

***Picture Perfect: Competencies of Educational Leaders From Fifteen Selected Colleges and Universities in the Philippines: Towards a Proposed Leadership Model***

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The Southeast Asian Conference on Education 2023  
Official Conference Proceedings

**Abstract**

This descriptive study used frequency distribution to rank the data from highest to lowest to determine the level of importance of the competency skills seen on the Leadership Inventory Tool. This Leadership Inventory Tool is a 360-degree assessment tool by Rom Parlakian and Barry Nilbert Seibel (2001). Based on The Practices of Exemplary Leadership Model, the 360-degree assessment illuminates leaders' effectiveness and the level of dedication, engagement, and fulfillment based on its 3 clusters. Data collected from the Leadership Inventory Tool (LIT) was verified through interviews with the selected respondents. It was observed that the competencies with a considerable level of importance are evident in the skills of Having a Great Sense of Urgency and Creating and Leading a Culture of Innovation. Likewise, school leaders shape the culture of their institution to drive innovation. The respondents shared that culture, values, norms, unconscious messages, and subtle behaviors of school leaders and employees often limit performance. The respondents put much importance on the competency skill, Meeting the Staff Regularly. It brings the staff or faculty together. It reminds employees that there is more going on than their issues and deadlines and may see possibilities for mutual support and collaboration. Delegating Tasks becomes the second skill needed in the organization. It saves time for work, develops staff, grooms a successor, and motivates. Celebrating as a Team was emphasized for it builds momentum and boosts the morale of the staff. Thus, a diamond leadership model will be proposed based on the result of the study.

Keywords: Competency Skills, Leading the Organization, Leading the Self, Leading Others

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## **Introduction**

Men make history and not the other way around. In periods where there is no leadership, society stands still. Progress occurs when courageous, skillful leaders seize the opportunity to change things for the better (Truman, 2016).

A leader motivates a group of people toward the achievement of their goal. People say "leadership is a position of office or authority and the ability" in the sense that leaders know how to lead. Everybody may know or hear of people who are in a position of leadership but do not provide leadership at all. A position of office is not an assurance of leadership, but it helps leaders somehow in the sense that a management post usually requires a listening ear from its people and that is a right offset point for one who aspires to become a leader.

A leader by this meaning goes first and leads by example so that others are motivated to follow him. That is a fundamental necessity. To be a leader, somebody must have a deep-rooted dedication to the goal that he will aim to achieve even if nobody follows him. Excellent leaders are those who have probity beyond compare. Vulnerability and modesty are symbols of the right leader and create positive, attractive energy. Customers, employees, and the media all want to help a worthy person succeed. There used to be a boundary between one's public self and private self, but social media has fainted that line. Tomorrow's leaders are honest about who they are online, consolidating their personal and professional lives together (YukI, 2006).

The best leaders are sensitive to their clients, workers, investors, and prospects. Every stakeholder today is a possible viral spark plug, for better or for worse, and the successful leader understands this and insists upon a culture of responsiveness. Whether the communication is email, voice mail, a note, or a tweet, responding shows you care and give customers and colleagues a say, allowing them to make a positive impact on the organization. It is important to understand that just because someone is in a leadership position, doesn't necessarily mean they should be. Place another way; not all leaders are created equal. The problem many organizations are suffering from is a recognition problem – they can't seem to recognize good leaders from bad ones Zaccaro (2010).

The bottom line is leaders need, to be fair, have an established track record of success, be great communicators, place importance on serving those they lead, be fluid in approach, and have laser focus, and a bias toward action. If these traits do not possess by the current leaders or the future leaders, then the organization will be in for a rocky road ahead. Because of these premises, the researcher would like to seek the real image of a leader in an educational setting. The researcher needs to search for leaders who can think, act, and model like genuine leaders. Alongside these gifts, the researcher searches for strategic thinkers, go organizers, and action planners who are very necessary for the delivery of a leader's vision, strategy, and management.

This study focused on the assessment of leadership competency skills of the deans, department heads, and coordinators of the selected Universities and Colleges in Negros Occidental leading to the true image of an educational leader and the development of the proposed leadership development plan.

