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Organizational Analysis:
Case of a Leading Distance Education Provider in Malaysia

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Abstract:
This paper focuses on a case, a leading distance education provider, in Malaysia. The provider will be examined on its organizational analysis, namely its strengths and weaknesses. Moreover, the analysis will be on the number of publications produced by the provider's lecturers in 2015 and 2016 as deliverables toward their Key Performance Indicators (KPI). The distance education provided had manpower of 76 lecturers in various programs, namely Science, Social Sciences, Arts, and Management. Positively, this paper contributes to views and suggestions in boosting the distance education provider's 2017 KPI and views on the distance education provider's leadership.

Keywords: Distance education, organizational analysis, strengths, weaknesses, leadership

1. Introduction
Almost every organization has their strategic management plans for implementation. Strategic planning is crucial for organizations in determining their existence and where are they heading in the future. Moreover, strategic planning had been laid on the shoulders of organizations' top management; namely the CEO, Senior Managers, Head of Departments, and key personnel in the organization. These top management people need to think in a strategic way and to be in line with the organization's vision and mission. Furthermore, department managers need to be able to communicate, convince, direct, and lead their team of subordinates to work on the strategic plans as agreed and instructed by the organizations' top management.

In the case of a leading distance education provider, it had been providing various undergraduate programs. The provider's top management is headed by the dean, and he/she has to abide with the proposed, agreed, and approved deliverables by the university's top management. This paper focuses on the organizational analysis - strengths and weaknesses - based on the number of publications by staff members in 2015 and 2016 as deliverables toward the provider's Key Performance Indicators (KPI). Thus, this paper intends to examine the sustainability of a leading provider of a public university in achieving its performance as required by the University.

2. Literature Review
The literature review will be on the distance education provider's background, undergraduate students, and leadership.

2.1. Background
In the case, the distance education provider has not been excluded from having and planning their strategic move in the world of academia. The provider's core business is to deliver undergraduate courses through distance education. Apart, the provider also had programs offered for masters and doctorate students. The provider had been providing the undergraduate programs through the distance education mode for almost 50 years.

2.2. Undergraduate Students
The distance education provider had almost 7,000 undergraduate students (USM, 2016) whom were registered under various programs and majors. There are four programs with thirteen majors. Firstly, Bachelor of Science (Honours) with majors in Biology, Chemistry, Physics, and Mathematics. Secondly, Bachelor of Social Sciences (Honours) with majors in Anthropology-Sociology, Political Science, and Economics. Thirdly, Bachelorof Arts (Honours) with majorsin Geography, History, and Literature. Finally, Bachelor of Management (Honours) with majors in Organization, Marketing, and Finance.

2.3. Organization Structure
The distance education provider's organization structure comprises of top management whom are among selected and nominated lecturers. The provider's top management are formed; the Dean and supported by three Deputy Deans, namely Deputy Dean (Academic and International),Deputy Dean (Research, Postgraduate, and Networking), and Deputy Dean (Production and Support System). Figure 1 depicts the distance education provider's organization structure.

Deputy Dean (Academic and International) is supported by eleven Program Chairpersons in respective programs and one University Subject coordinator. Firstly, four program chairpersons in Science program, namely Biology, Chemistry, Physics, and Mathematics. Secondly, three chairpersons in Social Sciences program, namely Anthropology-Sociology, Political Science, and Economics. Thirdly, three program chairpersons who will oversee Arts program, namely Geography, History, and Literature. Fourthly, one chairperson in Management program, who oversee three majors, namely Organization, Marketing, and Finance. Finally, one coordinator who will oversees several University subjects. Moreover, the 11 chairpersons and one University Subject coordinator will oversee their respective lecturers with a total of 76.

Meanwhile, Deputy Dean (Research, Postgraduate, and Networking) is in-charge of the matters pertaining to research and grants among lecturers. The deputy dean also takes charge on matters relating to postgraduate students in the Master and Doctorate programs. Finally, the deputy dean also in-charge of matters relating to distance education providers' networking with outsiders and interested parties on collaborations and strategic alliances from outside university may in local or international.

Finally, Deputy Dean (Production and Support System) is in-charge of the supply of students' books and printed materials. The deputy dean also looks after the smooth running the distance education provider's support system, namely lectures delivered through live conference, WebEx, and recording of lectures. The deputy dean ensures the provider's regional centers of live conferences are in working order. He/she oversees 12 regional centers in selected cities throughout Malaysia, namely Penang, AlorSetar, Ipoh, Kuala Lumpur, Johor Bahru, Melaka, Kota Bharu, Kuantan, Kuching, Kota Kinabalu, Kuala Terengganu, and Arau.

Undeniably, the Dean is responsible and accountable for the whole operations and management of the distance education provider with the support of the appointed lecturers of three Deputy Deans, eleven Program Chairpersons, and one University Subject coordinator. He/she is answerable to the university's top management.

2.4. Leadership Style

Early management scholars, traits leadership, considered leaders was born, not made (Bateman & Snell, 2013). But recent scholars, behavioral leadership, had rejected the idea by indicating that leadership could be cultured andmolded i.e. it could be learned toward what good leaders do (Bateman & Snell, 2013).

