

## The Adaptive Leadership Competencies of College Deans in Selected Private Higher Education Institution

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### Abstract

Adaptive leadership is an approach intended to address and survive the prevailing challenges that confront leaders. In the Higher Education Institutions (HEI), the adaptive leadership competencies of College deans are greatly challenged on how to survive such complex and prevailing issues. The study is focused on the assessment of the adaptive leadership competencies of College deans in selected HEIs in the Philippines as they address the challenges in leading the self, leading the people, leading the community and leading the organization. With a quantitative-correlational and descriptive design, the study identified the prevailing educational challenges encountered by the HEI College deans, their adaptive responses in addressing the challenges, their level of adaptive leadership competencies and the differences that exist in the adaptive leadership competencies of HEI College deans in terms of leading the self, leading the people, leading the community and leading the organization. The results showed that the HEI College deans manifested high level of adaptive leadership competencies. A proposed Adaptive Leadership Model was crafted based from the results of the study to further sustain or enhance the practice of adaptive leadership of College deans in HEIs.

**Keywords:** Adaptive leadership, educational challenges, college deans, higher education institution

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## สมรรถนะความเป็นผู้นำแบบปรับตัวของคณบดีวิทยาลัยในสถาบันอุดมศึกษาเอกชนที่ ได้รับการคัดเลือก

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### บทคัดย่อ

ความเป็นผู้นำที่ปรับเปลี่ยนได้นั้นเป็นวิธีการหนึ่งที่มีแนวโน้มที่จะจัดการกับปัญหาความท้าทายที่เผชิญอยู่กับผู้นำในสถาบันอุดมศึกษา (HEI) ความสามารถในการเป็นผู้นำ การปรับตัวของคณบดีวิทยาลัยได้รับการท้าทายอย่างมากในการที่จะอยู่รอดต่อปัญหาที่มีความซับซ้อนดังกล่าว การศึกษาครั้งนี้มุ่งเน้นไปที่การประเมินความสามารถในการเป็นผู้นำที่ปรับเปลี่ยนได้ของคณบดีวิทยาลัยในสถาบันอุดมศึกษาที่ได้รับการคัดเลือกในฟิลิปปินส์ เนื่องจากพวกเขาจัดการกับความท้าทายในการเป็นผู้นำของตนเอง ในการนำคน ผู้นำชุมชน และนางองค์กร ด้วยการออกแบบเชิงปริมาณสัมพันธ์และเชิงพรรณนา การศึกษาระบุความท้าทายทางการศึกษาที่พบโดยคณบดีวิทยาลัยในสถาบันอุดมศึกษา การตอบสนองของพวกเขาในการปรับตัวเพื่อการจัดการกับความท้าทาย ระดับความสามารถในการเป็นผู้นำการปรับตัวและความแตกต่างที่มีอยู่ในแง่ของการเป็นผู้นำคน นำชุมชน และนางองค์กร ผลการวิจัยพบว่า คณบดีวิทยาลัยในสถาบันอุดมศึกษามีสมรรถนะความเป็นผู้นำที่ปรับตัวในระดับสูง รูปแบบการปรับความเป็นผู้นำที่นำเสนอถูกสร้างขึ้นจากผลของการศึกษาเพื่อรักษาเพิ่มเติมหรือปรับปรุงการปฏิบัติการ เพื่อการเป็นผู้นำการปรับตัวของคณบดีวิทยาลัยในสถาบันอุดมศึกษา

**คำสำคัญ:** ภาวะผู้นำแบบปรับตัว ความท้าทายด้านการศึกษา คณบดีวิทยาลัย สถาบันอุดมศึกษา

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## Introduction

The strongest survives while the weakest fails in Spencer's survival theory. Survival theory is not only limited in its scientific undertone as applied to understanding the evolutionary process of species, but it can also be applied in terms of comprehending the concept of leadership. In the interpretation of Savitz, survival of the fittest can be paraphrased as: "individuals less suited to the environment are less likely to survive and individuals more suited to the environment are more likely to survive." This clearly depicts a leader who has the adaptive abilities in confronting different and challenging situations.

Leaders are highly regarded but it cannot be denied that they constantly encounter prevailing problems or issues that pose challenges on their leadership. It is expected from leaders to exhibit the essential and adaptive leadership competencies in order to address different situations and to survive or even to improve the status quo. Leadership failure does not only affect leaders but ripples towards the organization, the people and the stakeholders they serve. Thus, effective leadership that is adaptive is the key to survival (Hunter, 2013).