## Competency Skills

Competency-based-assessment is a process where an assessor works with a novice to collect evidence of competence, using the benchmarks provided by the unit standards that comprise the national qualifications (Biggs, J 1996).

It is not about passing or failing a candidate and evidence collection. It is more than just setting a test. It is the sum of all these assessments that deem a trainee to be competent (or not). The unit of progression in a competency-based training system is mastery of knowledge and skills and its focus. The process should be considered to be part of the learning process identifying gaps as learning opportunities to develop skills, not failures. It is a collaborative process to be negotiated with the trainee and not a one-off event that is imposed.

The researcher used this theory to identify the competencies of a leader and through these competencies; the researcher will gather the strong and weak competencies that would give a true picture of an educational leader and to design the best leadership enhancement program.

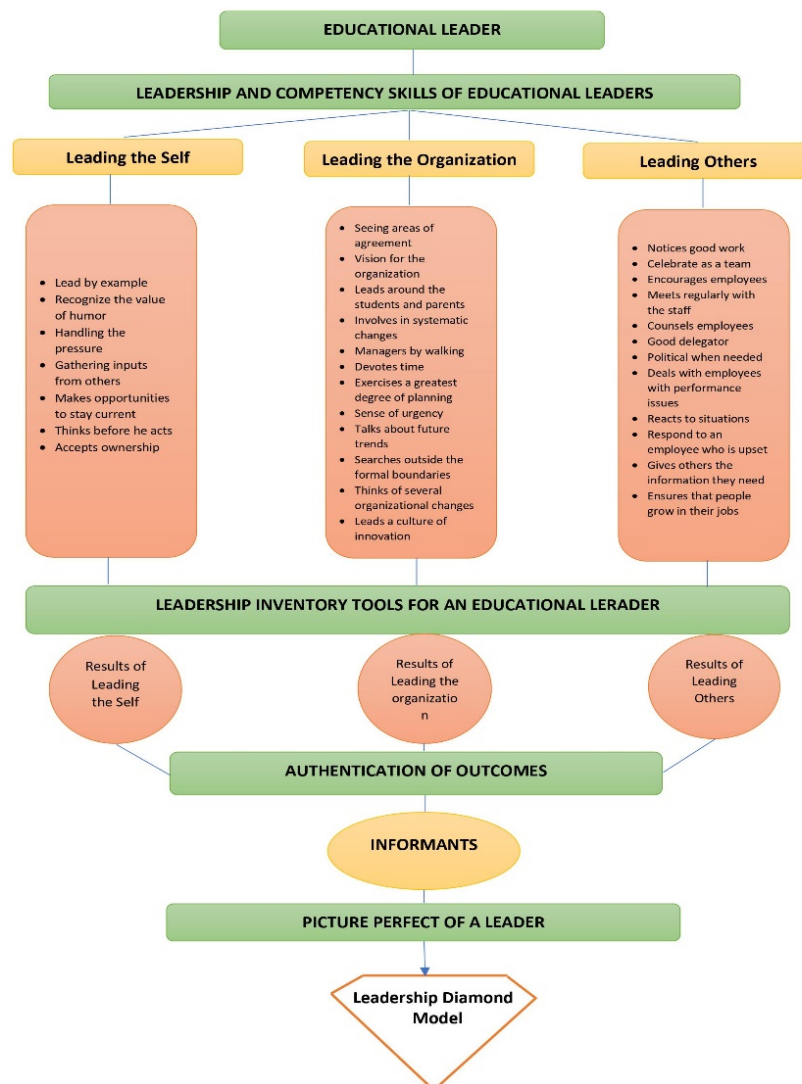


Figure 1: Research Paradigm

The figure showed that in order to determine the true image of educational leaders, one must possess competencies and skills of a true leader in terms of leading the self, leading the organization, and leading others. Leaders can only be considered real leaders once these skills have been authenticated through the use of Leadership Inventory Tools and through the other leaders who describe the true image of an educational leader.

