A Factor Analysis on Ideal Leadership Characteristics Among Young MBA Students: A Case Study of International MBA Program in Assumption University

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Abstract

This survey research used the quantitative approach and examined four variables, consisting of self-awareness, communication, trust, and team-building literature review. This study was conducted at Assumption University of Thailand, Hua-mak campus among current international MBA program students who were employees in different organizations in Bangkok. For analyzing the gathered data, analysis descriptive statistics and factor analysis were used to find out the perception of respondents, specifying the characteristics that were appropriate for grounding up as leadership development program, and then determined the priorities of these characteristics that could be fitted for proposing LDP. The procedure and finding of this study as the model can be used for schools of management, related training institutes, and organizations that would like to design and implement LDPs for their employees to train current or future leaders.

Keywords: *leadership development program (LDP), self-awareness, communication, trust, and team-building.*

Introduction

There is lack of competency among leaders for organizations effectiveness (Collins & Holton, 2004). Administering a survey on individuals, and explore what characteristics are important to develop current leaders and are useful for training the youths for future of organization is a vital step for creating an effective and practical leadership development program. 21st century with full of uncertainty and complexity, requiring of effective leadership feel to be more necessary than the past. So, surviving organizations needs new generation of effective leaders. Leadership plays the core role in each big or small business or organization which could change the potential to the reality. The code of success for organizations is the strong willingness of investment on

building and developing leadership capabilities by leadership development program at all levels of the organization to obtain optimal organizational performance (Amagih, 2009).

Research Objectives

　　　1. To identify current perception about leadership and seek to understand the desired leadership characteristics among young employees who are students of international MBA program.

　　　2. To propose leadership development model for young employees who are current MBA students of GSB in Assumption University.

Statement of the Problem

　　　The main purpose of this study is to propose leadership development model for young MBA of Assumption University.

Research Questions

　　　1. What is the current perception on leadership in terms of leadership styles, self-awareness, communication, trust, and team-building among young employees who are currently the students of international MBA program in Assumption University?

　　　2. What are the specific characteristics of leadership that could be grounded up as leadership development program for young employees who are currently the MBA students?

　　　3. What are the priorities of suggested leadership characteristics that could be proposed as the leadership development program for future MBA students at Assumption University?

Scope and Contribution

　　　The scope of this study was the MBA students of Assumption University who have 1-5 years of job experience. The scope of this study comprises of data gathering, data analysis and interpretation and development of ideal Leadership model for young MBA.

　　　First, the findings from the study would benefit Assumption University, Graduate School of Business to further design Leadership development program as a part of students' induction day. Secondly, new-comer of young MBA to the graduate school of business would be able to equip self with the ideal leadership as they continue their studies with the business school. Lastly, an ideal leadership model derived from collective insights from participated respondents of MBA students could be used as foundation for student's development for the school and program levels.

Review of Literature and Conceptual Framework

Importance of Leadership

The local and global competition invariably forces large or small organizations to employ the proper styles of leadership to continue evolving. Effective leaders lead the organization toward innovation, readiness for changes in the marketplaces and facing challenges for gaining high performance (Vardiman, 2006). People in this age of 21st century are not directed by command-based leadership, but the leadership must embrace the art of practice that encourages the followers to do something with satisfaction (Popper and Lipshitz, 1993).

Leadership manifests itself as the role and process of setting the goal while enabling people in his/her respective organizations to adapt to the changing marketplace while raising the level of commitment as they accomplish tasks (Johnson, 2000). Allowing oneself to be familiarized with all employees, with suitable behaviors and skills of leadership helps promote long-term success for the organization (McCauley and Douglas, 2004).

Table 1 below shows the results of the study on 'Leading and Managing Change in Organizations". The elements affecting changes in the organization are leadership and management which represents 54.34% while external market environment represents 28.27% and culture represents 17.39%, (Fernando, 2014).

Table 1

Elements affect Changes in Organization

Elements affect Changes in Organizations

Leadership & Management	54.34%
External Market Environment	28.27%
Culture	17.39%
Total	100.00%

Source: Fernando, M.S. (2014) Leading & Managing Change in Organizations.

Related Leadership Theories

Several types of leadership have been publicized and described by the organization experts and theories. In this article, the author focuses on traditional, transactional, transformational, transcendental, and servant leadership.

Traditional Leadership: Traditional or bureaucratic leadership is the style of leaders that administer the organization using top-down approach, commanding the subordinates to comply with the order to get things done (Hickman, 1998). Communication and information are centralized by authorities (Toregas, 2002).

Transactional leadership: Transactional leadership style is characterized that leaders simplify the tasks for the followers to do their jobs and provide rewards if subordinates are able to satisfy the leaders' commands (Burn, 1978; Bass, 1997). In this style, subordinates   perform tasks based on their agreement and acceptance of expectations with their leaders. The rewards will be provided as an instrumental motivation in order that subordinates pursue towards the desired result.   This leadership style is individualized, directive and action-oriented (Bass, 1990).

Transformational leadership: Transformational leadership is both the characteristic and process whereby the leaders positively promote the morality and motivation of each other to reach a higher level (James McGregor Burns 1978). Transformational leadership by Bernard M. Bass (1985) described that this type of leader embraces honesty and fairness, encouraging the followers to pursue beyond their personal interests. This type of leadership   is a change-oriented and aims at the effectiveness of change through people (Sullivan & Decker 2011).

Transcendental Leadership: Geroy (2005) pointed out that transcendental leadership style is more effective than transformational leadership style because in this style leaders have internal control by forcing their employees to understand the priorities of dynamics of the immaterial in regards with the material issues. They have high appreciation of self and all level from top to down with priority of others by encouraging the followers for self-confidence, share ideas, participate in decision making, and implement their jobs accurately (Fairholm, 1996;Korac-Kakabadse, Kouzmin, & Kakabadse, 2002; Fry, 2003). Leaders who consider the needs and interests of people more than themselves, results would show in more profit, more cooperation among employees, satisfaction of internal and external people, and loyalty of employees and customers (Macey & Schneider, 2008).

