *Organisasi saya memaklumkan kepada ahlinya secara sistematik perubahan dalam bahan yang didokumenkan (contohnya prosedur, buku panduan, sistem maklumat dan pengetahuan).*	1	2	3	4	5
17.	Information database are regularly updated. *Pangkalan data maklumat sentiasa dikemaskini.*	1	2	3	4	5
18.	Knowledge on intranet is regularly updated. *Pengetahuan tentang intranet sentiasa dikemaskini.*	1	2	3	4	5
19.	It is easy to navigate and retrieve the required contents in the database. *Ia adalah mudah untuk melayari dan mendapatkan kandungan yang diperlukan di dalam pangkalan data.*	1	2	3	4	5

C4: Knowledge sharing

20.	My organization often has work discussion. *Organisasi saya sering mempunyai perbincangan kerja.*	1	2	3	4	5
21.	You / members in the organization inform each other regularly about experiences on related tasks. *Anda / warga dalam organisasi memaklumkan antara satu sama lain secara teratur tentang / pengalaman mengenai tugas yang berkaitan.*	1	2	3	4	5
22.	You / members in the organization use electronic network to discuss work related matters. *Anda / warga dalam organisasi menggunakan rangkaian elektronik untuk membincangkan perkara-perkara yang berkaitan dengan kerja.*	1	2	3	4	5
23.	You / members in the organization use electronic network to discuss common interest that is peripheral to work. *Anda / warga dalam organisasi menggunakan rangkaian elektronik untuk membincangkan minat yang sama yang kurang penting untuk bekerja.*	1	2	3	4	5
24.	Much knowledge is distributed in informal ways (e.g. meeting in cafeteria, social gathering, etc.) *Banyak pengetahuan dihebahkan dengan cara yang tidak formal (contohnya pertemuan di kafeteria, perjumpaan sosial, dll.)*	1	2	3	4	5

C5: Knowledge transfer

25.	You / members in the organization are frequently consulted by external parties (e.g. business organization, research institutions, etc.) *Anda / warga dalam organisasi sering dirujuk oleh pihak luar (contohnya organisasi perniagaan, institusi penyelidikan, dll.)*	1	2	3	4	5
26.	My organization practice job rotation within department/ team/ group, thus distributing their "know-how". *Organisasi saya mengamalkan giliran tugas dalam jabatan / pasukan / kumpulan, seterusnya membolehkan mereka "tahu bagaimana".*	1	2	3	4	5

27.	New members in the organization are assigned a mentor to help them find their way in the organization. *Warga baru dalam organisasi diberikan mentor untuk membantu mereka dalam organisasi.*	1	2	3	4	5
28.	There are regular meetings being organized in which professional matters are discussed. *Terdapat mesyuarat yang tetap dijalankan untuk membincangkan perkara-perkara yang professional.*	1	2	3	4	5
29.	You / members in the organization put into practice knowledge gained from meetings/ group discussion. *Anda / warga dalam organisasi diletakkan dalam amalan memperolehi ilmu daripada mesyuarat / perbincangan dalam kumpulan.*	1	2	3	4	5
30.	Knowledge and experience shared among members help to improve organization performance. *Pengetahuan dan pengalaman yang dikongsi bersama di kalangan ahli membantu untuk meningkatkan prestasi organisasi.*	1	2	3	4	5

SECTION D: Career Development

(Instrument: American Society for Training and Development (ASTD) Survey Questionnaire, 1990)
For the career development practices listed below, please indicate their status in your organization. Please *tick (/) or bold* the most appropriate response for each item.
*Bagi aktiviti pembangunan kerjaya yang disenaraikan di bawah, sila tentukan statusnya di dalam organisasi anda. Sila **tandakan (/) atau hitamkan** pada jawapan yang paling sesuai untuk setiap item.*

Very Ineffective *Amat tidak berkesan*	Somewhat Ineffective *Agak tidak berkesan*	Neither effective Nor Ineffective *Bukan berkesan mahupun tidak berkesan*	Somewhat Effective *Agak berkesan*	Very Effective *Amat berkesan*
1	**2**	**3**	**4**	**5**