Adaptive leadership is conceptualized as a practice of mobilizing people to tackle tough challenges and thrive (Heifetz et al., 2009). Adaptive leadership involves changing behavior in appropriate ways as the situation changes (Yukl & Mahsud, 2010). This spells out that adaptive leadership is a practice of influencing change that enables the capacity of individuals and the organization to develop new capabilities and strategies to address challenges in the environment and realize strategic visions and goals (Wolinski, 2010). Thus, adaptive leadership is an approach intended to address prevailing challenges that confront leaders, and which they need to survive and to succeed.

Adaptive leadership can be practiced by leaders in different settings. One of which is the educational setting which plays a vital role in the dynamic process of influencing change and in addressing educational issues. When the institution is seriously challenged with prevailing issues and necessary changes, flexible and adaptive leadership helps ensure success. An adaptive leader is paramount because he sets the direction for the organization, sees what lies ahead, visualizes what to achieve and how to achieve it, and encourages and inspires the subordinates (Mills, 2005). The effectiveness of adaptive leadership can, therefore, create positive impact on how leaders successfully respond to situations that are very challenging.

In the Philippine setting, the Higher Education Institutions (HEIs) continuously experience educational challenges that urgently call for an immediate and adaptive response. HEIs need to address the challenge of ASEAN integration to align curricular programs in harmony with international standards and competencies with other countries. As called upon by the Chairman of the Commission of Higher Education of the Philippines, HEIs have to address the issue of the quality of education offered in the colleges or universities and prepare the graduates for the world of work. Another recent issue was the implementation of the Enhanced Basic Education Program wherein the basic education included two additional years known as the Senior High School which created Grade 11 and Grade 12. This has its negative implication to all HEIs because of the drastic decline of enrollees wherein the supposed incoming freshmen students need to enroll in the Senior High School program. This further affects the availability of teaching loads for College teachers which may even result to greater negative impact such as faculty retrenchment or sliding down to Senior High School. Other issues continue to arise and challenge educational leaders in all HEIs but the question is, how competent are educational leaders in addressing the challenges they are faced with? How do they respond to the prevailing challenges as they lead the organization, the people, the community and the self?

The College deans are in the frontiers of dealing with the educational challenges in the HEIs. Entrusted with a College they administer and lead, they are expected to manifest their adaptive leadership competencies to address the prevailing issues that come along their way. But how adaptive are the College deans?

It therefore becomes important for College deans to have comprehensive assessment and understanding of the prevailing issues and problems that threaten and challenge their leadership. This research was conceptualized to assess the adaptive leadership of selected private HEI College deans in terms of leading the self, leading the people, leading the community, and leading the organization. Specifically, the study aimed to identify the following: the prevailing educational challenges encountered by the College deans, how the College deans address such educational challenges and the levels and differences in the adaptive leadership competencies of the College deans. The results of the study served as basis in crafting a proposed adaptive leadership model.

## **Theoretical Framework**

The study is premised on the Heifetz's (2009) theory of Adaptive leadership which is the practice of influencing change that enables the capacity of individuals and organization to thrive. Heifetz further defined it as the practice of mobilizing groups of people to tackle tough challenges, and consequently thrive. He emphasized that thriving in the concept of adaptive leadership is

understood as a successful adaptation to circumstances or challenges that maintain what is best for the organization.

The Adaptive leadership of Heifetz (2009) is recognized as a system, which basically prompts the leaders to diagnose the system, to mobilize the system, and to see oneself as a system.

In *diagnosing the system*, the practice of Adaptive leadership focuses on observation and assessment of the current organizational status. This allows the adaptive leader to understand and identify the issues, gaps and contradictions that challenge the organization. The diagnostic ability of leaders enable them to determine clearly the challenges that call for adaptive response.

*Mobilizing the system* deals with the actions that a leader should take into account as part of the adaptive response to the identified challenges. This is given emphasis on the theory of adaptive leadership which allows the leader to design effective interventions and adaptive culture not only in dealing with the organization, but likewise the people being led and the community being served. This is where the adaptive process of mobilizing the people is exemplified in order to deal with tough challenges.

The last process is *seeing oneself as a system*. In the theory of adaptive leadership, this system focuses on developing the personal and leadership skills to become an adaptive leader. This is not simply recognizing oneself as a leader but knowing and reflecting one's inner capacity to thrive on all the challenges, emotional reservoir and vulnerabilities encountered. This is important in the practice of adaptive leadership because it enables the leader to establish leadership towards the self before leading the organization, the people, and the community.