On the similar landscape, Blake and Mouton (1968) introduced their Leadership Grid with five leadership styles; namely impoverish management (1,1), authority compliance (9,1), middle-of-the-road management (5,5), country club management (1,1), and team management (9,9) (Blake-Mouton, 1968; Bateman & Snell, 2013; MSG, 2017; Vision Council, 2017). Moreover, the five resulting leadership styles are as follows (adapted from MSG, 2017):

1. Impoverished Management (1,1):
   Managers with this approach are low on both the dimensions and exercise minimum effort to get the work done from subordinates. The leader has low concern for employee satisfaction and work deadlines and as a result disharmony and disorganization prevail within the organization. The leaders are termed ineffective wherein their action is merely aimed at preserving job and seniority.
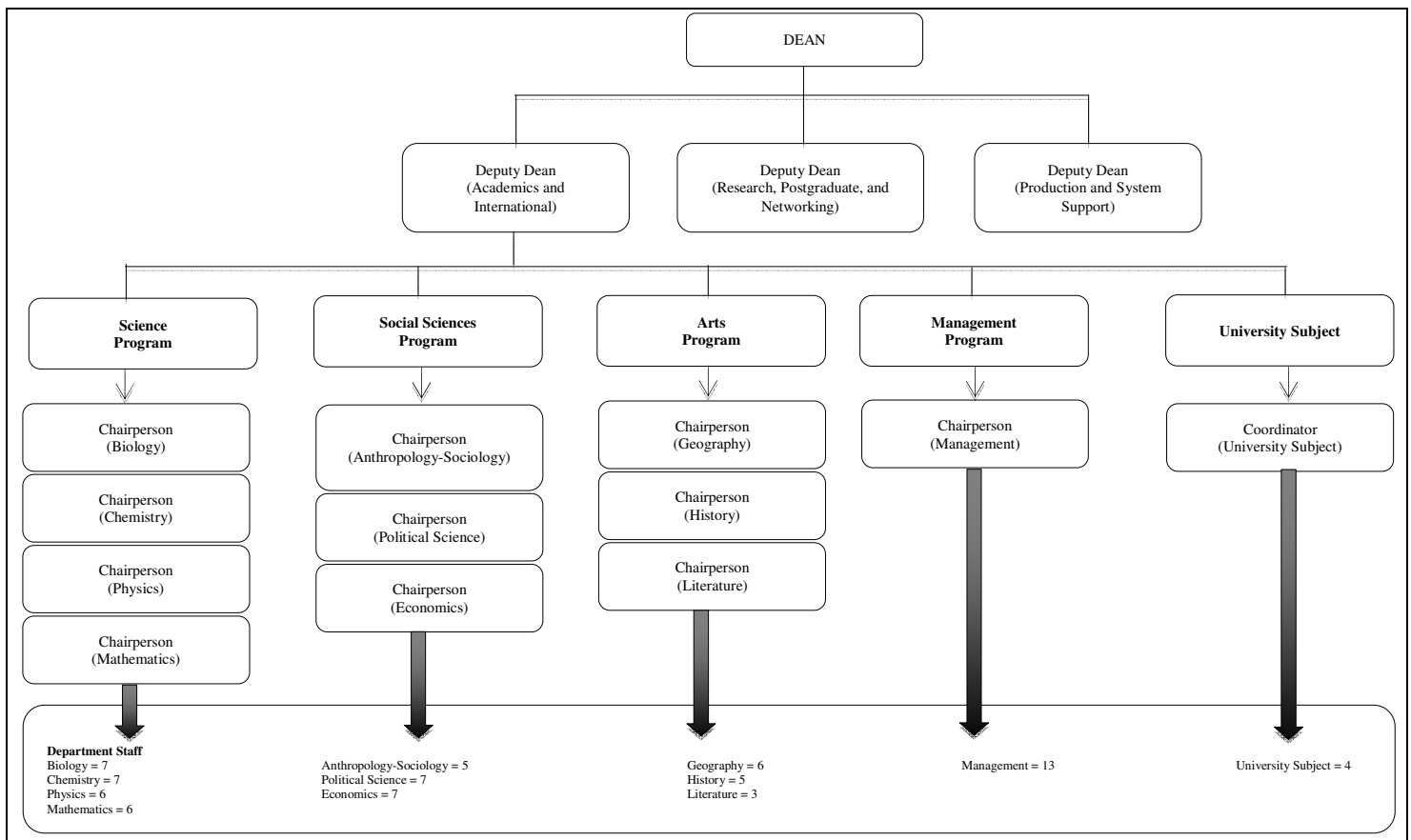

Figure 1: Provider's Organization Chart

2. Task management (9,1):
   Also called dictatorial or perish style. Here leaders are more concerned about production and have less concern for people. The style is based on theory X of McGregor. The employees' needs are not taken care of and they are simply a means to an end. The leader believes that efficiency can result only through proper organization of work systems and through elimination of people wherever possible. Such a style can definitely increase the output of organization in short run but due to the strict policies and procedures, high labor turnover is inevitable.
3. Middle-of-the-Road (5,5):
   This is basically a compromising style wherein the leader tries to maintain a balance between goals of company and the needs of people. The leader does not push the boundaries of achievement resulting in average performance for organization. Here neither employee nor production needs are fully met.
4. Country Club (1,9):
   This is a collegial style characterized by low task and high people orientation where the leader gives thoughtful attention to the needs of people thus providing them with a friendly and comfortable environment. The leader feels that such a treatment with employees will lead to self-motivation and will find people working hard on their own. However, a low focus on tasks can hamper production and lead to questionable results.
5. Team Management (9,9):
   Characterized by high people and task focus, the style is based on the theory Y of McGregor and has been termed as most effective style according to Blake and Mouton. The leader feels that empowerment, commitment, trust, and respect are the key elements in creating a team atmosphere which will automatically result in high employee satisfaction and production.