### Leading the Self

Leading by Example	4.68	<i>Extremely Important</i>	2
Valuing Humor in Workplace	4.63	<i>Extremely Important</i>	3
Seeking for Answers	4.46	<i>Important</i>	8
Handling Pressures on the Position	4.49	<i>Important</i>	5
Gathering Input from others & Decision making	4.56	<i>Extremely Important</i>	4
Staying Current on Issues	4.47	<i>Important</i>	7
Thinking before he acts	4.70	<i>Extremely Important</i>	1
Soliciting Feedback	4.09	<i>Important</i>	10
Accepting Ownership from Team Decisions	4.28	<i>Important</i>	9

Table 1: Thinking before Acting

The table showed that Thinking before Acting has dominated. It only illustrates that the respondents gave much importance to this competence, think before you act since leaders do not want to go through life regretting every decision they make. When leaders make spontaneous decisions, they often look back at the consequences and regret the decisions. Secondly, Leading by Example has a noticeable response among other competency skills for the respondents emphasized the need to communicate and act by modeling that they have the smarts to handle the job.

### Leading the Organization

Bowling, A., (2011) further said “being able to motivate and direct others, a true leader should take responsibility for the direction & actions of a team through setting objectives, organizing and motivating others. Taking the initiative to decide what is best for the team and having a deep understanding of their needs. He has to consider and reconsider options through critical thinking before implementing and showing off the best possible traits that may affect the team members.

Lastly, Humor in the Workplace is placed third on the table for humor can be an ideal way to relieve stress, improve morale, and build stronger relationships and team camaraderie between co-workers. It also proves a leader’s ability to maintain professionalism in schools no matter what the situation.

Seeing Areas of Agreement	4.57	<i>Extremely Important</i>	10
Envisioning for the Organization	4.68	<i>Extremely Important</i>	4.5
Focusing on Work	4.67	<i>Extremely Important</i>	6
Involving in Strategic Planning	4.68	<i>Extremely Important</i>	4.5
Managing by Walking Around	4.60	<i>Extremely Important</i>	7
Maintaining the Organization	4.59	<i>Extremely Important</i>	8
Exercising a great Degree in Planning	4.74	<i>Extremely Important</i>	3
Having Great Sense of Urgency	4.75	<i>Extremely Important</i>	1.5
Talking about Future Trends	4.52	<i>Extremely Important</i>	12
Searching Outside the Formal Boundaries	4.58	<i>Extremely Important</i>	9
Thinking on Several Changes	4.53	<i>Extremely Important</i>	11
Creating and Leading a Culture of Innovation	4.75	<i>Extremely Important</i>	1.5

Table 2: Creating and Leading a Culture of Innovation

The table showed that competencies with prodigious levels of importance were evident on the skills in Having a Great Sense of Urgency and Creating and Leading a Culture of Innovation. It only proved that urgency can help breed success. Likewise, school leaders shaped the culture of their company to drive innovation. The respondents shared that it is the culture the values, the norms, the unconscious messages, and the subtle behaviors of school leaders and employees that often limit performance.

### Leading Others

Burns, N., & Grove, S. K (2007) supported these findings by stating that motivation and the abilities of leaders to lead with urgency will affect the decisions in a given situation. They also found that these kinds of leaders simply want something to be done which made the followers act with an immediate response; however, people will experience negative effects to this in terms of time constraints.

Finally, the best leadership concept was somewhat leading in creating situations and methods of leader identification were so diverse as to overwhelm the followers in leading them to create innovations that would best describe the organization's directions. This leadership style creates an impact in developing creativity on the part of the followers by simply embracing innovations brought by leaders. Harry S. Truman, (2016) supported these findings by stating that motivation and the abilities of leaders to lead with urgency will affect the decisions in a given situation. They also found that these kinds of leaders simply want something to.

In addition, competencies that were given ample importance are Envisioning for the Organization and Involving Strategic Planning for foreseeing the future showing a desire to do something that would challenge a school leader to attain a sense of excellence for his organization. Likewise, the respondents stressed that effective strategic planning articulates where an organization is going and the actions need to make progress (Torki, Parisa et. al. 2014).

Some relationships between an individual's personality and his leadership status in groups appeared to be well established. The positive relationships of intelligence, adjustment, and extroversion to leadership were highly significant. In addition, visioning and planning were dominant in all leaders which contributed a lot to the success of the organization. Good

Leaders foresee the future of the organization so they prepare ahead of time. Masculinity and interpersonal sensitivity follow and are found to be positively related to the ultimate function's leaders (Anatasi, 2010).