The theory of adaptive leadership is therefore understood as an approach of using a set of strategies and practices that can help organizations and the people to break through complex problems, to accomplish changes, and to develop the adaptability to succeed in a complex, competitive, and challenging environment. With this premise, Heifetz's theory of adaptive leadership was used in dealing with the main problem of the study.

Figure 1 presents the operational paradigm using Heifetz's theory of adaptive leadership as a basis in assessing the adaptive leadership competencies of selected HEI College deans. It adopts mainly the diagnostic process which involves the assessment of the prevailing educational challenges encountered by the College deans in terms of leading the self, leading the people, leading the organization, and leading the community. It further includes how the College deans address such educational challenges and the level and differences in the adaptive leadership competencies of the

HEI College deans. From the results of the study, a proposed adaptive leadership model was crafted for the participating HEIs to develop, and to sustain or enhance their adaptive leadership practice as part of the process of mobilizing their institutional adaptive leadership practice. Likewise, it is a process of establishing the personal adaptive leadership competencies of the College deans.

## Methodology

The study is a quantitative-correlational and descriptive research which aimed to assess and explain the prevailing challenges of HEI College deans, how they deal with such challenges and their level of adaptive leadership competencies. Purposive sampling was used to determine the respondents of the study particularly the College deans of private HEIs with university status as recognized by the Philippine Commission on Higher Education (CHED) in four municipalities in the National Capital Region, namely Caloocan, Malabon, Navotas, and Valenzuela (CAMANAVA).