Moreover, various leadership models could be taken into consideration in leading an organization, such as Vroom Model, Fiedler's Contingency Model, Hersey and Blanchard's Situational Theory, Path-Goal Theory, and Transformational Leadership. Furthermore, these models and theories could be blended to suit the situation. Beteman and Snell (2013) stated that "effective leaders do not rely on one leadership style; rather they are capable of using different styles as the situation warrants". In their quote, this was the cornerstone of the situational approaches to leadership.

3. Methodology
Data mining of individual lecturers was done through Google, www.scholar.google.com, for the list of their publications in 2015 and 2016. The lecturers name was keyed in the Google search box in obtaining the data gathered by Scholar Google. The data given was sorted according to the year of publication that gave the number of publications in 2015 and 2016.
Unfortunately, there were several lecturers that Scholar Google unable to mine their publication data. This was due to lecturers' decision and action to block the site from revealing their publication data.

4. Case Analysis

4.1. Lecturers
The distance education provider had a total of 76 lecturers which in various academic ranks as depicted in Table 1. Majority of the lecturers were Senior Lecturers with 50 lecturers (66%). Meanwhile, Professors were 6 lecturers (8%) and Associate Professors were 20 lecturers (26%).

Ranks	n	%
Professor	6	7.89
Associate Professor	20	26.32
Senior Lecturer	50	65.79
Total	76	100.00

Table 1: Staff Ranks

Table 2 depicted the country of where the lecturers obtained their education at masters or doctorate level. Majority of the lecturers were educated in Malaysia (n=40; 53%). Interestingly, 20 lecturers (26%) were educated from UniversitiSains Malaysia. Followed by 18 lecturers (24%) educated from the UK's universities, 10 lecturers (13%) were educated from the Australia's universities, and 8 lecturers (11%) were educated from the USA's universities.

Country	n	%
Malaysia	40	52.63
United Kingdom	18	23.68
Australia	10	13.16
United States of America	8	10.53
Total	76	100.00

Table 2: Country of Study

Table 3 depicted the field of expertise among lecturers can be grouped into various programs; namely science, social sciences, arts, management, and university subject. Majority of the lecturers were in science program with 26 lecturers (34%), namely Biology (n=7, 9%), Chemistry (n=7, 9%), Physics (n=6, 8%), and Mathematics (n=6, 8%). Second, Social Sciences program had 19 lecturers (25%), namely Anthropology-Sociology (n=5, 7%), Political Science (n=7, 9%), and Economics (n=7, 9%). Third, Arts program had 14 lecturers (18%), namely Geography (n=6, 8%), History (n=5, 7%), and Literature (n=3, 3%). Fourth, Management program had 13 lecturers (17%). Finally, University Subject had 4 lecturers (5%).

Programs/Fields	n	%
Science		
- Biology	7	9.21
- Chemistry	7	9.21
- Physics	6	7.89
- Mathematics	6	7.89
Sub-Total	*26*	*34.21*
Social Sciences		
- Anthropology-Sociology	5	6.58
- Political Science	7	9.21
- Economics	7	9.21
Sub-Total	*19*	*25.00*
Arts		
- Geography	6	7.89
- History	5	6.58
- Literature	3	3.95
Sub-Total	*14*	*18.42*
Management	13	17.11
University Subject	4	5.26
Total	76	100.00

Table 3: StaffPrograms of Study

4.2. Publications
Table 4 depicted the publication analysis on comparison made between 2015 and 2016 publications among lecturers according to academic ranks, namely Professor, Associate Professor, and Senior Lecturer.
In 2015, 76 lecturers had recorded a total of 119 publications. Meanwhile, in 2016, only 100 publications were published. Overall, the publications by lecturers of the distance education provider were dropped by 19 from 2015 to 2016.Senior Lecturers(n=50, 66%) had indicated encouraging efforts with a total of 51 publications (51%)in 2016 as compared to 49 publications (41%) in 2015 with an increase by 2 publications. Therefore, Senior Lecturers had 1.02 publications per lecturer in 2016 as compared to 0.98 publications per lecturer in 2015 with an increase of 0.04 publications per lecturer.
Unfortunately, Professors and Associate Professors (n=6, 8%) had indicated a downtrend in their overall publications. Professors had 33 publications (28%) in 2015 as compared to 30 publications (30%)in 2016 with 3 publications lesser as comparedbetween those years. According to average of publications per lecturer in 2015, Professors (n=6, 8%) had 5.5 publications per lecturers. Unfortunately in 2016, they had 5 publications per lecturer with a drop of 0.5 publications per lecturer. Meanwhile, Associate Professors (n=20, 26%) had a major downtrend in their publications by 18 as compared to 37 publications (31%) in 2015 and 19 publications (19%) in 2016.Associate Professors had 1.85 publications per lecturer in 2015, but 0.95 publications per lecturer in 2016 with a drop of almost 1 publication per lecturer.

Ranks	n	2015	2016	Variance	Average 2015	Average 2016
Professor	6	33	30	-3	5.50	5.00
Associate Professor	20	37	19	-18	1.85	0.95
Senior Lecturer	50	49	51	2	0.98	1.02
Total	76	119	100	-19	1.57	1.32

Table 4: Publications by Rank

Table 5 depicts the publication analysis according to academic fields by lecturers, namely Science - Biology, Chemistry, Physics, and Mathematics; Social Sciences – Anthropology-Sociology, Political Science, and Economics; Arts – Geography, History, and Literature; Management, and University Subject. Several fields had indicated uptrend, constant, and downtrend of publication trends between 2015 and 2016. Overall, the distance education provider lecturers had an average of 1.57 publications per lecturer in 2015 as compared to 1.32 publications per lecturer in 2016. Thus, the distance education lecturers had indicated a decrease of 0.25 publications per lecturer.