Giving Staff Positive Feedback	4.70	<i>Extremely Important</i>	5
Developing Approaches for his Staff	4.75	<i>Extremely Important</i>	4
Celebrating as a Team	4.77	<i>Extremely Important</i>	3
Creating a Safe Opinionated Environment	4.67	<i>Extremely Important</i>	6
Encouraging Staff to express their Need	4.60	<i>Extremely Important</i>	9
Meeting Staff Regularly	4.81	<i>Extremely Important</i>	1
Counseling Employees	4.53	<i>Extremely Important</i>	10
Delegating Tasks	4.79	<i>Extremely Important</i>	2
Political only when needed	3.86	<i>Important</i>	14
Dealing on Performance	4.63	<i>Extremely Important</i>	7.5
Responding to Grievances	4.00	<i>Important</i>	13
Giving needed information about the job	4.28	<i>Important</i>	12
Ensuring Professional Growth	4.63	<i>Extremely Important</i>	7.5

Table 3: Importance to the Competency Skill

The table showed that the respondents gave much importance to the competency skill, Meeting the Staff Regularly, for it brings the staff or faculty together. It can serve to remind employees that there is more going on than their issues and deadlines and may see opportunities for mutual support and collaboration. Delegating Tasks becomes the second skill needed in the organization for it saves time for work, develops staff, grooms a successor, and motivates. Thirdly, celebrating as a Team was emphasized by the respondents for it builds momentum and boosts the morale of the staff.

According to [https://mce.eu/about-mce/our-philosophy/leading-others/\(2022\)](https://mce.eu/about-mce/our-philosophy/leading-others/(2022)), In today's world, in addition to being a great manager and leader, you need to be able to lead other people. In addition to possessing the necessary abilities, this necessitates knowing how to manage, engage, and inspire others. Knowing how to be a good leader is necessary. You must also be able to articulate a vision, devise a strategy, and motivate others to work toward the same business and organizational goals.

## Conclusion

The question of the true image of a leader was one of the oldest questions in psychology, yet it remained a source of disagreement and controversy in the leadership domain. A consensus remains elusive regarding the magnitude of leader trait effects on leadership, and, if a large magnitude is conceded, what specific and critical attributes contribute to such effects.

In this study, the researchers provided a new model of leadership that gave organizations and individuals access to new power. The model revealed a new leadership context that was shaped by leaders' sense of purpose through the Leadership Inventory Tool (LIT), which can be described in three ways: leading oneself - the emotional capacity of leaders (values, courage, self-awareness, authenticity); leading the organization - their intellectual and cognitive development in maneuvering the organization and leading others - the extent and depth of their social relationships and networks. In this model, the perfect leader consists of

eleven competency skills which are essential for him to be considered as having a perfect picture of a true leader. These are: Valuing Humor, leading by example, Envisioning, Strategic Plan, Giving Feedback, thinking before Acting, Sense of Urgency, Culture of Innovation, Positive Feedback, celebrating as a Team, delegating tasks, and Meeting Staff regularly.

It is recommended that educational leaders may develop and strengthen the competencies in having great sense of urgency and creating and leading a culture of innovation further for the organization to realize its objectives. Educational leaders may give high regards to thinking before he acts, leading by example, valuing humor in work place, and gathering inputs from others and decision making for him to able to balance himself being a leader and a follower as well as for him to make a sound decision in leading the organization. They may give focus and develop the competencies such as Soliciting Feedback, Accepting Ownership from team Decisions, and Seeking for Answers in leading the self by making himself aware of the most significant characteristics of a true leader through attending leadership seminars, trainings and symposia.

It is likewise best for educational leaders to further strengthen the competencies in Meeting Staff Regularly, delegating task, celebrating as a Team, and developing approaches for his staff in leading others for him to guide others in realizing the goals of the organization. With these competency skills, the researchers would like to propose a leadership program that will strengthen the skills of educational leaders as one of the objectives of this study.