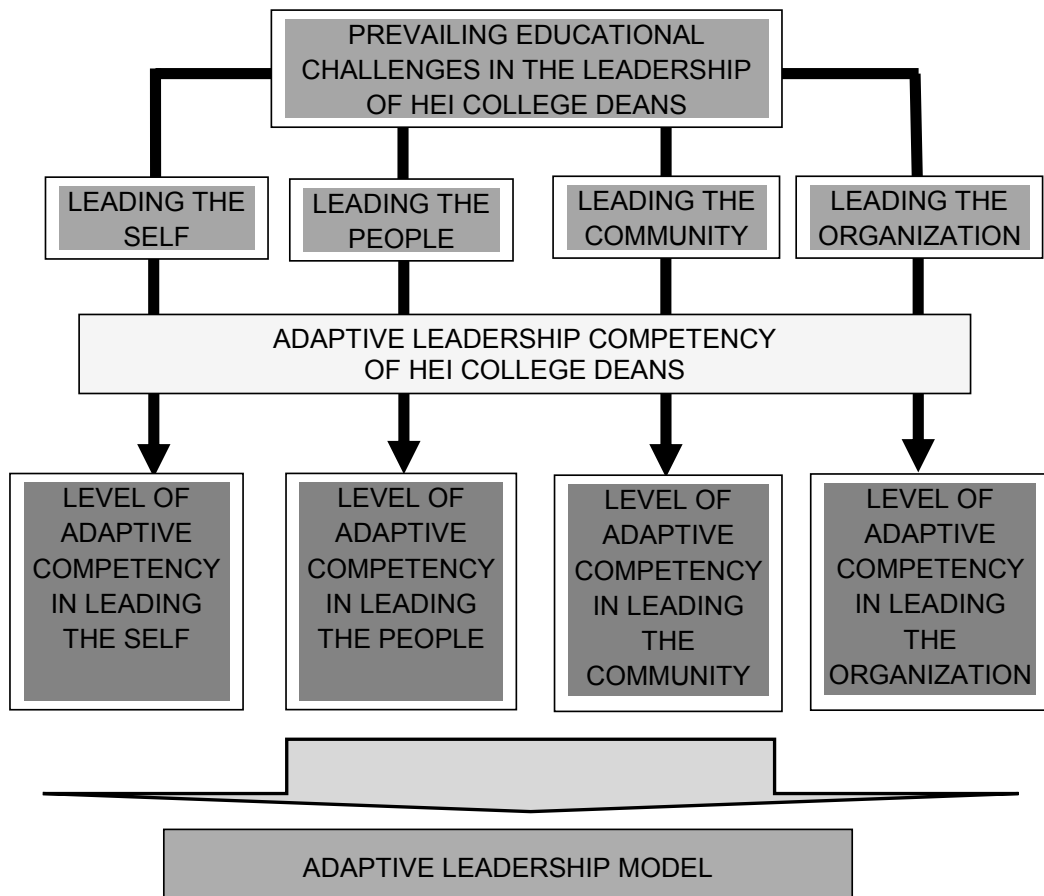


Figure 1. Operational Paradigm

There were five private HEIs with university status in the CAMANAVA area but only four signified their participation. All the assigned deans of the respective Colleges were considered as respondents of the study. This resulted with 25 respondents which was the total population of all the participating HEIs. The study was limited to such number of respondents only because it mainly focused on a specific area and municipality. This is to ensure a common and contextualized assessment of the prevailing challenges in the practice of adaptive leadership competencies of the College deans. Likewise, the number of College deans is dependent of the number of College program being offered. Nevertheless, the study yielded a contextualized basis in crafting the proposed adaptive leadership model that can be adopted by the participating HEIs.

In gathering the data, a researcher-constructed questionnaire was developed containing indicators aligned with the adaptive leadership of the College deans, and categorized in terms of leading the self, leading the people, leading the community, and leading the organization. Indicators used in the questionnaire were formulated based on literature reviews on issues and experiences faced by College deans and academic leaders of HEIs. The questionnaire underwent review and content validation by practitioners and experts in educational leadership. Subsequently, its internal consistency was tested and validated using SPSS with a computed .896 Cronbach's Alpha reliability coefficient.

The questionnaire focused on three parts. First, the question on the most pressing educational challenges experienced by the College deans in terms of leading the self, the people, the community, and the organization which was answered through ranking. Ranking of the issues from a scale of 1, which is most pressing, to a scale of 5, which is least pressing was used in the questionnaire. The issue which incurred the lowest sum of rank was identified as the most pressing and was ranked as 1, while the issue with the highest sum of ranks was identified as least pressing and was ranked as 5.

The second part dealt with the adaptive responses of the College deans in addressing the identified educational challenges. Frequency count and percentage were used to determine the adaptive response and to analyze the data.

The last part focused on determining the level and differences of adaptive leadership competencies of the College deans. The scores were statistically analyzed and interpreted to derive inferential answer of the study.

The questionnaires were distributed to the respondents and an interview was conducted among the College deans and faculty to gather additional insights and to validate the results of the study.

## Results and Discussion

### Prevailing Challenges on the Leadership of HEI College Deans

Table 1 presents the prevailing challenges faced by the HEI College deans which they have ranked as most pressing. In terms of leading the self, the College deans ranked the issue on high expectations of superiors as the most pressing. In terms of leading the people, the most pressing issue was insubordinate faculty. In terms of leading the community, the College deans identified lack of collaborative decision- making with the community as the most pressing issue. Finally, in terms of leading the organization, enrolment decline was perceived as the most pressing issue.

**Table 1.** Prevailing Challenges of the HEI College Deans.

Leadership Domains	Prevailing Challenges	Overall	
		Total Sum	Final Rank
Leading the Self	1. Work stress affecting physical / health condition	70	3
	2. High expectations from superiors	67	1
	3. Coping with superiors and subordinates who are unsupportive	68	2
	4. Self-motivation	94	5
	5. Decision-making skills	76	4
Leading the People	1. Conflicts and factions among faculty members	76	3
	2. Uncooperative faculty	65	2
	3. Insubordinate faculty	62	1
	4. Unprofessional involvement of faculty with students	83	4
	5. Demotivated and passive faculty members	88	5
Leading the Community	1. spirit of volunteerism among the school constituent	80	4
	2. safety and security concern during outreach and extension programs	74	3
	3. inadequate resources for outreach activities	70	2
	4. lack of collaborative decision making with community	63	1
	5. lack of practice corporate social responsibility	88	5



**Table 1.** Prevailing Challenges of the HEI College Deans (Continue).

Leadership Domains	Prevailing Challenges	Overall	
		Total Sum	Final Rank
Leading the Organization	1. Transition in top leadership with new policy directions	98	5
	2. Accreditation of the College programs	70	2
	3. K to 12 curriculum implications to faculty employment	78	4
	4. Poor performance in the board exam	71	3
	5. Enrollment decline	58	1

\*\*\* lowest total sum is identified as most pressing challenge while the highest total sum is least pressing

From the insights shared by the College deans, it is inherent from their position that their superiors expect them to deliver the desired outcomes for the institution. This has always been a challenge that they encounter. Without the support and collaboration of the community, the deans' initiative for extension program is not effective and successful. Similarly, the challenge on faculty insubordination does not foster any positive effect in their superior-subordinate relationship within the institution. Faculty insubordination has its negative implication in the implementation and accomplishment of institutional goals or programs since insubordinate faculty members become unyielding and uncooperative to the directives given by their superiors. Enrolment decline is likewise a serious matter for the College deans because this can affect the viability of the programs being offered as well as the availability of teaching loads for the faculty members. These issues, notwithstanding, confronted by the College deans certainly pose a great challenge on their leadership which require them to manifest the adaptive leadership competencies.