Interestingly, Management lecturers (n=13, 17%) had indicated a high and constant efforts in their publications as compared between 2015 (n=24, 20%) and 2016 (n=24, 24%). They had an average of 1.85 publications per lecturer in 2015 and 2016, respectively.

Proudly, Biology lecturers (n=7, 9%) had indicated additional 9 publications as compared between 2015 (n=15, 13%) and 2016 (n=24, 24%).In 2015, they had an average of 2.14 publications per lecturer compared to 3.42 publications per lecturer in 2016. Biology lecturers had indicated an increase of 1.28 publications per lecturer. Followed by University Subjectlecturers (n=4, 5%) indicated additional 5 publications as compared between 2015 (n=0, 0%) and 2016 (n=5, 5%).In 2015, they had no publications as compared to 1.25 publications per lecturer in 2016. University Subject lecturers had indicated an increase of 1.25 publications per lecturer.Chemistry lecturers (n=7, 9%) had indicated additional 4 publications as compared between 2015 (n=1, 1%) and 2016 (n=5, 5%). In 2015, they had an average of 0.14 publications per lecturer compared to 0.71 publications per lecturer in 2016. Chemistry lecturers had indicated an increase of 0.57 publications per lecturer. Finally, History lecturers (n=5, 7%) had indicated additional 1 publication between 2015 (n=11, 9%) and 2016 (n=12, 12%). In 2015, they had an average of 2.2 publications per lecturer compared to 2.4 publications per lecturer in 2016. History lecturers had indicated an increase of 0.2 publications per lecturer.

On the other hand, Geography lecturers (n=6, 8%) had indicated major downtrend in their publication of 16 as compared between 2015 (n=22, 18%) and 2016 (n=6, 6%). In 2015, they had an average of 3.67 publications per lecturer compared to 1.00 publications per lecturer in 2016. Geography lecturers had indicated a tremendous decrease of 2.67 publications per lecturer. Followed by Political Science lecturers (n=7, 9%) had a downtrendof 7 publications as compared between 2015 (n=11, 9%) and 2016 (n=4, 4%). In 2015, they had an average of 1.57 publications per lecturer compared to 0.57 publications per lecturer in 2016. Political Science lecturers had indicated a decrease of 1 publication per lecturer.Mathematics lecturers (n=6, 8%) had a downtrend of 7 publications as compared between 2015 (n=12, 10%) and 2016 (n=5, 5%). In 2015, they had an average of 2 publications per lecturer compared to 0.83 publications per lecturer in 2016. Mathematics lecturers had indicated a decrease of 1.17 publications per lecturer.

Subsequently, Anthropology-Sociology lecturers (n=5, 7%) had a downtrend of 4 publications as compared between 2015 (n=5, 4%) and 2016 (n=1, 1%). In 2015, they had an average of 1 publication per lecturer compared to 0.2 publications per lecturer in 2016. Anthropology-Sociology lecturers had indicated a decrease of 0.8 publications per lecturer. Economics lecturers (n=7, 9%) had a downtrend of 3 publications as compared between 2015 (n=8, 7%) and 2016 (n=5, 5%). In 2015, they had an average of 1.14 publications per lecturer compared to 0.71 publications per lecturer in 2016. Economics lecturers had indicated a decrease of 0.43 publications per lecturer. Finally, Physics lecturers (n=6, 8%) had a downtrend of 1 publication as compared between 2015 (n=10, 8%) and 2016 (n=9, 9%). In 2015, they had an average of 1.67 publications per lecturer compared to 1.5 publications per lecturer in 2016. Physics lecturers had indicated a decrease of 0.17 publications per lecturer.Unfortunately, Literature lecturers (n=3, 4%) had no publication made in 2015 (n=0, 0%) and 2016 (n=0, 0%).

Fields	n	2015	2016	Variance	Average 2015	Average 2016
Biology	7	15	24	9	2.14	3.42
Chemistry	7	1	5	4	0.14	0.71
Physics	6	10	9	-1	1.67	1.50
Mathematics	6	12	5	-7	2.00	0.83
Anthropology-Sociology	5	5	1	-4	1.00	0.20
Political Science	7	11	4	-7	1.57	0.57
Economics	7	8	5	-3	1.14	0.71
Geography	6	22	6	-16	3.67	1.00
History	5	11	12	1	2.20	2.40
Literature	3	0	0	0	0.00	0.00
Management	13	24	24	0	1.85	1.85
University Subject	4	0	5	5	0.00	1.25
Total	76	119	100	-19	1.57	1.32

Table 5: Publications by Fields

4.2.1. Publishing Lecturers by Academic Ranks

Table 6 depicts publishing lecturersbased on academic ranks. There were 16 lecturers (21%) out of 76in the distance education provider that making progress in publishing in 2015 and 2016. Overall, the distance education provider lecturers had an average of 1.56 publications per lecturer compared to 3.69 publications per lecturer in 2016. Thus, the distance education lecturers had indicated anincrease of 2.13 publications per lecturer.

On average, Professors (n=3, 19%) indicated 7 publicationsper lecturerin 2016 against 3.33 publications per lecturer in 2015 with an uptrend of 11 publications (32%) as compared between publication years of 2015 (n=10, 40%) and 2016 (n=21, 36%).Thus, Professors had indicated an increase of almost 4 publications per lecturer.Followed by Associate Professors (n=2, 13%) indicated 3 publications per lecturer in 2016 against 1.5 publications per lecturer in 2015 with an uptrend of 3 publications (9%) as compared between publication years of 2015 (n=3, 12%) and 2016 (n=6, 10%).Thus, Associate Professors had indicated an increase of 1.5 publications per lecturer.Finally, Senior Lecturers (n=11, 69%) indicated 2.91 publications per lecturer in 2016 against 1.09 publications per lecturer in 2015 with an uptrend of 20 publications (59%) as compared between publication years of 2015 (n=12, 48%) and 2016 (n=32, 54%).Thus, Senior Lecturers had indicated an increase of almost 2 publications per lecturer.

