

## Research Article

# THE ANALYSIS OF IMPACTS ON ALUMNI'S LEADERSHIP : THE CASE OF UNIVERSITY OF INTERNAL AFFAIRS, MONGOLIA

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### ABSTRACT

The object of our study is to analyze the correlations between work experience, professional knowledge, professional skills, communication and attitude, language skills and alumni's leadership. We worked on this study based on the basic theory of leadership and management. Our study was conducted online channel by 185 alumni, which made it possible to classify and compare some of the results. We used Smart PLS-3.0, SPSS-25.00 software a qualitative research program, to analyze correlational, multifactorial and to summarize the results of the forensic scientist's analysis of how factor variables affect leadership skills. For the future, our study can be significant to consider both theoretical and practical issues and inserting further most necessary data in the University of Internal Affairs, Mongolia.

**Keywords:** work experience, professional knowledge, professional skills, communication and attitude, language skills and alumni's leadership, University of Internal Affairs, Mongolia (UIAM).

### INTRODUCTION

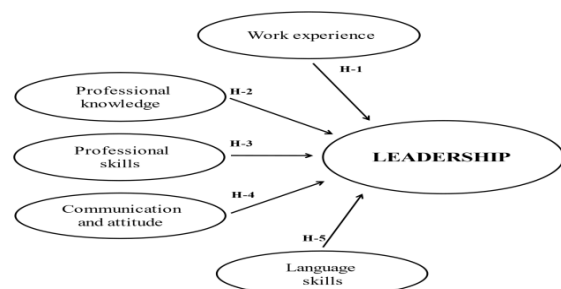
Management and leadership are important for the delivery of good services. Leaders will have a vision of what can be achieved and then communicate this to others and evolve strategies for realizing the vision. They motivate people and are able to negotiate for resources and other support to achieve their goals. Managers ensure that the available resources are well organized and applied to produce the best results. In the resource constrained and difficult environments of many low – to middle-income countries, a manager must also be a leader to achieve optimum results (Wajidi, 2017). Best managers should strive to be good leaders and good leaders, need managerial skills to be more effective. The concept of "leadership," as used from last era until today, made its own way across the general literature. Nevertheless, only recently it has become more popular between social sciences and researchers (Bayasgalan Tsogtsuren, 2022). Our study is significant considering both theoretical and practical issues and for practices in Mongolian public special sector. Data were estimated by SMART PLS 3.0, SPSS 25.00 software.

### CONCEPTUAL FRAMEWORK AND HYPOTHESIS LEADERSHIP

Leadership and management entail a unique set of activities or functions. While leaders and managers share some similarities because they both influence others by using specific powers to achieve certain goals, there are also some prominent differences (Yukl, 1989). Management is all possible and positive activities

consisting of process which are mainly concerned with important task of organizational goal. The effective performance of your business will require solid management: the process of planning, organizing, leading, and controlling resources to achieve specific goals. A plan enables you to take your business concept beyond the idea stage. It does not, however, get the work done. For that to happen, you have to organize things effectively. You'll have to put people and other resources in place to make things happen. And because your note-taking venture is supposed to be better off with you in charge, you need to be a leader who can motivate your people to do well. Finally, to know whether things are in fact going well, you'll have to control your operations—that is, measure the results and compare them with the results that you laid out in your plan (SkripakStephan, 2016). Our study is explaining how to analyze the correlations between work experience, professional knowledge, professional skills, communication and attitude, language skills and alumni's leadership. The conceptual model of factors on managerial leadership is drawn in Figure 2.1.

Figure 2.1. Conceptual models of factors on Alumni's Leadership



Source: Own diagram

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## Work experience and leadership

Learning from experience will matter if leaders are made, rather than born. And so, taking into consideration Mintzberg's (2009) five contexts—that this précis fused into social and personal contexts—and Seijts' (2013) ten clear pathways, it stands to reason that the primary source of learning to lead will be work experience (SerratOliver, 2019). Successful experiences in leadership roles, whether in the educational or social frameworks, show the individual that he or she is perceived by others as a leader, but they also strengthen the individual's own belief in his/her ability to be a leader (Akin, 1987, Bennis, 1989; Kotter, 1988, 1990, Avolio, 2005). According to the literature review, we were hypothesized as below:

**H1. Work experience will have an influence on alumni's leadership.**

## Professional knowledge and leadership

Successful leaders at all levels possess important skills. Professional expertise and knowledge of the organization are clearly necessary in order to engender trust and respect. Leaders have the ability to both develop a vision and communicate the vision to the group. Team building is especially important in order to enable all members of the group to contribute to the goal in a meaningful manner. Skills in conflict resolution and negotiation are necessary in leading any group. Finally, depending upon the circumstances, skills in strategic planning and financial management may be needed (DGoleman, 2000). Professional knowledge correspond to the growth and maturation of the knowledge, skills, and attitudes acquired throughout the workers' lives, as a result of formal and informal actions of learning at work on leadership (Bell BS, 2017). According to the literature review, we were hypothesized as below:

**H2. Professional knowledge will have an influence on alumni's leadership.**

## Professional skills and leadership

The constitutive logic of our study is that the learning at work assumes the character of skills development and stems from the acquisition of technical skills and the interaction between practice and elements of leadership. Thus, the theoretical framework allows us to point out that professional skills involves different kinds of learning and experiential learning can be considered one of its most relevant theoretical foundations (Bell BS, 2017). Therefore, we can consider that professional skills are based on the theory of experiential learning and more recent theories about learning in the work environment, which simultaneously consider variables of individuals and context (Montano D, 2017). According to the literature review, we were hypothesized as below:

**H3. Professional skill will have an influence on alumni's leadership.**

## Communication, attitude and leadership

The utmost essential key to great leadership is communication. A Leader is among one of the employees with exceptional skills set and in one situation or another he has potential to step forward to take charge and mentor others who lack experience and skill set, tries to inculcate skills by motivating them and help them in achieving their individual, team and organizational targets. To become a great leader one should be a great communicator (Towler, 2003). There are many benefits from examining leadership perceptions as an attitude towards the leader. In this review, we show how research examining a number of aspects of attitudes (content, structure and function) can advance understanding of leadership perceptions and how these affect work-related outcomes (Allan Lee, 2015). According to the literature review, we were hypothesized as below:

**H4. Communication and attitude will have an influence on alumni's leadership.**

## Language skills and leadership

The positive aspects of using competency models are that the models offer a common foreign language for leadership development (Bolden & Gosling, 2006; Conger & Ready, 2004). Our definition of competency (in the context of leadership) is knowledge, value, ability (skill or motivation), and behavior that lead to the outcome of effective leadership. These results also provide English language for leadership educators, student affairs professionals, faculty and advisors, and students to engage in discussions about leadership development (Corey Seemiller, 2013). According to the literature review, we were hypothesized as below:

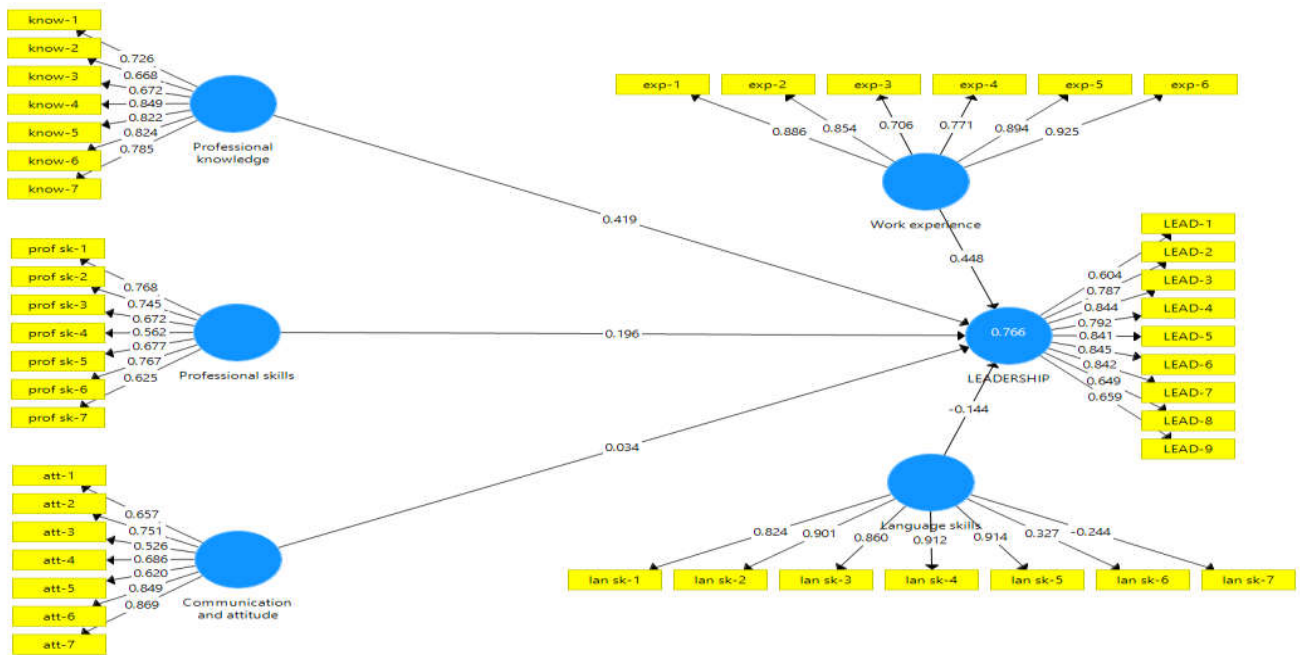
**H5. Language skill will have an influence on alumni's leadership.**