1.	Job posting. *Penempatan kerjaya.*	1	2	3	4	5
2.	Skills inventory or skills audit. *Inventori kemahiran atau audit kemahiran.*	1	2	3	4	5
3.	Replacement or succession planning. *Penempatan atau perancangan penggantian.*	1	2	3	4	5
4.	Internal placement system. *Sistem penempatan dalaman.*	1	2	3	4	5
5.	Job enrichment or job redesign. *Pengayaan kerja atau penyusunan semula kerja.*	1	2	3	4	5
6.	Job rotation. *Pusingan kerja.*	1	2	3	4	5
7.	In-house training and development programs. *Latihan dalam perkhidmatan dan program pembangunan.*	1	2	3	4	5
8.	External seminars or workshops. *Seminar atau bengkel anjuran pihak luar.*	1	2	3	4	5
9.	Supervisor training in career discussions. *Latihan penyelia dalam perbincangan kerjaya.*	1	2	3	4	5
10.	Mentoring systems. *Sistem mentor.*	1	2	3	4	5
11.	Career planning workshops. *Bengkel Perancangan Kerjaya.*	1	2	3	4	5

SECTION E: Leadership Style

For each of the statements below, *tick (/) or bold* the most appropriate response that indicates the leadership style practiced by your top management.
*Bagi setiap kenyataan di bawah, **tandakan (/) atau hitamkan** pada jawapan yang paling sesuai bagi menunjukkan bahawa gaya kepimpinan yang diamalkan oleh pengurusan atasan anda.*

Strongly disagree *Amat tidak bersetuju*	Disagree *Tidak bersetuju*	Neither agree nor disagree *Bukan bersetuju mahupun tidak bersetuju*	Agree *Bersetuju*	Strongly agree *Amat bersetuju*
1	2	3	4	5

1.	Employees are constantly monitored to ensure that they do their work. *Pekerja sentiasa diawasi supaya mereka melakukan kerja mereka.*	1	2	3	4	5
2.	Employees are part of the decision-making process. *Pekerja adalah menjadi sebahagian daripada proses pembuat keputusan.*	1	2	3	4	5
3.	Providing guidance without pressure. *Memberi panduan tanpa tekanan.*	1	2	3	4	5
4.	Employees are given rewards or punishments in order to motivate them to achieve organizational objectives. *Pekerja diberi ganjaran atau hukuman untuk mendorong mereka mencapai objektif organisasi.*	1	2	3	4	5
5.	Always give supportive communication to their subordinates. *Memberikan komunikasi sokongan kepada kakitangan bawahan mereka.*	1	2	3	4	5
6.	Leaders assume that most of the employees feel insecure about their work and need direction. *Pemimpin beranggapan bahawa kebanyakan pekerja berasa tidak yakin dengan kerja dan hala tuju mereka.*	1	2	3	4	5
7.	Employees are always assisted to accept responsibility for completing their work. *Pekerja sentiasa dibantu untuk menerima tanggungjawab bagi menyelesaikan kerja mereka.*	1	2	3	4	5

No.		1	2	3	4	5
8.	Achievement of the members of the group is determined by the leader. *Pencapaian ahli-ahli kumpulan adalah ditentukan oleh pemimpin.*	1	2	3	4	5
9.	Help subordinates always eager in doing their job. *Membantu kakitangan bawahan sentiasa bersemangat dalam menjalankan tugas mereka.*	1	2	3	4	5
10.	Always give orders and clarify procedures. *Sentiasa memberi arahan dan menjelaskan prosedur.*	1	2	3	4	5
11.	Believes that the subordinates are basically competent and if given a task will do a good job. *Percaya bahawa kakitangan bawahan pada dasarnya cekap dan jika diberi tugas akan melakukan kerja dengan baik.*	1	2	3	4	5