Servant leadership: Spears (2004) proposed that servant leadership is an emerging leadership style and continues its popularity across societies. Leaders using this style believe that to serve of others is the priority for achieving good level of life. Greenleaf (1991) articulated that servant leadership style recognizes people as important part of the organization as opposed to the authoritarian.

LDP and Developing Leaders' Capabilities

In this age of uncertainty and fast changing, the aim of leadership development program is to enhance the effectiveness of leadership to increase their capabilities for facing these situations. There is an argument in leadership literature that whether leaders are born or made. Some theories discuss that individuals are born with innate leadership characteristics (Stogdill, 1974). Nevertheless, Kirkpatrick and Locke (1991) debated that the main characteristics of leadership can be learned and developed. Other similar research have supported this point of view, and proposed that effective leader development need to be timely, relevant and promote learning by doing through experience (Burns, 1978; Fisher, 2000; Avolio, 2005).

Degeling and Carr (2004) described that the basis of leadership development is knowledge, socio-emotional, and behavioral skills which are harmonized with the inner characteristics of leaders such as self-awareness, trust, and creativity. This effort of improvement in the quality of leaders is typically carried out through proper plan which is known as leadership development program (Groves, 2007).

The important issue for successfulness of leadership development program is to enhance the capability of individuals to feedback on learning experience to increase the implementing of knowledge and skills that they gained in their work. Self-awareness, team-working, interpersonal communication, and changing mindset are characteristics that are key instruments to promote organizational performance and creativity (Burke & Collines, 2005). Self-awareness and self-regulated are known as behaviors which create optimal leadership development (Luthans and Avolio, 2003).

Brungardt, 1996; Hernez-Broome & Hughes, 2004; Lynham, 2000; Pernick, 2001 suggested that leadership development program must be carried out in academic experience while aiming at the enhancement of knowledge and experience. . In addition, Conger and Benjamin (1999) described that leadership development program would not be limited just by teaching some skills to the employees, but it would be paying attention to change their behavior and enhance their capacities. Western companies are now understood that leadership is a complicated interaction between the social space of their organizations and leaders (Fiedler, 1996).

LDP and Future of Organizations

Most of high level leaders in organization are near the age of retirement, the organizations are under pressure to train and develop younger effective leaders (Peterson, Deal, & Gailor-Loflin, 2003). Generally, organizations are not satisfied with the level of leadership skills among their employees, so responsibility of these organizations are to provide facilities and proper climate for their young talented employees for education and training to guarantee the future of organizations by developing their capabilities in leadership (Conger & Benjamin, 1999). N. R. Lee (2007) empowered this idea that developing talents is a program for developing a group of employees who have put their potential capabilities to support the current and future needs of organization for improving its performance. The important issue in LDPs is to help individuals to distinguish their potential and empowering related behaviors and skills before accepting the responsibility of leadership.

Preparing future leaders who have capabilities to lead companies toward the successful changes need effective LDPs with variety of factors (Gilley, 2005; Gilley, Dixon, & Gilley, 2008; Kotter, 1996; Pernick, 2001). Depending on the requirements of organizations for training of future leaders, related factors should be combined, accurately. However, Combination of required factors, and necessary capabilities and skills is not easy and needs special attention, but it makes LDP, effective and useful.

LDP and Young Employees

Understanding the importance of leadership development program is not only distinguished by CEO's of organizations, but also employees are feeling the necessity of this program for improvement of their leadership skills in this age (Center for Creative Leadership, 2003). Expanding the LDP in the organization provides a desirable condition for betterment of LDP. If organizations and their people are decided to have transformational change in this area for sustainable change, and like to occupy the market share and gain success, they first must empowering the young leader level by practical training and preparing them for the future (Gilley, Dixon, & Gilley, 2008).

Lynham (2000) proposed three components that organizations must be consider for leadership development program. First is development for youths by providing the fundamental understanding about general leadership concepts and practice. Each youth is raised by different groups of parents. Second is about academic education which affects the view of youths about training. Many organizations trend to recruit their future leaders and managements among youths who have university degrees, and they understood that this point is an important criteria for choosing new workforce in this target (Swanson, 2007).

Recent academic studies and researches by graduated students discovered that there has been the lack of leadership capabilities among graduates, negatively affecting their employability (Bridgstock, 2009; Arnott, 2012). The consequences of leadership development program should thus not only affect the lives of young employees or leaders, but also help strengthen employability (Elmuti et al., 2005; Reichard et al., 2011).

The Leadership Pipeline Model

The leadership pipeline model is a tool for developing the leaders for the future of organization. This model suggested by three authors of book "The Leadership Pipeline" in 2000 (developed in 2011) that are Ram Charan, Stephen Drotter, and James Noel. This model would be helpful for growing capabilities of employees within the organizations from up to down by identifying future leaders, evaluating their competencies, designing their development, and assess the results. It also helps authorities in training, or HR departments to understand how they make a better plan for training by steps that defined in this model. In addition, each step has its skills, value, and specific program for training.

