

## **Perceived Effectiveness of Academic Leadership Development Program in the Digital Age: The Contribution of Motivational Factors and Peer Interaction**

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**Abstract :** Due to the radical changes and complexities within academic institutions, leadership development addressed to academic leaders in the digital age has become more important. Unfortunately, studies on outcome assessment of leadership development and its related factors have not been evaluated rigorously. The current study investigated the contribution of peer interaction and two subscales of motivation to the effectiveness of the leadership development programs perceived by learners in a diverse context. Of 73 participants, the majority of workshop attendees were junior and middle-level leaders from both European universities and Chinese universities who participated in the leadership development programs organized under an EU project. PLS-SEM was employed to validate the instrument and answer the research questions, respectively. The finding reveals that self-growth and peer interaction significantly contribute to perceived effectiveness, whereas networking motivator shows non-significant impact. Besides, the new contribution of these findings is to show that peer interaction fully mediates the relationship between self-growth and perceived effectiveness. To this end, the findings highlight the importance of dispositional factors regarding the quality of the leadership development program in HE contexts and the potential of such program to enhance the knowledge and capacities of academic leaders regarding university governance and leadership.

**Keywords :** higher education, leadership development, effectiveness, middle-level leaders, junior-level leaders

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