Your response is very much appreciated.
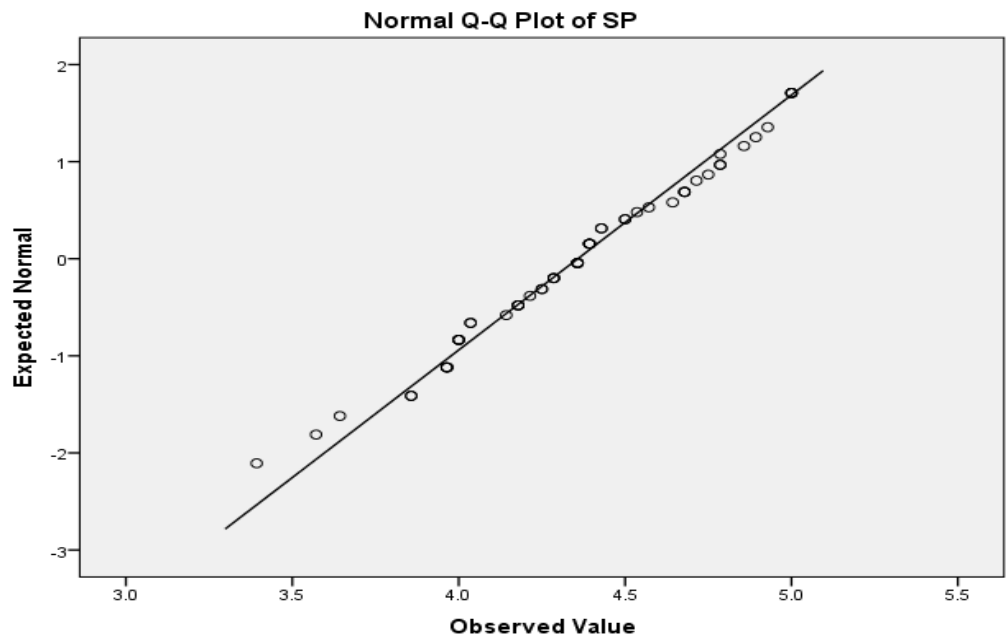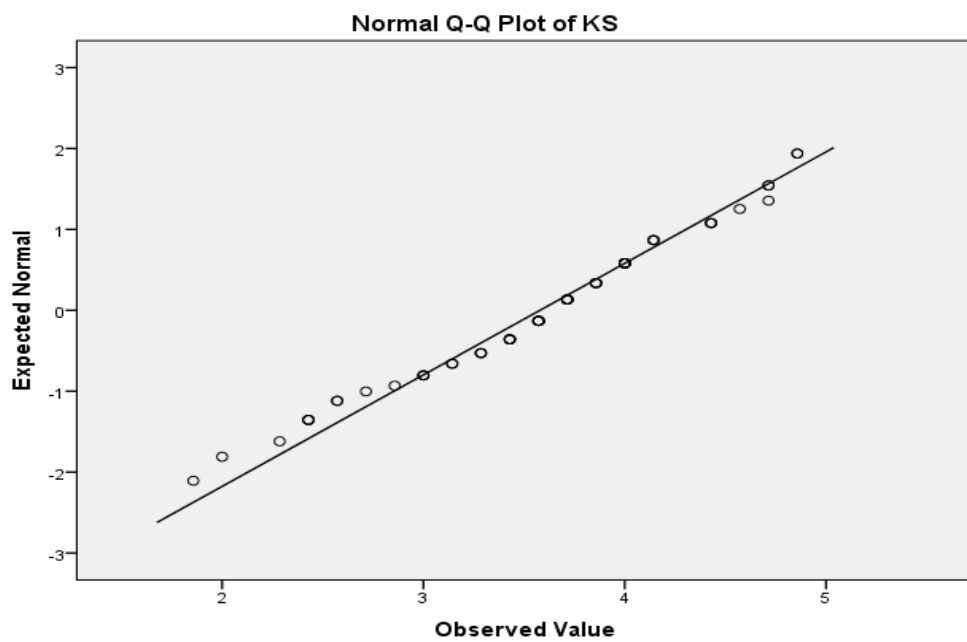**Thank you for participating.**