## RESEARCH METHODOLOGY

### Data collection and questionnaire design

The data were processed using a qualitative research methodology to validate the theoretical hypotheses. The survey was conducted electronically between February 7, 2022 and February 15, 2022. A total of 185 alumni were included in the study, and each variable was coded for instantaneous research development.

Figure 3.1. Results of Structure Analysis of leadership skills (algorithm)



Noted: exp-work experience, know-professional knowledge, profsk- professional skills, att-communication and attitude, lansk-language skills, LEAD- Alumni's Leadership

Table 1. The list of items for each Construct Alumni's Leadership

ITEMS	Codes	Factor analysis	Cronbach's Alpha	Composite reliability	Average variance extracted
work experience	exp-1	0.886	0.916	0.936	0.710
	exp-2	0.854			
	exp-3	0.706			
	exp-4	0.771			
	exp-5	0.894			
	exp-6	0.894			
professional knowledge	know-1	0.726	0.882	0.908	0.588
	know-2	0.668			
	know-3	0.672			
	know-4	0.849			
	know-5	0.822			
	know-6	0.824			
	know-7	0.785			
professional skills	prof sk-1	0.768	0.818	0.864	0.478
	prof sk-2	0.745			
	prof sk-3	0.672			
	prof sk-4	0.562			
	prof sk-5	0.677			
	prof sk-6	0.767			
	prof sk-7	0.625			
communication and attitude	att-1	0.657	0.842	0.879	0.515
	att-2	0.751			
	att-3	0.526			
	att-4	0.686			
	att-5	0.620			
	att-6	0.849			
	att-7	0.869			
language skills	lan sk-1	0.824	0.843	0.927	0.590
	lan sk-2	0.901			
	lan sk-3	0.860			
	lan sk-4	0.912			
	lan sk-5	0.914			
	lan sk-6	0.327			
	lan sk-7	-0.244			
Alumni's Leadership	LEAD-1	0.604	0.910	0.879	0.515
	LEAD-2	0.787			
	LEAD-3	0.844			
	LEAD-4	0.792			
	LEAD-5	0.841			
	LEAD-6	0.845			
	LEAD-7	0.842			
	LEAD-8	0.649			
	LEAD-9	0.659			

Noted: exp-work experience, know-professional knowledge, prof sk- professional skills, att-communication and attitude, lan sk-language skills, LEAD- Alumni's Leadership

In results of structure analysis, the outer loadings of 6 items measuring of work experience ranged from 0.706-0.925, Cronbach's alpha of 0.916, Composite reliability of 0.936, Average Variance Extracted was 0.710. In results of structure analysis, the outer loadings of 7 items measuring of professional knowledge ranged from 0.668-0.849, Cronbach's alpha of 0.882, Composite reliability of 0.893, Average Variance Extracted was 0.588 (Figure 3.1, table 3.1).