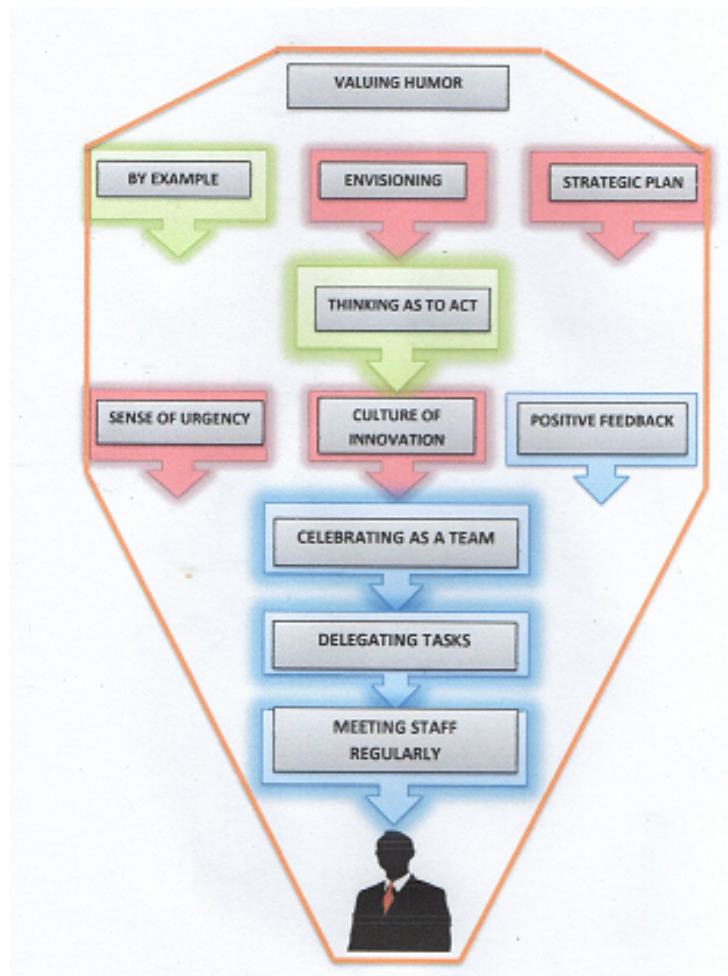


Figure 2: Picture Perfect Leadership Diamond Model

Varinthorn Boonying, (2012) mentioned that leaders are just like diamond. Diamond requires three characteristics for its disposition: carbon, heat, and pressure. Successful leaders require the interaction of three properties: character, knowledge, and application. Like carbon to the diamond, quality is the primary foundation of a leader. But as carbon alone does not produce a diamond, neither can character alone create a leader. The diamond requires heat. Man requires education, knowledge, and preparation. The third property, force acting in conjunction with carbon and heat forms the diamond. Similarly, one's character attended by knowledge blooms through application to build a leader.

There's no one fixed view of what is the true image of an educational leader. The researcher has learned a great deal about leadership. Some common determinants stand out: the approach (task versus people) you select; your followers' ability, capability, and willingness; the situational claims; and your skills, abilities, and values. Still, no one has discovered a secret formula for creating a true image of a leader. To be an effective leader, you will need to work hard on all aspects of leadership not just one. You should commit to modeling high values, creating trust, focusing on results, and stimulating and influencing others as learns how to be a true leader.

This recommended Leader Diamond Model may be used in the development of a Leadership Development Plan. It contains Eleven (11) most important leadership skills which were given importance by the respondents. These skills may help enhance the leadership skills of deans, department heads, and coordinators allowing them to perform their duties and responsibilities as recommended by the informants.

## **Acknowledgement**

After an intensive period of searching and researching, the final chapter of this paper has come to reality. It has been years of great learning for me as I venture into this paper. I would like to reflect on people who have supported and helped me so much throughout this period. Special thanks to my family for being there all the time and for their undying financial support to make this paper possible.

To the panel of evaluators for guiding me in the improvement and enrichment of this study.

To the Deans, program chairs and program coordinators from the selected Colleges and Universities in Negros Occidental for your tremendous help and cooperation. Your precious and valuable time was a real help for the accomplishment of this study.

Finally, I would like to convey my special thanks to our creator for giving me the strength, wisdom, and for making everything possible.



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