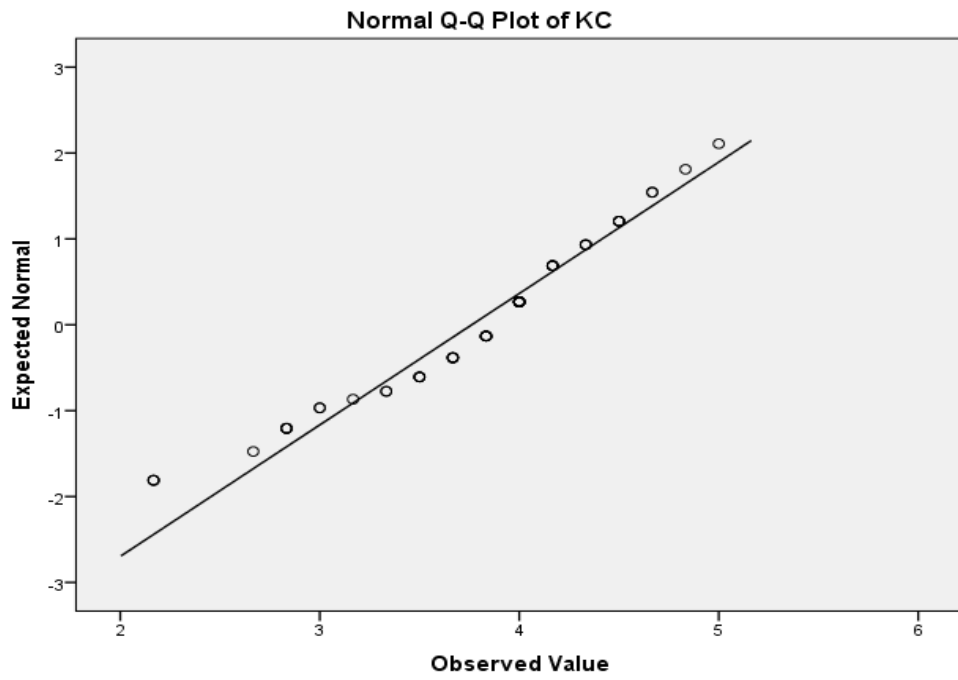*Maklum balas anda adalah amat dihargai.*
Terima kasih kerana menyertai.