Self-Awareness & 360 Degree Feedback Model

First of all, self-awareness is pointed out as the most important characteristics of leadership, It means without having this ability to lead yourself, you cannot lead others. It's not late that self-awareness draw the attention of researchers, and its effectiveness on employees in all level and performance in organization (Atwater & Yammarino, 1992; 1997; Sosik, 2001). During the study about this case, it had been understood that almost all previous researches and studies emphasized on this characteristic - self-awareness - that an effective leader must be have. Ability of someone for self-observe (Wicklund, 1979), comparing behavior of somebody with the standard precisely (Atwater & Yammarino, 1992), and evaluate the judgment of others on self (Atwater & Yammarino, 1992), are some definition in literatures about self-awareness. In comparing the individuals for the level of self-awareness, someone who are in high level of self-awareness have more feeling of responsibility and satisfaction of their job, and also are more effective leaders than someone with low level of self-awareness (Atwater & Yammarino, 1992, 1997).

Sosik (2001) mentioned the strong link between self-awareness and creating high level of trust and commitment among employees. The level of trust and commitment bring respect in the environment of the organization, and would be associated with the optimal performance in the organization. In general, some authors emphasis on the strong relationship between self-awareness and its positive effectiveness on leadership performance (Ashford, 1989; Atwater and Yammarino, 1992; Kluger and DeNisi, 1996; Sosik, 2001; Wegner and Vallacher, 1980; Wicklund, 1979).

360 degree feedback model was used to collect information about employees in the 1950s at Esso Research Company, and then this model improved until 1990 that most HR and OD professionals understand the concept of model. This model is an instrument that helps for best understanding of a person. By this model, person can get feedback from different employees in various levels within the organization that could be their colleagues, managers, team members, and even own. This model helps person and organizations to have better understanding of strength and weak points to develop and solve, respectively.

Communication & Eight Steps In Developing Effective Communication

When most top level managers or leaders in organizations are asked to propose the most important skills that they used during the day practically, they answered communication. Some previous studies demonstrated that the managers spending time during daily activities, more belongs to the communication which gets 70-90 percent of their time (Mintzberg, 1973; Eccles & Nohria, 1991). When we look at the definition of leadership, they are the people who guiding, directing, motivating, and aspiring others. They need to set the goal, and clarifying vision and mission of the organization. In this way they must convince all level of organization, because they are leader not manager to just commanding their people. So, their communications must be effective to affect the people to follow them, and doing their tasks in best way.

Pincus and DeBonis (1994) expressed that leaders in spite that they must understand the importance of communication, at first they need to be familiar with the complexity and nuances of nature of human. It would be useful for them to understand how to use these skills effectively to enable them to motivate people. Good communication could bring better understanding and trust among subordinate to follow the leaders and achieve the purpose. Handy (1995) cited that, create trusting environment through effective leadership communication enable leaders to manage their people who are not available. Homes (1991) proposed that the unique difference between management and leadership is communication, and the language of leadership is the art of communication.

A research by John Kotter (1995) at Harvard University, demonstrates that leaders communicating ten times less than their organization needs in time of changes. Effective communication is at the heart of successful leadership. There is a way that leaders shift their mode of communication from telling to selling. In other words, when a leader communicates efficiently, actually he behaves like a salesperson. Analyzing the listener, provide the proper outline, persuading the listener, and choosing the best technological instruments for proposing, according to the situation (e-mail, video conference or ...), could help leaders to transform their ideas more efficiently. "Communication will become an art form", (Lindstrom, 1998). Storytelling is the other communication skills which helps teller to get full attention of listener or people toward the defined targets. Using the concept of story in communication, connecting and sending your message via this rule is a critical point in 21st century relationship.

The 8 steps in developing effective communication model by Kotler and Koller (2009) is a tool that suggests a way for enhancing and empowering the communication skill. This model considers all elements of an effective communication from first step to last one.

Trust & Trust Model

Two unique characteristics of leadership are trust and respect. Without these heart and lung, leaders will fall under the weight of own ego, pride, arrogance, ignorance, ambition, greed or some other deadly leadership sin (Warren Bennis, 2014). Zeffane and Connell (2003) quoted from some researchers that they distinguished trust as a necessary element for successfulness of organization which bring stability and mutual respect and satisfaction among employees. Bleicher (1991) developed and defined "organization of trust" as the fundamental in modern organizations. He proposed that trust in intelligent organizations is like glue that stick all components of organization together and ensure them about the future (Bleicher, 2009).

They are leaders who create and sustain the climate of trust in the organization by their behavior (Bennis, 2002; DePree, 2002). Leaders are able to ground trust initially by

their behavior like effective communication and supporting their subordinates (Gimbel, 2001; Tschannen-Moran and Hoy, 1998). Role of leaders is basis to create the culture of trust in the organization which all levels are respecting his recommendations with willingness and consistency (Levin, 1999). Theory of trust point out that the role of trust in organizational effectiveness is very important (Nyhan, 2000; Shockley-Zalabak, 2000), which include, high respect and belief to the leaders, commitment to the organization, decisions that make within the organization, and decrease the rate of turnover (Costigan, 1998; Dirks and Ferrin, 2002; Iverson, 1996; Spence-Laschinger, 2001).

Interpersonal relationship which is empowered by trust is not created just by confidence and predictability of behavior or action of others, but moral integrity and goodwill of another affect the rate of relationship (Luke, 1998). Bardwick (1996) proposed that leaders understand that real and profound trust brings competitive advantage in this close and terrible competition among organizations. Greenleaf (1996) proposed that there is a space between blind trust and distrust where they named it optimal trust that help leadership to moves toward more honest and more fundamentally right. Rotter (1980) in his research provides evidence to express that the people with high level of trust are not less intelligent nor more simple-heart in regards with the other member of society, but willingness to trust or distrust more depends on experience than intelligence. Gutman (1992) discussed that people with high level of trust are happier than opposes one to be trustworthy.

Trust model includes 9 elements that leaders must know to ground trust within their organizations. Leaders can achieve organizational objectives by inspiring, speaking, and listening that they maintaining in the workplace. In other loop, leaders have employees who give their personal best by thanking, developing, and caring. Other loop belongs to work together as a team or family by hiring, celebrating and sharing.