Ranks	n	2015	2016	Variance	Average 2015	Average 2016
Professor	3	10	21	11	3.33	7.00
Associate Professor	2	3	6	3	1.50	3.00
Senior Lecturer	11	12	32	20	1.09	2.91
Total	16	25	59	34	1.56	3.69

Table 6: Publishing Lecturers based on Academic Ranks

4.2.2. Publishing Lecturers by Academic Fields

Table 7 elaborates further publishing lecturersaccording to their academic fields. Initially, Biology lecturers (n=4, 25%) indicated 6 publications per lecturer in 2016 against 3.25 publications per lecturer in 2015 with an uptrend of 11 publications (32%) as compared between publication years of 2015 (n=13, 52%) and 2016 (n=24, 40.68%).Thus, Biology lecturers had indicated an increase of 2.75 publications per lecturer. Followed by Management lecturers (n=3, 19%) indicated 5.33 publications per lecturer in 2016 against 2.67 publications per lecturer in 2015 with an uptrend of 8 publications (24%) as compared between publication years of 2015 (n=8, 32%) and 2016 (n=16,27%).Thus, Management lecturers had indicated an increase of 2.66 publications per lecturer.

Interestingly, University Subject lecturers (n=2, 13%) indicated 2.5 publications per lecturer in 2016 against no publications per lecturer in 2015 with an uptrend of 5 publications (15%) as compared between 2015 (n=0, 0%) and 2016 (n=5, 8%).Thus, University Subject lecturers had indicated an increase of 2.5 publications per lecturer.Chemistry lecturers (n=2, 13%) indicated 2.5 publications per lecturer in 2016 against 0.5 publications per lecturer in 2015 with an uptrend of 4 publications (12%) as compared between publication years of 2015 (n=1, 4%) and 2016 (n=5, 9%).Thus, Chemistry lecturers had indicated an increase of 2 publications per lecturer.Physics lecturers (n=2, 13%) indicated 2 publications per lecturer in 2016 against 0.5 publications per lecturer in 2015 with an uptrend of 3 publications (9%) as compared between publication years of 2015 (n=1, 4%) and 2016 (n=4, 7%).Thus, Physics lecturers had indicated an increase of 1.5 publications per lecturer.Historylecturers (n=2, 13%) indicated 2 publications per lecturer in 2016 against 1 publication per lecturer in 2015 with an uptrend of 2 publications (6%) as compared between 2015 (n=2, 8%) and 2016 (n=4, 7%).Thus, History lecturers had indicated an increase of 1 publication per lecturer.Finally, one Political Science lecturer (6%) indicated 1 publication in 2016 against no publications in 2015 with an uptrend of 1 publication (3%) as compared between publication years of 2015 (n=0, 0%) and 2016 (n=1, 2%). Thus, Political Science lecturers had indicated an increase of 1 publication.

Fields	n	2015	2016	Variance	Average 2015	Average 2016
Biology	4	13	24	11	3.25	6.00
Management	3	8	16	8	2.67	5.33
University Subject	2	0	5	5	0.00	2.50
Chemistry	2	1	5	4	0.50	2.50
Physics	2	1	4	3	0.50	2.00
History	2	2	4	2	1.00	2.00
Political Science	1	0	1	1	0.00	1.00
Total	16	25	59	34	1.56	3.69

Table 7: Publishing Lecturersbased on Fields

4.2.3. Lesser Publishing Lecturers by Academic Ranks

Table 8 depicts lecturersaccording to academic ranks who were publishing with lesser quantity as compared between publication years of 2015with 94 publications and 2016with 41 publications. The distance education provider had 25 lecturers that were identified who were published with a lesser quantity, namely three Professors (12%), ten Associate Professors (40%), and twelve Senior Lecturers (48%). Thus,a downtrend of 53 publications was recorded.Subsequently, downtrend of 1.64 publications per lecturer in 2016 as compared to 3.76 publications per lecturer in 2015. Overall, lecturers of distance education provider had a reduction of more than 2 publications per lecturer as compared between 2016 and 2015.

Moreover, Professors indicated 3 publications per lecturer in 2016 against 7.67 publications per lecturer in 2015 with a downtrend of 14publications (26%) as compared between publication years of 2015 (n=23, 24%) and 2016 (n=9, 22%). Thus, Professors had shown a downtrend of almost 5 publications per lecturer.Subsequently, Associate Professors were 10 lecturers (40%) indicated 1.2 publications per lecturer in 2016 against 3.4 publications per lecturer in 2015 with a downtrend of 22 publications (42%) as compared between publication years of 2015 (n=34, 36%) and 2016 (n=12, 29%). Thus, Associate Professors had shown a downtrend of more than 2 publications per lecturer.Finally, Senior Lecturers were 12 lecturers (48%) indicated 1.67 publications per lecturer in 2016 against 3.08 publications per lecturer in 2015 with a downtrend of 17publications (32%) as compared between publication years of 2015 (n=37, 39%) and 2016 (n=20, 49%). Thus, Senior Lecturers had shown a downtrend of 1.41 publications per lecturer.