Appendix C

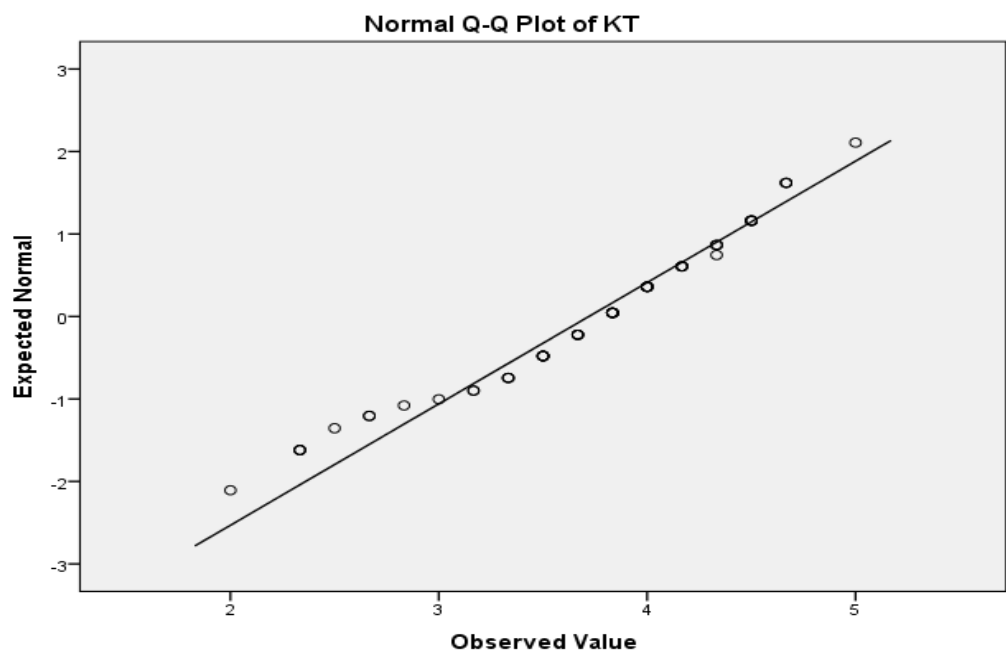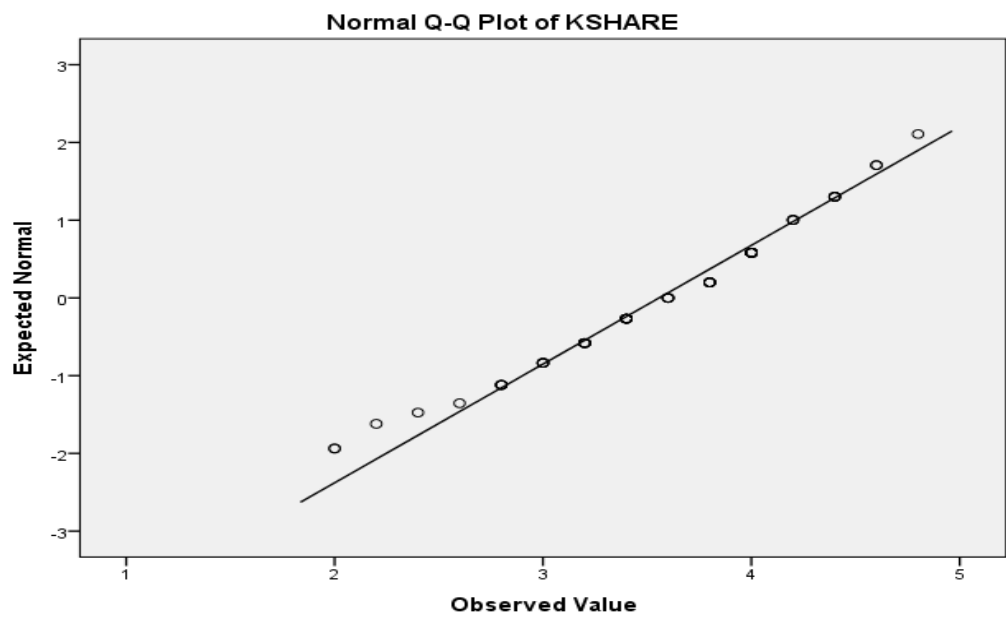SPSS Result