Team-building & Tuckman's Group Development Model

Capability to use of all capacities of a team in target to enhancing social or organizational relationship and set the role of each member of the team for achieving the purpose, and solving the problems that affect the function of team like task problems or interpersonal problems is team building (Salas, Diazgranados, Klein, Burke, Stagl, Goodwin, & Halpin, 2009).

Business globalization, fast stretching of information, and close competition have affected the function and structure of organizations (Katzenbach, 1998). Because effective team has effective members with high level of cooperation, they could accept and implement complex tasks that is concerning of organizations, so most organizations around the world leaned on teams and devolved their tasks to them (Montoya-Weiss, 2001; Salas, 1992).

Klein (2009) expressed that today team building is one of the important techniques that used for developing group intervention within the organizations. Survey

showed that among all interventions in organizations, team development interventions have highest effects on financial outcomes in organizations (Macy & Izumi, 1993). Recent researches demonstrate that team development which includes team building and team training improve performance of team's objectives (Salas, Diazgranados, Klein, Burke, Stagl, Goodwin, & Halpin, 2009).

The Tuckman's group development model includes four steps such as forming, storming, norming, and performing that suggested by B. Tuckman in 1965. Gathering some people and making a group of people seems to be easy, but developing this group to change it as a team needs some skills and effort. This model provides four steps for enhancing the performance of a team of people.

Agile Leadership Model - Theoretical Framework 1

This model of leadership (Figure 1) is suggested by T. Spielhofer and S. Kaltenecker (2012). Authors of agile leadership model proposed that this new model designed base on 21st century and its phenomenon such as fast changes, customer focus, new technologies in communication, complexity, empowerment of teams instead of commanding them.

Figure 1. Agile Leadership Model

Source: Spielhofer T. & Kaltenecker S., Agile Leadership Model (2012)

First category, common principles are pointing out some skills that known as foundation for leaders and even employees that they must know. Second category, basic skills suggested the basis of first category which these basic skills known as basis for next or third category that speaks about the competencies of leadership. And, core competencies of leaders would be come to the results that introduced in this model which are high quality of product or services which bring satisfaction of customers and stakeholders, and it would be associated with obtaining high profit for organization.

Leadership Competency Model - Theoretical Framework 2

The leadership competency model (Figure 2) is provided by department of leadership and experiential learning in Frostburg University (2013).


Figure 2. Leadership Competency Model

Source: Frosburg State University (2013)

Leadership competency model categorized competencies of leaders in four parts. Personal leadership, interpersonal leadership, global leadership, and team leadership are four categories of this model that each one has several subtitles. Increasing awareness of others which is the result of capabilities in self-awareness skill, and communicating intentionally which related to the effective communication are two factors in this model that refer to the terms of this research.
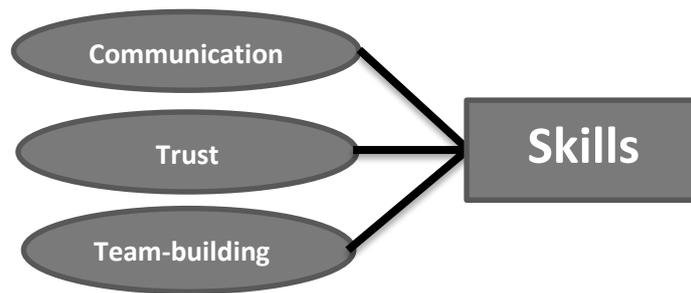
Conceptual Framework
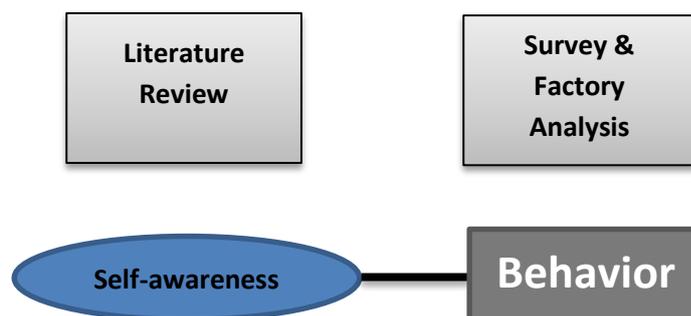
Figure 3. Conceptual Framework

Based on literature review and theoretical frameworks, self-awareness, communication, trust, and team-building are four characteristics that this research distinguished for young leaders or employees that LDPs need to focus on (Figure 3). This study believes that these four characteristics which were cited the previous studies and researches are important for leaders to learn. Obviously, effective leaders equipped with appropriate leadership capabilities bring optimal performance in organizations.

Research Design

Table 2

Research Design

Current Situation (Base on Literature Review)	Data Gathering & Analysis (Survey)	Results of Study and Finding

Self-awareness	Quantitative Approach:	Propose Leadership Development Model in this Order under Two main title Constructs as below:
• Needs to Develop	• **Descriptive Statistics**	
Communication	- Mean	
• Needs to develop	- Standard Deviation	
Trust	• **Factor Analysis**	❖ **Behavior**
• Don't understand its dimensions	- Components for Construct	1) Self-awareness
		❖ **Skills**
Team-building	- Priority of Characteristics	2) Communication
• Low experience		3) Trust
		4) Team-building

The research design as illustrated in the Table 2 comprise of three phases-- current situation, data gathering and analysis, and result of the Study. The research instrument was multi-choice questionnaire. The data treatment comprises of descriptive statistics and factor analysis. Upon completion of prior steps, the statistical results of collected data were utilized to identify key factors for leadership development model.

Research Methodology

Survey research (SR) was used as the methodology for this research. This kind of approach (survey design) used an adequate numbers of respondents in exploring their attitudes and trends about leadership and the suggested characteristics, and their feelings about leaders in the organizations which could help for development of leaders (Creswell, 2003).