### **Adaptive Approaches of the HEI College Deans**

The results of the adaptive approaches of the HEI College deans can be gleaned in Table 2. The College deans' challenge on high expectation from superiors is to accomplish set objectives along with the collaborative effort of their subordinates. This acknowledges the ideas that can be shared by their people which is beneficial in accomplishing set objectives. Faculty insubordination is a problem for College deans but if things are not settled with their leadership initiative, their adaptive approach is to implement the organization's policy. Furthermore, the College deans give emphasis on collaboration with people with the problem on lack of collaborative decision-making with community and enrolment decline.

The results show that the adaptive approach of the College deans varies on the nature of the issue they encounter. This implies that the approaches of the College deans should be adaptive to the situation or the issues being confronted. Furthermore, it highlights Heifetz' adaptive leadership giving emphasis on the diagnostic ability of the HEI College deans to come up with the effective and adaptive responses needed.

### Level of Adaptive Leadership Competencies of HEI College Deans

The overall assessment of the level of adaptive leadership competencies resulted with a grand weighted mean of 4.18 with the interpretation of high competence (Table 3). Specifically, this is manifested from the following results: in leading the self, the deans' level of adaptive leadership competency was rated 4.38 and interpreted with high competency; in leading the people, the College deans have high level of adaptive leadership competency with a weighted mean of 4.32; in leading the community, the College deans have high level of adaptive leadership competency with a weighted mean of 3.78; and in leading the organization, the College deans manifested high level of adaptive leadership competency with a weighted mean of 4.24.

**Table 2.** Adaptive Approach of HEI College Deans in Addressing the Educational Challenges in terms of Leading the Self.

	Most Pressing Educational Challenge	Adaptive Approach	F	%
Leading the self	High Expectations from superiors	Exhibit and maintain good performance.	3	12.0
		Accomplish the set objectives.	11	44.0
		Collaborate with your people to achieve expectations.	11	44.0
		Delegate your people to deal with the expectations.	0	00.0
Leading the people	Insubordinate faculty	Implement the organization's policy.	14	56.0
		Organize, orient, direct the people on what they need to do.	4	16.0
		Collaborate with people on what they need to do.	6	24.0
		Delegate the people to deal with the issue.	1	04.0

**Table 2.** Adaptive Approach of HEI College Deans in Addressing the Educational Challenges in terms of Leading the Self (Continue).

	Most Pressing Educational Challenge	Adaptive Approach	F	%
Leading the community	Lack of collaborative decision-making with community	Implement the organization's policy.	1	04.0
		Organize, orient, direct the people on what they need to do.	9	36.0
		Collaborate with people on what they need to do.	13	52.0
		Delegate the people to deal with the issue.	2	08.0
In terms of leading the organization	Enrolment decline	Implement the organization's policy.	4	36.0
		Organize, orient, direct the people on what they need to do.	5	20.0
		Collaborate with people on what they need to do.	16	64.0
		Delegate the people to deal with the issue.	0	00.0

In general, it clearly shows that the College deans practiced a high level of adaptive leadership competencies as they lead the organization, the people, the community and the self. This is an indicative that the HEI College deans are competent to deal with the prevailing educational challenges that they are faced with. This can be attributed to the College deans' leadership practices that are responsive and adaptive to the different challenges they have encountered. As mentioned during the interview, a high level of adaptive leadership competency is not only attributed to their personal.