Result of Normality Test: Q-Q Plot

Normal Q-Q Plot of SP

Normal Q-Q Plot of KA

Normal Q-Q Plot of KC

Normal Q-Q Plot of KS

Normal Q-Q Plot of KSHARE

Normal Q-Q Plot of KT

Normal Q-Q Plot of CD

Normal Q-Q Plot of AUTOLS

Normal Q-Q Plot of DEMOLS
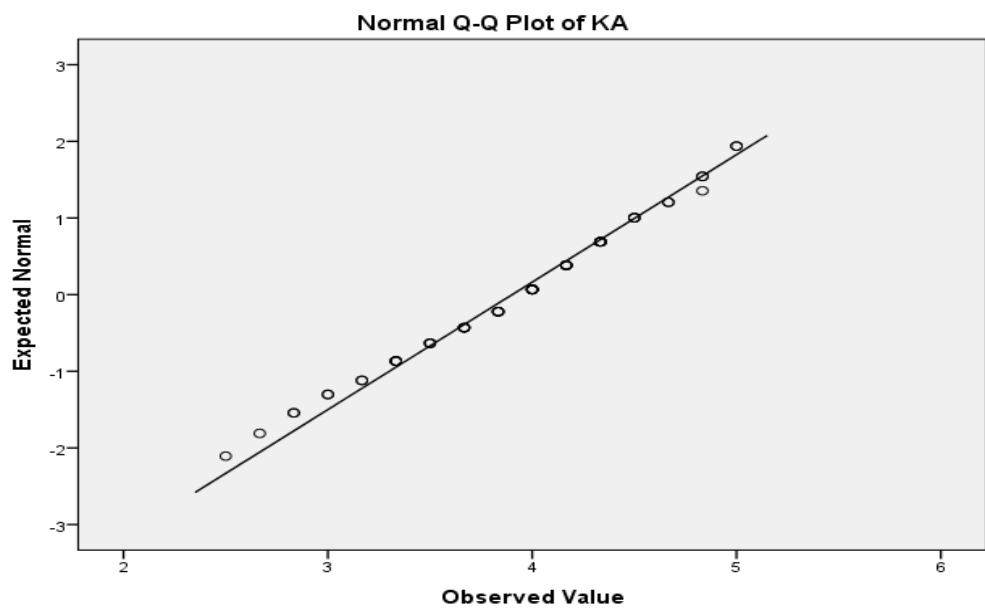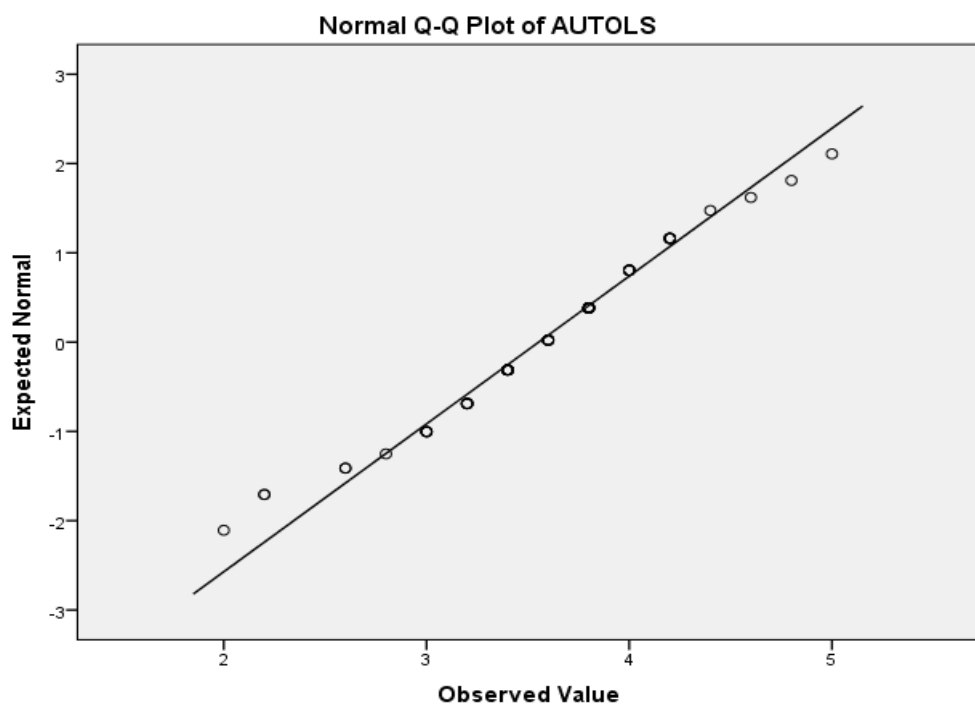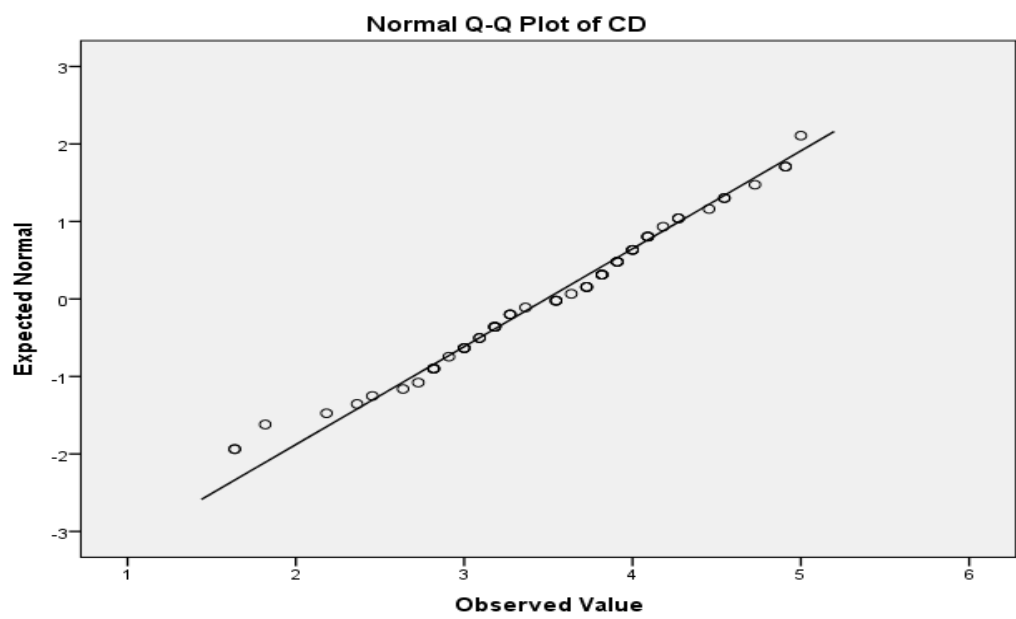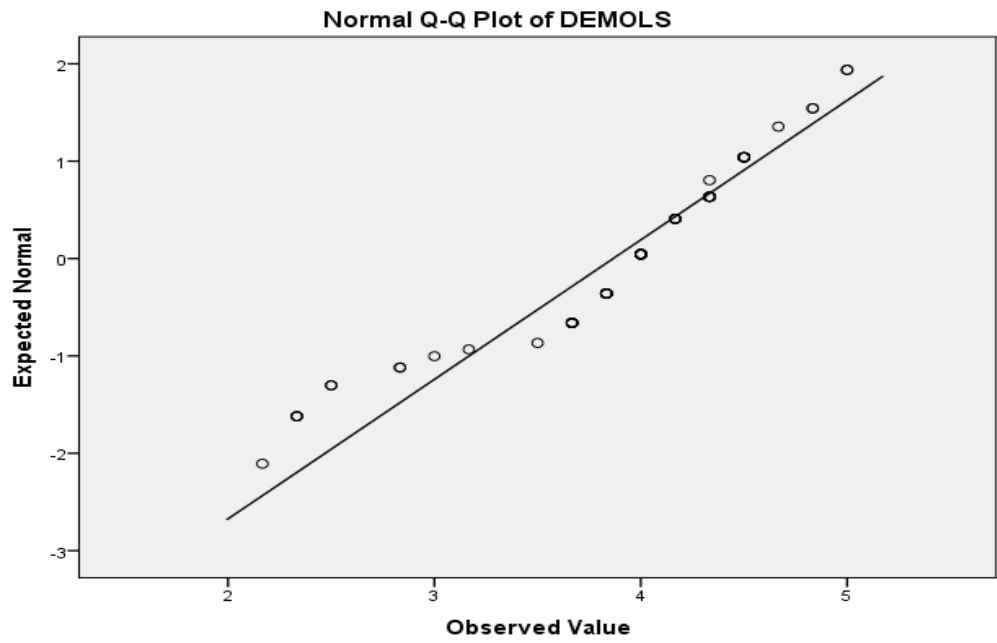
Result of Normality Test: Histogram

Histogram

Mean = 3.76
Std. Dev. = .654
N = 56

KC

Histogram

Mean = 3.56
Std. Dev. = .655
N = 56

KSHARE

Histogram

Mean = 3.58
Std. Dev. = .726
N = 56

KS

Histogram

Mean = 3.72
Std. Dev. = .68
N = 56

KT

Histogram

Normal

Mean = 3.49
Std. Dev. = .792
N = 56

CD

Histogram

Normal

Mean = 3.55
Std. Dev. = .604
N = 56

AUTOLS

Histogram

Mean = 3.87
Std. Dev. = .698
N = 56