The Respondents

The respondents for this research were MBA students who puruse international MBA program whereby English language is sole medium of instruction and thus the English literacy of the respondents was considered proficient. The majority of respondents were freshmen in MBA program who started in academic year of 2015. The 130 questionnaires were distributed while 108 respondents participated. The respond rate was equivalent to 83.0%.

Research Instruments

This research employs quantitative approach. The questionnaires contained 26 questions. The four questions were on demographics of respondents, six questions pertained to the perception of respondents about different styles of leadership, and 16 remaining questions were measured the attitude of respondents about the four characteristics of leadership.

Questionnaire was constructed with English language, together with the use of five-Likert scales. The choices of Likert-scales ranged from 1= Strongly disagree, 2 = Disagree, 3 = Neutral, 4 =Agree, and 5= Strongly Agree—see Table 3 below.

Table 3

Arbitrary Level (Descriptive Rating of Responses)

Arbitrary Level	Descriptive Rating
1.00 - 1.79	Strongly Disagree (SD)
1.80 – 2.59	Disagree (D)
2.60 – 3.39	Neither (N)
3.40 – 4.19	Agree (A)
4.20 – 5.00	Strongly Agree (SA)

Data Analysis

Reliability co-efficient cronbach's alpha analysis was used to validate and evaluate the reliability and quality of each question before distribution.

Upon receipt of the questionnaires, the descriptive statistics analysis was used to analyze data to understand data trends against statistical parameters. The presentation of data included basic frequency, averaged means and standard deviation.

Factor analysis was used to measure and discover the real strength of characteristics (Churchill, 1979). This statistical treatment also allows the research to evaluate the characteristics into different factors (Gough, Weiss, 1981).

Research Findings and Data Analysis

Hernez-Broome and Hughes (2004) pointed out that leadership development program is common among the organizations, and they strive to provide the individuals' requirements in target to prepare them as the effective leaders in their organizations. The analysis of this research is based on gathered data from young employees who were MBA students in Assumption University.

The statistical results from the analysis of demographic profiles showed that the majority of respondents were female (63%). The 98% of respondents were under the age of 36 years old. The 80% of respondents were below five years of work experience, and the 90% of respondents are with lower than 5 years of management experience. All respondents were born between 1980 and 2000.

Descriptive statistics was used to determine the level of perception of respondents about leadership and the four suggested leadership characteristics of self-awareness, communication, trust, and team-building . Table 4 shows the overall perception of respondents about the variables proposed in questionnaires.

Table 4

Overall Perceptions of Students

Row	Section	Average Mean	Average Standard Deviation	Descriptive Rating
1	Leadership	4.18	0.69	A
2	Self-awareness	4.08	0.77	A
3	Communication	4.18	0.75	A
4	Trust	3.85	0.81	A
5	Team-building	4.23	0.73	SA
	Total Average	4.11	0.74	A

Remark: SA= Strongly Agree; A= Agree

Results showed that the perception and understanding about leadership elements were almost similar as shown by the average of means and standard deviation. (Table 4) . All responses showed that the - Agree (A), and - strongly Agree (SA) with the elements for leadership. Thus, this study included all items as focus for LDPs model. There was one item that was item 2 of trust (Someone who gives the task and leaves subordinate alone).

Comparing the results based on the gender of respondents by using independent-sample *t-test* analysis, results showed that there is no significant difference between female and male responses (Table 5).

Table 5

Overall Perception of Students in terms of Gender.

Row	Gender	Average of Mean	Average of Standard Deviation	Descriptive Rating
1	Male	4.06	0.79	A
2	Female	4.15	0.72	A

Remark: A= Agree

Factor analysis was used to analyze the data for the second and third questions of this study, namely determining the specific characteristics of leadership and the classification and priorities of these characteristics that could be proposed in the leadership development program model. In this study, the principal components analysis (PCA) technique of factor analysis was used for analysis of the intended items.

Rotation also is used to understand the pattern of computation for better and clearer interpretation. Kline (2002) proposed that factor loading higher than or equal to value of 0.3 can be considered significant. In addition, Ho (2006) mentioned that factor loadings of items higher than 0.33 could be considerable to reach minimal level of practical significant. He added that in using of factor analysis at least two runs will normally be required.

In the first run of factor analysis, the 16 items of selected four leadership characteristics were crossed tabbed using the PCA. The suitability of items for factor analysis was first evaluated by Bartlett's Test of Sphericity (Bartlett, 1954), and Kaiser-Meyer-Olkin (KMO) which computed the sampling adequacy (Kaiser, 1970 & 1974). Bartlett's Test of Sphericity must be significant ($p < 0.05$) to be considered that items are proper for the factor analysis. The KMO test index ranges from 0 to 1, which Tabachnick & Fidell (2007) pointed out that the score of 0.6 is the minimum value for a good factor analysis. In this study the Bartlett's test was significant ($p = .000$), and the KMO value was 0.778, which demonstrate the suitability of data for factor analysis (Table 6).

Table 6

KMO and Bartlett's Test.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.778
Bartlett's Test of Sphericity	Approx. Chi-Square	410.538
	df	120
	Sig.	.000

Total Variance Explained table is the other output of PCA that determined how many factors (components) to be extracted. The information presented in this table is the eigenvalues of factors which determined how much each factor contributed to the total variance of the model. Kaiser (1960) sited that just factors with eigenvalue above 1.0 should be remained. This table in this study introduced five components with eigenvalues of above 1 that explained in priority as, 27.2%, 10.3%, 7.9%, 7.4%, and 6.7% of the variance column that totally occupied 59.5% of total variance.