Ranks	n	2015	2016	Variance	Average 2015	Average 2016
Professor	3	23	9	-14	7.67	3.00
Associate Professor	10	34	12	-22	3.40	1.20
Senior Lecturer	12	37	20	-17	3.08	1.67
Total	25	94	41	-53	3.76	1.64

Table 8: Lecturers' Academic Ranks Publishing with Lesser Quantity

4.2.4. Lesser Publishing Lecturers by Academic Fields

Table 9 depicts lecturers by academic fields who were publishing with lesser quantity in 2016 with 41 publications as compare to 2015 with 94 publications; thus, downtrend of 53 publications for the years. The distance education provider had a downtrend of 1.64 publications per lecturers in 2016 as compared to 3.76 publications per lecturers in 2015. Twenty five lecturers of the distance education provider were identified, namely 4 lecturers (16%) from Geography, 5 lecturers (20%) from Management, 3 lecturers (12%) from Political Science, 4 lecturers (16%) from Mathematics, and one lecturer (4%) from Biology. Finally, total of 8 lecturers of which 2 lecturers (8%) were from Anthropology-Sociology, Physics, Economics, and History, respectively.

On average, Geography had 4 lecturers (16%) indicated 1.5 publications per lecturer in 2016 against5.5 publications per lecturer in 2015 with a downtrend of 16 publications (30%) as compared between publication years of 2015 (n=22, 23%) and 2016 (n=6, 15%).Geography lecturers had shown a downtrend of 4 publications per lecturer. Management had 5 lecturers (20%) indicated 1.6 publications per lecturer in 2016 against 3.2 publications per lecturer in 2015 with a downtrend of 8 publications (15%) as compared between 2015 (n=16, 17%) and 2016 (n=8, 20%). This had shown a downtrend of 1.6 publications per lecturers. Political Science had 3 lecturers (12%) indicated 1 publication per lecturer in 2016 against 3.67 publications per lecturer in 2015 with a downtrend of 8publications (15%) as compared between 2015 (n=11, 12%) and 2016 (n=3, 7%). This had shown a downtrend of 2.67 publications per lecturer. Mathematics had 4 lecturers (16%) indicated 1.25 publications per lecturer in 2016 against 3 publications per lecturer in 2015 with a downtrend of 7 publications (13%) as compared between 2015 (n=12, 13%) and 2016 (n=5, 12%). This had shown a downtrend of 1.75 publications per lecturer.

Moreover, Anthropology-Sociology had 2 lecturers (8%) indicated 0.5 publications per lecturer in 2016 against 2.5 publications per lecturer in 2015 with a downward trend of 4 publications (8%) as compared between 2015 (n=5, 5%) and 2016 (n=1, 2%). This had shown a downtrend of 2 publications per lecturer. Physicshad 2 lecturers (8%) indicated 2.5 publications per lecturer in 2016 against 4.5 publications per lecturer in 2015 with a downward trend of 4 publications (8%) as compared between 2015 (n=9, 10%) and 2016 (n=5, 12%). This had shown a downtrend of 2 publications per lecturer.

Furthermore, Economics had 2 lecturers (8%) indicated 2.5 publications per lecturer in 2016 against 4 publications per lecturer in 2015 with a downward trend of 3 publications (6%) as compared between 2015 (n=8, 9%) and 2016 (n=5, 12%). This had shown a downtrend of 1.5 publications per lecturers. History had 2lecturers (8%) indicated 4 publications per lecturer in 2016 against 4.5 publications per lecturer in 2015 with a downward trend of 1 publication (2%) as compared between 2015 (n=9, 10%) and 2016 (n=8, 20%). This had shown a downtrend of 0.5 publications per lecturers. Unfortunately, one Biology lecturer (4%) had published 2 publications (2%) in 2015 but stop publishing in 2016.

Fields	n	2015	2016	Variance	Average 2015	Average 2016
Geography	4	22	6	-16	5.50	1.50
Management	5	16	8	-8	3.20	1.60
Political Science	3	11	3	-8	3.67	1.00
Mathematics	4	12	5	-7	3.00	1.25
Anthropology-Sociology	2	5	1	-4	2.50	0.50
Physics	2	9	5	-4	4.50	2.50
Economics	2	8	5	-3	4.00	2.50
Biology	1	2	0	-2	2.00	0.00
History	2	9	8	-1	4.50	4.00
Total	25	94	41	-53	3.76	1.64

Table 9: Lecturers by Fields Publishing with Lesser Quantity

4.2.5. Non-Publishing Lecturers

Table 10 depicts lecturers by fieldsthat wereunproductive in terms of publishing their scholarly works. Thirty five lecturers from various fields had been identified. Anthropology-Sociology had 3 lecturers (9%), Biology had 2 lecturers (6%), Chemistry had 5 lecturers (14%), Geography had 2 lecturers (6%), History had one lecturers (3%), Literature had 3 lecturers (9%), Management had 5 lecturers (14%), Mathematics had 2 lecturers (6%), Physics hadhaving 2 lecturers (6%), Political Science had 3 lecturers (9%), and University Subject had 2 lecturers (6%).

A total of twolecturers from Geography (n=1) and Management (n=1) had not publishing since 2014. This was followed by one Mathematic lecturersnot publishing since 2013. Moreover, not publishing since 2012 were a total of four lecturers, namely Economics (n=1), Geography (n=1), History (n=1), and Political Science (n=1), respectively. Since 2010, one Literature lecturer was not

publishing. Since 2009, there were a total of 5 lecturers namely 2 from Biology, one from Chemistry, one from Literature, and one from University Subject. Surprisingly, there was one lecturer from Anthropology-Sociology who was not publishing since 2008.Seriously, the distance education provider had 21 lecturers (60%) from various fieldsthat could be considered as not publishing due to no data were made available from Scholar Google search. This could be associated that these lecturers had blocked their data being access by public.