**Table 3.** Level of Adaptive Leadership Competencies.

Domains	HEI 1		HEI 2		HEI 3		HEI 4		Total	Interpretation
	Weighted	Level	Weighted	Level	Weighted	Level	Weighted	Level	Weighted	
	Mean		Mean		Mean		Mean		Mean	
1. Leading the Organization	4.47	H	4.19	H	4.24	H	4.05	H	4.24	High Competency
2. Leading the People	4.52	VH	4.19	H	4.41	H	4.17	H	4.32	High Competency
3. Leading the Community	3.80	M	4.30	H	4.00	H	3.00	M	3.78	High Competency
4. Leading the Self	4.57	VH	4.47	H	4.37	H	4.10	H	4.38	High Competency
Grand Weighted Mean	4.34	H	4.29	H	4.26	H	3.83	H	4.18	High Competency

Level: VH- very high, H – high, M –moderate

Effort but with the collaboration and continuous support given by their superiors and subordinates, their continuous professional growth through training and seminars, and their association with different institutions and organizations which provide an opportunity to benchmark best practices in educational leadership.

#### **Test of Difference in the Adaptive Leadership Competencies of the HEI College Deans**

Table 4 presents the test of indifference in the adaptive leadership competencies of the HEI College deans in terms of leading the self. With the computed F value of 1.587195 which is less than the F critical value of 3.072467. It could be analyzed that no differences exist in the adaptive leadership of the HEI College deans in terms of leading the self.

The data implied that the HEI College deans, regardless of the institution they are part of, practice leadership towards oneself. An effective practice of leading the self is a requisite to establish an effective adaptive leadership. As manifested in the interview, the College deans recognized that it is important to deal and establish one's.

**Table 4.** Test of Difference in the Adaptive Leadership Competencies in terms of Leading the Self.

Source of Variation	SS	df	MS	F	P-value	F crit	Result	Decision
Between Groups	0.77916	3	0.259721	1.587195	0.222308	3.072467	No Difference	Accept
Within Groups	3.43634	21	0.163636					
<b>Total</b>	<b>4.21551</b>	<b>24</b>						

Leadership before leading others. This goes with the saying, “you cannot give what you do not have.” Leadership, therefore, should start from oneself and should be carried out in leading the organization, the people, and the community. If the College deans cannot establish their competencies in terms of leading the self, it will have a negative impact on their leadership as a whole. Thus, leading oneself is important to all educational leaders that is why there exists no significant difference in the adaptive leadership competencies of HEI College deans.

**Table 5.** Test of Difference in the Adaptive Leadership Competencies in terms of Leading the People.

Source of Variation	SS	df	MS	F	P-value	F crit	Result	Decision
Between Groups	0.6062	3	0.202057	1.075604	0.380819	3.072467	No Difference	Accept
Within Groups	3.9449	21	0.187854					
<b>Total</b>	<b>4.5511</b>	<b>24</b>						

With a computed F value of 1.075604 which is less than the F critical value of 3.07246, it implies that there is no significant difference found in the adaptive leadership competencies of the HEI College deans in terms of leading the people.

As mentioned by one of the college deans, “success in leadership is not just the effort of the leader but likewise the people they lead.” This is the core of Heifetz’s (2009) theory of adaptive leadership which involves the practice of influencing change by mobilizing the people to tackle tough challenges and thrive. It was further affirmed by the College deans that “collaboration with their faculty in dealing with issues is important for them to be aware and be responsive to the challenges they need to address.” Thus, there exists no difference among the HEI College deans in

their adaptive leadership competencies in terms of leading the people because it is a common practice and expectation from a leader to motivate, collaborate, develop and support the faculty.

**Table 6.** Test of Difference in the Adaptive Leadership Competencies in terms of Leading the Community.

Source of Variation	SS	df	MS	F	P-value	F crit	Result	Decision
Between Groups	3.84	3	1.280000	2.24	0.113415	3.072467	No Difference	Accept
Within Groups	12.00	21	0.571429					
<b>Total</b>	<b>15.84</b>	<b>24</b>						

With the computed F value of 2.24 which is less than the F critical of 3.072467, the result reveals that no difference is found in the adaptive leadership competencies of the HEIs College deans in terms of leading the community. Hence, the null hypothesis was accepted.

The result gave a clear indication that the HEI College deans are aware and responsive in realizing one of the functions of their institutions, i.e. community service. This implies that the college deans need to establish effective community partnership and outreach programs. This was affirmed in the interview with the college deans stating that “community service is one of the important areas they need to look into, and to create a program because it is included in the accreditation of educational institutions. It was further cited that “community partnership and community outreach is always part of the program of the college.” This implies that the college deans need to work with the people to establish effective community partnership and outreach program to address the needs of their adopted community. Thus, concern for the community is continuous and common to all HEI College deans. This further affirmed why there is no differences that exist in the adaptive leadership competencies of HEI College deans in terms of leading the community.