Scree plots (Figure 4) is other extracted result that provided by statistical analysis package in factor analysis. Survey on this result revealed a clear break after the second component. An elbow in the shape of plot illustrated a quite clear break between the second and third components. It means that component one and two describe or occupied much more of the variance than the other components. Using Catell's (1966) scree test, it was suggested to keep just two components in this case for further survey.
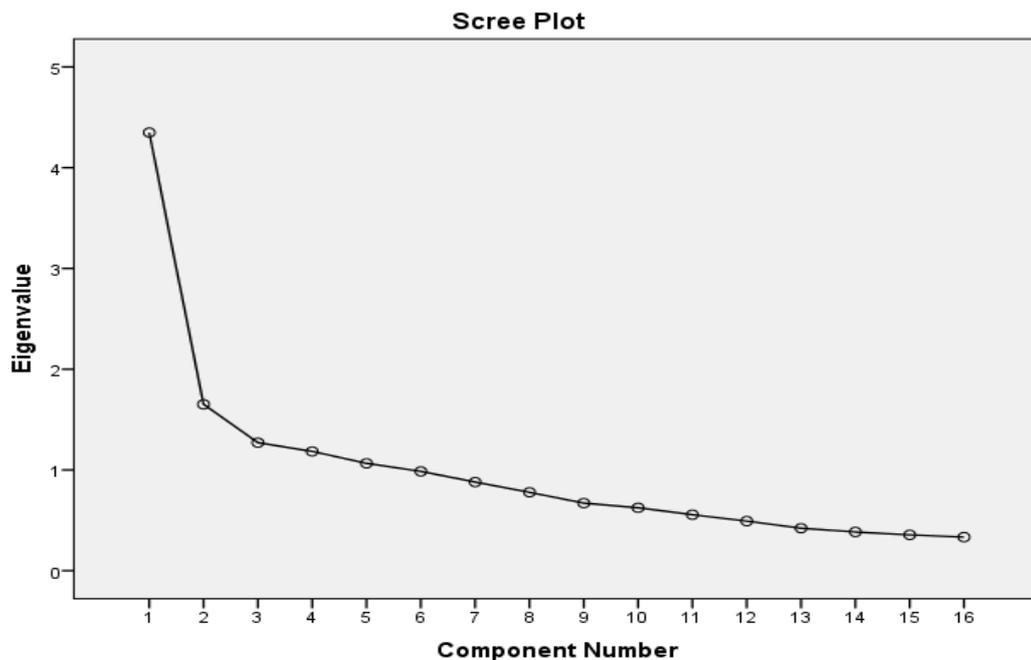

Figure 4: Scree Plots of Components (Factors)

The pattern matrix table which is the result of rotated five-factor solution, illustrated all items that loaded in five factors are above value 0.3, included five items loading on component 1, six items loading on component 2, four items loading on component 3, and only three items loading on components 4 and 5, each. But, there are many cross-loadings between the components. Ideally, it would be expected that more items loading in each component with a few cross-loading. So, this first run of factor

analysis is not appropriate, and for decision making, second run by keeping two components (factors) is required.

The last output of first run, component correlation matrix table demonstrates that there is weak (lower than 0.3) relationship between components, except correlation between components 1 & 2, and 1 &3, but there isn't strong correlation between components 2 & 3 (lower than 0.3). So, this results proved that in this study just two components (components 1 & 2) would be retained which was more logical and meaningful.

All above outcomes, results and interpretations about the first run of the factor analysis support for second run of this analysis with force for two-factor solution. It seems that reducing the number of extracted factors; make it more understandable, and more meaningful. In second run, the first outcome that should be checked is, total variance explained table which show the percentage of variance extracted by this two-factor solution. For this solution just only 37.5% of variance is explained which could be compared with 59.5% of variance explained by the five-factor solution in first run.

After rotation of the two-factor solution, component transformation matrix (Table 7) was shown the strong relationship between the two factors. It also shows the level of coefficient correlation between the amount of factors before and after of rotation. It could be assumed that the two components are strongly related to each other.

Table 7

Component Transformation Matrix

Component Transformation Matrix

Component	1	2
1	0.810	0.586
2	-0.586	0.810

Extraction Method: Principal Component Analysis

In target of interpretation of two components, warimax rotation was performed for the clearest separation of factors (Ho, 2006). The last results would be illustrated in rotated component matrix table (Table 8) which shows a number of strong

loading for both components. Items that related to the self-awareness separated in component 2 and almost remaining items that related to the communication, trust, and team building were shown in component 1. This study would like to analyze this table carefully and thoroughly (Item 2 of trust - Tr2 - doesn't have value among items).

Table 8

Rotated Component Matrix

Rotated Component Matrix

Items	Component	
	1	2
Tb4-Clarify tasks to prevent ambiguity	.685	
Tr3-Express & show level of trust	.653	
Co2-Available to answer question & help	.649	
Co4-Provide meeting for share & exchange ideas	.636	
Tr4-Emphasize on mutual trust for change	.608	
Co3-Inform about important issues & up-to-date	.603	
Tb2-Emphasize on Quality of team members	.535	
Tb1-Main role to build effective team & promote teamwork	.505	
Tr2-Give tasks & leave alone		
Sa4-Help overcome constraints		.703
Sa1-Help know their strengths & weaknesses		.624
Co1-Create climate of clear & open com.		.594
Sa2-Don't act defensively/receive critical feedback		.588
Tr1-Empower climate of trust & respect	.365	.561
Sa3-Encourage & exercises self-confidence		.527
Tb3-Emphasize on behavior to select team members	.384	.410

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Item 1 of trust and item 3 of team building were cross-loaded significantly across factor 1 and factor 2. Hu (2006) has suggested three ways of handling significant cross-loading which proposed here in summary. First one is when there are many significant cross-loading in components, researcher could decide to rerun the factor analysis and determining a smaller number of factors to be extracted. Second is, based on their face-validity, allocate them to the component that are most conceptually/logically representative of. And third one suggested deleting all cross-loaded items. In this case, because the numbers of the cross-loaded items were not many, and their values are above the minimum and acceptable, so first and third suggestions were ignored. And, because all other related items of their subtitles are in component 1, hence second suggestion was considered, and these two items were retained and replaced to the component 1.