Fields	2008	2009	2010	2012	2013	2014	No Data	Total
Anthropology-Sociology	1						2	3
Biology		2						2
Chemistry		1					4	5
Economics				1			4	5
Geography				1		1		2
History				1				1
Literature		1	1				1	3
Management						1	4	5
Mathematics					1		1	2
Physics							2	2
Political Science				1			2	3
University Subject		1					1	2
Total	1	5	1	4	1	2	21	35

Table 10: Lecturers by Fields Not Publishing

4.3. Generation Type and Publishing Status
The distance education provider had a diverse generation types among theirlecturers as depicted in Table 11. The generation type is divided into 3 types; namely baby boomer (BB) who were born in 1946 to 1964, Generation X (Gen-X) who were born in 1965 to 1976, and Generation Y (Gen-Y) who were born in 1977 to 1995 (CGK, 2017). The distance education provider had 25 lecturers (33%) were BB, 45 lecturers (59%) were Gen-X, and 6 lecturers (8%) were Gen-Y.

Fields	n	BB	Gen-X	Gen-Y
Biology	7	5	1	1
Chemistry	7	3		4
Physics	6	4		2
Mathematics	6	4	1	1
Antropology-Sociology	5	1	4	
Political Science	7	1	6	
Economics	7	3	2	2
Geography	6	5		1
History	5	1	3	1
Literature	3	3		
Management	13	2	9	2
University Subject	4	2	2	
Total	76	25	45	6
%	100	33	59	8

Table 11: Generation Type
Note: BB = Baby Boomers (1946-1964)
Gen-X = Generation X (1965-1976)
Gen-Y = Generation Y (1977-1995)

Table 12 depicts the distance education provider's generation type and their publishing status. Their publishing status was compared between 2015 and 2016. The distance education provider had thirty fourlecturers (45%) who werein the category BB. Nine BB lecturers (56%) were publishing, eightBB lecturers (40%) were publishing but with lesser quantity, and seventeenBB lecturers (43%) were not publishing.
Meanwhile, the distance education provider had 28 lecturers (37%) who were Gen-X. Five Gen-Xlecturers (31%) were publishing, sevenGen-X lecturers (35%) were publishing but with lesser quantity, and sixteenGen-X lecturers (40%) were not publishing.
Finally, the distance education provider had 14 lecturers (18%) who were Gen-Y. Two Gen-Y lecturers (13%) were publishing, five Gen-Y lecturers (25%) were publishing but with lesser quantity, and seven Gen-Y lecturers (18%) were not publishing.

Status	n				%		
	BB	Gen-X	Gen-Y	Total	BB	Gen-X	Gen-Y
Publishing	9	5	2	16	56	31	13
Less Publishing	8	7	5	20	40	35	25
Not Publishing	17	16	7	40	43	40	18
Total	34	28	14	76	45	37	18

Table 12: Generation Type and Status of Publishing

5. Discussion

5.1. Organizational Analysis

Organizational analysis is concerned with identifying, developing, and taking advantage of an organization's resources and competencies (Wheelen et al., 2015). Moreover, internal analysis of the distance education provider will be examined on the strengths and weaknesses on theirlecturers' publication in 2015 and 2016.Strengths and weaknesses are an integral part of strategic management approach on organizational analysis. Moreover, the organizational analysis would lead to the distance education provider's KPI.

Overall, the number of publications by lecturers as compared between 2015 and 2016 had been in a downtrend. In the other words, lecturers of the distance education provider had reduced or stop publishing that had resulted for a reduction of a quarter publication efforts in 2016. Unfortunately, Professors had reduced half of their publication efforts. Meanwhile, Associate Professors had reduced their publication efforts for almost a publication in 2016. On the other hand, Senior Lecturers had made an effort in publishing but still not enough. Overall, the distance education provider could be seen as not put their marked on the number of publication as compared between 2015 toward 2016. The year 2016 had been seen having a "relaxed moment" for some lecturers in terms of publishing. Even, a bunch of lecturers would totally stop their efforts in writing and even worst they enjoy the ride for those who are publishing. These lecturers even had a mediocre mentality of leaving their responsibility and accountability to those lecturers that was performing to work for the distance education provider. Whereby, the distance education provider did in need of their utmost contribution in writing and publishing. Moreover, this situation was clearly translated in the distance education provider's KPI.

Subsequently, as example, a major downturn was Geography lecturers with almost 3 publications not being published in 2016 as compared to 2015. The 2015 publication was produced by a Professor and an Associate Professor with a high number of 13 and 7 publications, respectively. Unfortunately, the rest of the Geography lecturers had not publishing as needed for their contribution to the distance education provider's KPI.Unfortunately in the past 8 years (2009-2016), there was almost half of the lecturers in the distance education providerhad reduced their efforts in writing and publishing. There must be reasons why these lecturers were stop writing ever since.

Moreover, the distance education provider had great strengths of lecturers in terms of their field. They could write on things in relation to the field in various journals and publications. These efforts in turn would be translated into the distance education provider's KPI. The lecturers need to be motivated and urged to understand the need of the distance education provider's KPI. One third of the lecturers had to be back on the track of publishing and keeping the momentum. The balance of two-third of the lecturers need to be ensure that they are writing and publishing as they work efforts were not recorded on the Google (i.e. https://scholar.google.com). The lecturers need to be motivated in order to make them back on track as needed to contribute for the distance education provider's KPI. Subsequently, the distance education provider also needs to provide some financial aids for publication fees to the lecturers.By providing some allocations would be translated on the distance education provider's KPI as the lecturers are motivated and feel the support from the organization.