**Table 7.** Test of Difference in the Adaptive Leadership Competencies in terms of Leading the Organization.

Source of Variation	SS	df	MS	F	P-value	F crit	Result	Decision
Between Groups	0.6005	3	0.2001	1.109637	0.367426	3.072467	No Difference	Accept
Within Groups	3.7884	21	0.1803					
<b>Total</b>	<b>4.3889</b>	<b>24</b>						

Table 7 reveals that no difference was found in the adaptive leadership competencies of the HEIs College deans in terms of leading the organization based from the computed F value of 1.109637 which is less than the F critical value of 3.072467. Hence, the null hypothesis was accepted.

The result gave an implication that the HEI College deans are attuned in their adaptive leadership practices in terms of leading the organization. Although the College deans are from different institutions with their own culture of leadership being practiced, there are common and expected practices for organizational leaders such as: aligning policies and directions with organizational vision-mission; collaborating with superiors and subordinates for major college programs/activities, addressing student recruitment, retention, and developing and implementing school activities/programs/mission and vision.

According to one of the college deans, “organizational leadership is important in higher education because this involves the alignment of leadership skills with the vision and mission of the college entrusted to them.” This may happen in the same way with other HEI College deans as they find it necessary in leading the college entrusted to them.

## Conclusions and Recommendations

The educational leadership of HEI College deans is challenged with complex and pressing issues such as high expectations from superiors, insubordinate faculty, lack of collaborative decision making with the community, and enrolment decline. Adaptive leadership is therefore necessary to respond to such challenges. It manifested that the adaptive leadership approaches of the HEI College deans include collaborating with people, delegating the people to deal with the issue, and implementing the organization’s policies.

The HEI College deans manifested high level of adaptive leadership competencies, with no significant differences in their adaptive leadership competences in leading the self, leading the people, leading the community and leading the organization. The overall result of the adaptive leadership of the HEI College deans revealed a good result with high level of competency. However, this does not mean that no further action is needed. With the continuous and complex challenges confronted by the HEI College deans, there is no need to be complacent with the existing adaptive leadership being practiced. But, as adaptive leaders, the HEI College deans should continue to sustain and enhance their adaptive leadership practices as they deal with the changing challenges from time to time. With these, it is therefore imperative for HEI College deans to establish a clear adaptive leadership model.

Based on the significant points and results of the study, an adaptive leadership model was crafted, which at the same time is recommended for the HEI College deans to sustain and to enhance their adaptive leadership competencies.

### **Proposed Adaptive Leadership Model**

Educational leaders should always be prepared and adaptive to whatever situation that comes their way. This can be manifested by establishing a clear adaptive leadership model that can be employed when the challenging situations call for it. Figure 2 presents the proposed adaptive leadership model which includes four phases: diagnostic phase, design phase, implementation phase, and evaluation phase.

#### *Diagnostic Phase*

The adaptive model starts with the diagnostic phase that focuses on determining the educational challenges in terms of leading the self, leading the people, leading the community, and leading the organization. This process requires the diagnostic competence of the College deans which exhibits their ability to identify, to understand and to determine challenging issues they are confronted with. An essential consideration in this process is the collaboration they establish with superiors, subordinates and the community to have an extensive diagnostic process in determining the challenges and issues. Thus, the effectiveness and success of an adaptive leadership is not achieved unless leaders identify clearly what they need to deal with.

#### *Design Phase*

The design phase enables the College deans to create a specific adaptive approach needed in response to the identified issues that challenge their leadership. Collaboration with superiors, subordinates and the community should be maintained. In designing an adaptive approach, it is not the sole duty of the leader but it also involves the participation of significant people who can contribute valuable ideas. This is where collaborative approach is given emphasis. The collaborative decision-making process with the superiors, the subordinates, or the community creates an opportunity to solicit significant ideas to craft an effective approach for adaptive leadership practice. Furthermore, the collaborative approach brings about shared responsibility and support from the involved parties during the implementation.

#### *Implementation Phase*

Once a clear adaptive approach or design is established, it is always ready for implementation. This can be mobilized and activated in response to a rising issues. The shared responsibility and support given to the leader during the implementation can ensure an effective and successful adaptive leadership practice.