The other problem is about item 1 of communication that illustrated in component 2. There isn't mandatory to keep an item under the title of a component, and it could be possible to replace it to the other component that it much related to. So, in this case because of the majority of communication's items were loading on the component 1, item 1 of this characteristic replaced to the component 1. Therefore after these changes, last rotated component matrix was provided in table 9. This finding answers second question of study by confirming and retaining of all items (except item 2 of trust) in proposed leadership development program model.

Table 9

Last Concluded Result from Rotated Component Matrix.

Items	Component 1 (Skills)	Component 2 (Behavior)
Tb4-Clarify tasks to prevent ambiguity	0.685	
Tb2-Emphasize on Quality of team members	0.535	
Tb1-Main role to build effective team & promote teamwork	0.505	
Tb3-Emphasize on behavior to select team members	0.384	
Tr3-Express & show level of trust	0.653	

Tr4-Emphasize on mutual trust for change	0.608	
Tr1-Empower climate of trust & respect	0.365	
Co2-Available to answer question & help	0.649	
Co4-Provide meeting for share & exchange ideas	0.636	
Co3-Inform about important issues & up-to-date	0.603	
Co1-Create climate of clear & open com.	0.594	
Sa4-Help overcome constraints		0.703
Sa1-Help know their strengths & weaknesses		0.624
Sa2-Don't act defensively/receive critical feedback		0.588
Sa3-Encourage & exercises self-confidence		0.527

Robert Hu (2006) proposed that in each component (factor), items with large loading could be the representative of that factor. He added, the grouping of items that have high factor loadings should be suggested what underlying dimension of that factor is. Factor 1 concludes of 11 items which all belong to the communication, trust, and team-building that would be reflected of the skills of leadership, so this study would like to call this factor as the title name of "Skill". Factor 2 concludes of 4 items with largest loading that all belong to the self-awareness, so this factor could be called as the name of "Behavior".

Therefore five factors in the first round reduced to the two meaningful factors as the name of skill and behavior. Component (factor) 2 just specified to the self-awareness with higher loading in item 4 with value of 0.703, so it could be supported that self-awareness as the first priority and construct of leadership development program. The total value loading of all items of self-awareness in component 2 is 2.442 with the mean value of 0.611. The three remaining characteristics placed in next level. The order of importance was decided for characteristics based on their independency in each component at first, and then measurement of factor weights as other criteria that illustrated in this table (Table 10).

Table 10

Priorities of Leadership Characteristics for Proposing LDP

Priority	Characteristic	Total Value of Loading	Number of Items	Mean of Total Value Loading	Component (Factor)
1	Self-awareness	2.442	4	0.611	2 (Behavior)
2	Communication	2.482	4	0.621	1 (Skill)
3	Trust	1.626	3	0.542	1 (Skill)
4	Team-building	2.109	4	0.527	1 (Skill)

Above table answers the third question of study which asked about the priorities of suggested characteristics that would be proposed for more effectiveness of LDPs model.

The last findings of answers for the second and third questions help to propose an appropriate model for conducting LDP to young employees based on factor analysis (figure 5).
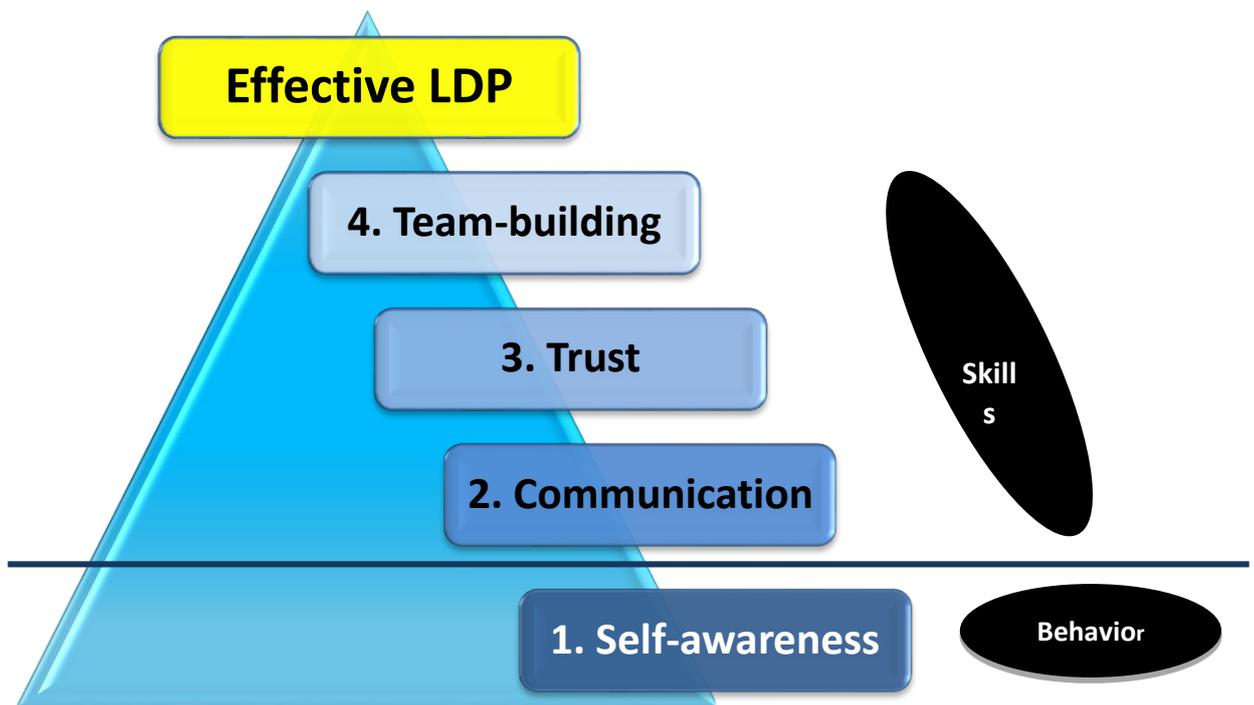
Figure 5: Proposed Model for Conducting Effective LDP for Young Employees