The lecturers of the distance education provider could be placed on the right track on writing and publishing if they felt the distance education provider's top management had given a mental and physical support in their efforts. In meeting the 2017 KPI, if the number of publications target per lecturers according to rank had been set for such as four publications per Professor, three publications per Association Professor, and two publications per Senior Lecturers, then the distance education provider could clock a total of 180 publications. On average, this would be seen of two publications per lecturer. The numbers above were realistic based on the individual lecturers' expertise and due to their academic rank. It is even great, if half of the distance education provider lecturers (38 lecturers) would write additional one publication, then the distance education provider would clock for 218 publications toward its 2017 KPI. Thus, this would be seen as three publications per lecturer. The numbers were justified and achievable according to the 2015 and 2016 publications by lecturers of the distance education provider.

Interestingly, the university's top management had set the distance education provider's 2017 KPI on total publication of 158. This would be even realistic to be achieved if all members of the distance education provider had put their utmost efforts on publications. If lecturers publish two scholarly works, then this would derive to 152 publications. Moreover, definitely there would be several lecturers who would publish another 6 scholarly works. Thus, the target of 2017 KPI for the distance education provider of getting 158 publications as set by the university's top management is viable, achievable, and deliverable.

The distance education provider's top management must understand and made known that they need to reward the lecturers accordingly through mental and physical supports for meeting the KPI. Moreover, the lecturers are also need to be warned off on their Performance Appraisal that they need to be shine in their writing and publishing in order to be reckoned with. Even at this juncture, the use of "carrot-and-stick" would be appropriate and clearly made for mediocre lecturers. Moreover, the outshine lecturers must be rewarded with "carrots"; on the other hand, the mediocre must be reprimanded with "sticks" accordingly due to their shabby performance.

5.2. Leadership Style

Leadership is important to a leader is to lead in an organization regardless of its size. Moreover, leadership is crucial to a leader as for him/her to lead the team moving and achieving the vision and mission of the organizations. As for team members, followers, or subordinates, they must see their leader can lead the team. Furthermore, the team must have the trust given to the leader to lead them toward "victory". Vice-versa, the leader also must be seen that he/she is capable of leading by subordinates.

In the context of the distance education provider, the leader needs to show his/her credibility to lead. Thus, the leader needs to wise enough to portray his/her leadership to the team members as suggested by Blake and Mouton in their Leadership Grid toward high concern for production and high concern for people. Moreover, the Leadership Grid could be applied to the subordinates by the leader. As a leader, he/she must able to identify all of the team members on their "leadership style" and what is the appropriate approach to be taken by the leader to approach the subordinates. Therefore, the leader needs to be agile in his/her leadership in manning the subordinates. The leader could suit their leadership in persuading and winning the heart of majority team members.

Moreover, the distance education provider leader must be able to experiment his/her leadership on the lecturers as team members to work with him/her toward achieving the distance education provider's KPI. Firstly, if the lecturers are seen their leadership grid (Bateman & Snell, 2013) as firstly, impoverish management (1,1) where their exertion of minimum effort to get required work done is appropriate to sustain organization membership; secondly, country club management (1,9) where thoughtful attention to needs of people for satisfying relationships lead to a comfortable, friendly organization atmosphere and work tempo; thirdly, middle-of-the-road management (5,5) where adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level; or fourthly, authority compliance (9,1) where efficiency in operations results from arranging conditions of work in such way that human elements interfere to a minimum degree; then the leader must and wise to be able to mobilize their lecturers to be as team management (9,9) where work accomplishment is from committed people; interdependence through a common stake in organization purpose leads to relationships of trust and respect.

Communication is vital in making lecturers to understand their 2017 KPI as agreed and instructed by the university's top management. Thus, a town hall meeting is needed in ensuring the distance education provider's lecturers were told "personally" and they are aware of their role and responsibilities toward the organization. This would ensure the seriousness of the 2017 KPI must be felt by the distance education lecturers.

Last but not least, the distance education provider leader also needs to be agile toward situational approach as his/her leadership perspective proposing that universally important traits and behaviors do not exist, and that effective leadership behavior varies from situation to situation (Bateman & Snell, 2013). This situation is indeed to be considered thoroughly by the distance education provider's leader as he/she is leading various generations of lecturers, namely baby boomers, Generation-X, and Generation-Y. These generations would have different needs and wants in themselves. The situational leadership would allow the distance education provider leader to lead with "good heart" rather than "bad heart". But, this needs practice for perfection as the leader should first analyze the situation and then decide what to do. In simple words, the distance education provider leader must "look" before he/she "lead".

Last but not least, management by favoritism must be avoided at all costs. Lecturers must felt that their leader is the "captain of the ship" who will conduct a fair and judge in his/her management of the organization. Moreover, the feel of support from the leader must be felt as this will boost the moral and efforts of individual lecturers. Even, a simple approach could be applied by the leader of keeping their lecturers "happy" would in turn produce "productive" lecturers to the organization in terms of their publications.

6. Conclusion

Being a leader in an almost 50 years of establishment, even the oldest in the country that provide distance education, then it would not be an easy task to him/her to lead an educated team. Nonetheless, the appointed leader must outshine and excel his/her leadership by allowing he/she is accepted and trusted by the team of lecturers. Moreover, the leader must be seen taking charge of the ship toward the distance education provider's and the University's vision and mission, which is achieving the KPI as needed with the contributions of lecturers of the oldest distance education provider in the country. Realistically, the 2017 KPI is possible to be delivered as lecturers play their role and responsibility as needed and required.

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