### *Evaluation Phase*

Since the practice of adaptive leadership is a continuous process, the College deans should not focus and end with implementation, but go on with evaluating the result or the impact of their adaptive leadership practice to determine its effectiveness and to identify what they need to develop or improve. This can include a monitoring process of the adaptive leadership approach being implemented which will result to a thorough and effective evaluation.

The proposed adaptive leadership model is not only focused on the phases of the adaptive leadership model. There are leadership competencies that can further improve and establish the adaptive leadership of the HEI College deans as they confront and address the challenges in terms of leading the self, leading the community, and leading the organization. If these competencies are exemplified by the HEI College deans, it can help ensure an effective adaptive leadership practice.

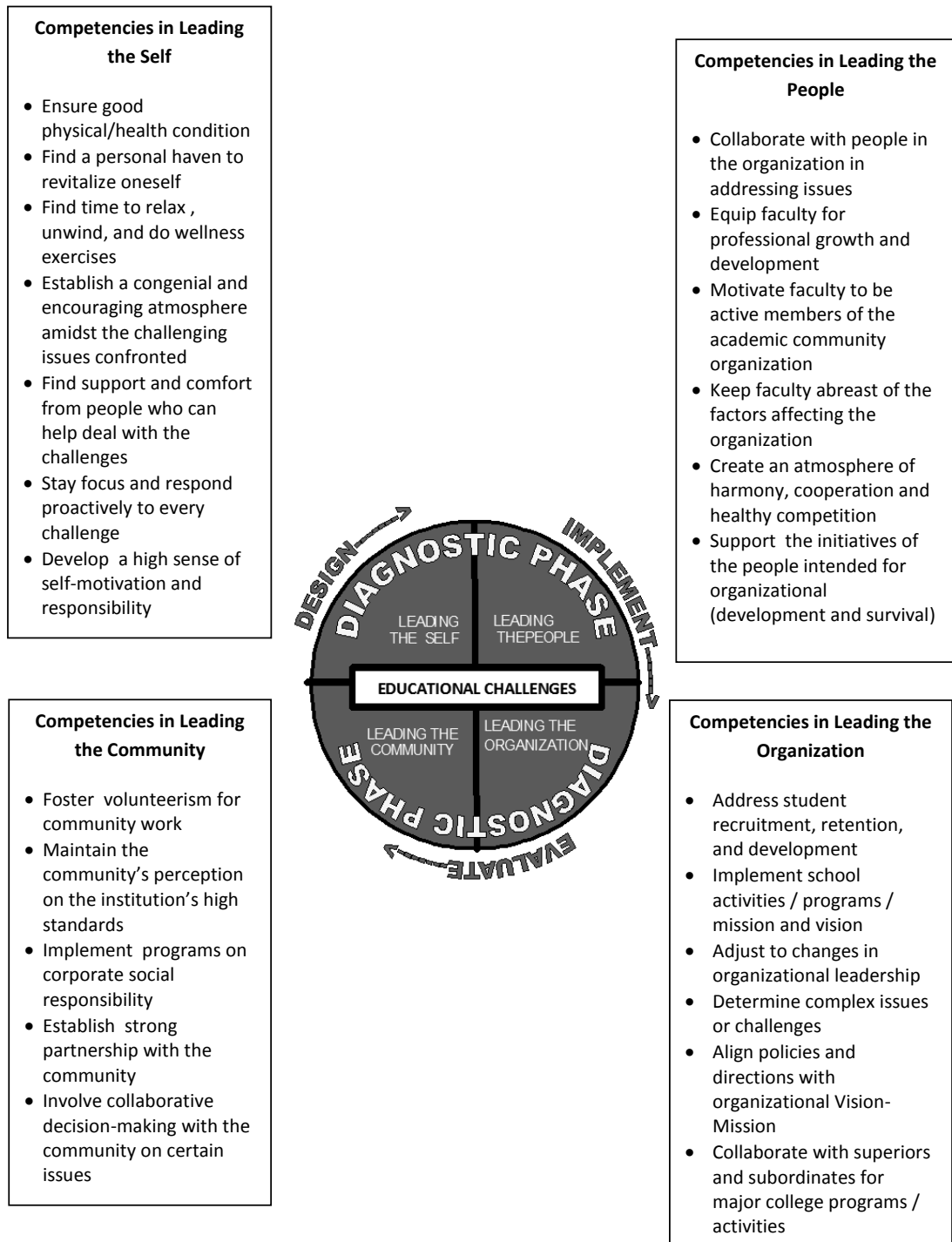


Figure 2. Proposed Adaptive Leadership Model.

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