In this model self-awareness as the behavior of this model known as the fundamental characteristic, and other three characteristics such as communication, trust, and team-building introduced as the important skills which proposed as the model for young employees who are current MBA students of GSB in Assumption University.

Conclusion

The findings of this research on homogeneity and almost uniformity of responses about the subject, demonstrates that the age and generation (millennial category) of people is important for suggesting the leadership development programs in schools, institute, or organizations. In addition, the level of knowledge and education, work experiences, management experience, and position are other important factors that affect the LDPs which should be considered. Capability of individuals to feedback on learning experience could enhance their understanding about leadership development program and help them to align it with key tools that learned in educational environment for utilization of theories. Leadership development programs must not be limited in academic experience, but it is more useful to be a collection of both knowledge and experience which obtained during the age (Brungardt, 1996; Lynham, 2000; Pernick, 200; 1 Hernez-Broome & Hughes, 2004).

The results and findings in the perception of respondents about the leadership style have proved that today's generation tends toward the people-focus style of leadership or servant leadership style which is the talk of the day about the style of leadership in this age. So, it could be concluded that the trend of tech-orientation people is more toward the new thinking or new styles of leadership.

According to the results and finding of this study which extracted from real data, and proposed literatures, it could be concluded that all these suggested characteristics such as self-awareness, communication, trust, and team-building are critical areas as behavior and skills that need to be considered for development and training of current and future leaders via implementing leadership development programs. The results from factor analysis prove that self-awareness as behavior could be the fundamental and first priority for development and training in leadership development program which could stand alone in one component. Communication gained the first priority among skills which proved the importance of this characteristic which it is at the heart of successful leadership. Trust and team-building were placed in the next steps of component skill with strong value which demonstrate the importance of these characteristics for implementing LDPs among young employees.

The only exception among all items was item 2 of trust with low score in comparison with other items that was deleted by factor analysis. This item asked about the kind of leaders who give the task and leave subordinate alone. It related to the culture or belief of people who live in specific geographical location.It could be concluded that it relates to the people who are in dimension of high In-group collectivism in the Globe Cultural Dimensions. This classification – in group collectivism - refers to the people who tend to work with each other, and avoid working individually.

Recommendation

The proposed leadership development program model was derived from the pattern that had the strong statistical connection when comparing all four characteristics. This study could help to categorize these four characteristics in two constructs, and the priorities and importance of them were determined by the factor weights of each one. These mentioned characteristics obtained different scores or weights in other researches that were accomplished among other target population. The selection of characteristics could be depend on the sizes, kinds or missions of companies or organizations, governmental or nongovernmental, public or private, situation of target

population such as, their age, level of education, years of experiences, their positions, and etc. The consequences of leadership development program not only affecting the lives of young employees or leaders, but also nurturing their ethical attitudes and values (Elmuti et al., 2005; Reichard et al., 2011). Hence, this study would like to suggest a general model for designing of effective leadership development program as below (Figure 6):
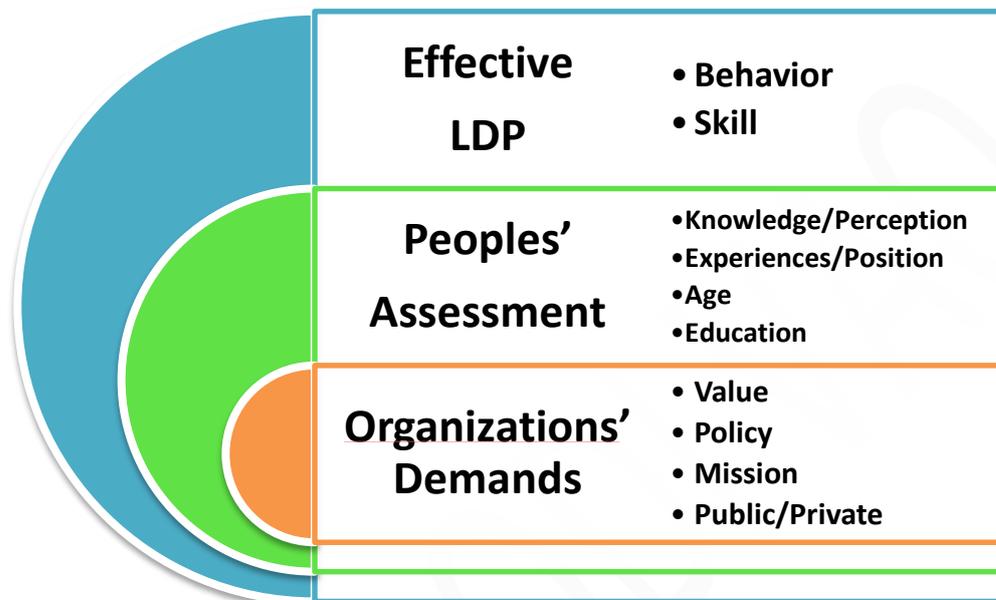

Figure 6: General Model for Designing LDP

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