In results of structure analysis, the outer loadings of 7 items measuring of professional skills ranged from 0.562-0.768, Cronbach's alpha of 0.818, Composite reliability of 0.893, Average Variance Extracted was 0.478. In results of structure analysis, the outer loadings of 7 items measuring of communication and attitude ranged from 0.526-0.869, Cronbach's alpha of 0.842, Composite reliability of 0.868, Average Variance Extracted was 0.515. In results of structure analysis, the outer loadings of 7 items measuring of language skills ranged from 0.244-0.914, Cronbach's alpha of 0.843, Composite reliability of 0.918, Average Variance Extracted was 0.581. In results of structure analysis, the outer loadings of 9 items measuring of leadership ranged from 0.604-0.844, Cronbach's alpha of 0.910, Composite reliability of 0.918, Average Variance Extracted was 0.590 (Figure 3.1, Table 3.1).

**Table 3.2. The results of path analysis**

Hypothesis	Standard deviation	T statistics	P value	Result
exp → LEAD	0.099	4.535	0.000	No supported
know → LEAD	0.089	4.709	0.000	No supported
prof sk → LEAD	0.096	2.056	0.000	No supported
att → LEAD	0.071	0.476	0.634	Supported
lan sk → LEAD	0.085	1.702	0.089	Supported

As results, H1: Work experience will have an influence on alumni's leadership as P value was 0.000. H2: Professional knowledge will have an influence on alumni's leadership as P value 0.000. H3: Professional skill will have an influence on alumni's leadership as P value 0.000. H4: Communication and attitude will have an influence on alumni's leadership as P value 0.634. H5: Language skill will have an influence on alumni's leadership as P value 0.089. Our study scrutinized 5 hypotheses in our research. There were 3 hypothesis of them no supported and 2 hypothesis of them supported (Table 3.2).

## CONCLUSION

Our study attempted to explore the correlations between work experience, professional knowledge, professional skills, communication and attitude, language skills and alumni's leadership. There are many scholars globally studying the relationship between satisfaction, leadership and career ion on graduates from the educational institutions and alumni satisfaction on tertiary educational institutions. Three of all hypotheses a positive relation with alumni's leadership such as work experience, professional knowledge and professional skills in our study. The of all hypothesis a negative relation with alumni's leadership such as communication, attitude and language skills in our study. Overall, the study and survey from the law enforcement organizations reveals alumni's leadership high but illustrates the number of suggestions to curriculum improvement that all are for the effectiveness of the leadership training of law enforcement. Finally, the evidence was sufficient to draw conclusions about the effectiveness of the "Law Enforcement Management" master degree curriculum of the Executive Management Academy, University of Internal affairs, Mongolia.

We are recommending our study as bellow:

- To study other impacts on leadership.
- To study and compare with other organization's leadership skills of alumni.
- To study and compare with international study in the future.

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## EVIDENCE OF STUDY

20220306 LEADERSHIP Od.txt \*20220306 Lead Ts.Od.splsm PLS Algorithm (Run No. 3) Bootstrapping (Run No. 2)

### Total Effects

Mean, STDEV, T-Values, P-Values	Confidence Intervals	Confidence Intervals Bias Corrected	Samples		
	Original Sampl...	Sample Mean (...)	Standard Devia...	T Statistics ( O/...	P Values
Communication and attitude -> LEADERSHIP	0.034	0.062	0.071	0.476	0.634
Language skills -> LEADERSHIP	-0.144	-0.116	0.085	1.702	0.089
Professional knowledge -> LEADERSHIP	0.419	0.401	0.089	4.709	0.000
Professional skills -> LEADERSHIP	0.196	0.200	0.096	2.056	0.040
Work experience -> LEADERSHIP	0.448	0.434	0.099	4.535	0.000

20220306 LEADERSHIP Od.txt \*20220306 Lead Ts.Od.splsm PLS Algorithm (Run No. 3) Bootstrapping (Run No. 2)

### Outer Loadings

Matrix	Communicati...	LEADERSHIP	Language skills	Professional k...	Professional sk...	Work experience
LEAD-1		0.604				
LEAD-2		0.787				
LEAD-3		0.844				
LEAD-4		0.792				
LEAD-5		0.841				
LEAD-6		0.845				
LEAD-7		0.842				
LEAD-8		0.649				
LEAD-9		0.659				

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