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## **Developing MinTVET Leadership Model that Addresses the 21<sup>st</sup> Century Challenges of Techvoc Schools in Mindanao, Philippines**

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### ***Abstract:***

*With the intention of coming up a leadership model for Mindanao Technical Vocational Education Training (MinTVET) institutions, a research study of this kind emerges. Three Technical- Vocational School Presidents and at the same time MinTVET Executive Officers are chosen as respondents of this study. Both qualitative and quantitative methodologies are used in gathering and analyzing data. More particularly, the respondent's personal profile, leadership perspectives, leadership style and leadership traits are the significant variables considered in formulating a model which eventually led to the creation of 3C's MinTVET Leadership Model: Character, Competence and Commitment.*

*For MinTVET leaders to succeed, it takes a significant moment of time. It requires a comprehensive development of physical, emotional, social, intellectual, and spiritual being. A blending of participative, delegation and autocratic types of leadership is needed to address squarely the greatest challenges confronting technical -vocational schools (K to 12, Research and Planning and Financial Resources) and that of MinTVET (Linkages and Networking, Teamwork and Unity, Leadership and Management, Programs and Projects). Furthermore, leadership traits such as being assertive, very resilient, trustworthy, propensity to avoid risk and moderate team player are found to be the commonality traits among these leaders. Other sensible leadership traits must be enhanced in order to deal positively the 21<sup>st</sup> century challenges in technical – vocational operation.*

### **1. The Problem**

#### ***1.1. Introduction***

Mindanao Technical Vocational Education Training (MinTVET) is a duly Securities Exchange Commission (SEC) registered association of Technical Education Skills Development Authority (TESDA) accredited technical and vocational schools across the six administrative regions of Mindanao, Philippines; namely, Zamboanga Peninsula – Region 9, Northern Mindanao – Region 10, Davao Region – Region 11, SOCCSKSARGEN – Region 12, Caraga – Region 13 and Autonomous Region in Muslim Mindanao, respectively. Founded in 2001, it is the lead association in the conduct of the Annual Human Resource and Skills Development (HRSD) Summit participated by TESDA, Technical Vocational Education Training (TVET) Institutions, industries, and TVET stakeholders. MinTVET is propelled with its mission statement: “MinTVET C.A.R.E.S. for Technical Vocational Educational and Training Institutions in Mindanao. The acronym C.A.R.E.S. stands for Capability Building, Advocacy, Resource Generation, Evaluation and Service Provision as mission areas. MinTVET envisions a transformed TVET institutions providing men and women with valuable skills and attributes for local and global employers, MSMEs and sustainable agro-fishery in Mindanao.

Membership of this association could either be a regional techvoc association or individual private TVET institution. Moreover, honorary membership is awarded to any individual or agency that have significant contribution to MinTVET while associate membership status is given to any group or association that are directly involved in technical-vocational education and training. Technical and vocational education provides short term training that consumes at least a couple of hundreds of hours. Trainees are then subjected to National Competency assessment that eventually makes them TESDA accredited workers. Among the privileges that member schools could enjoy in the association are as follows: MinTVET is the avenue to voice out TVET issues and concerns; availability of MinTVET programs and projects sourced out from and or implemented with partners; opportunities for leadership and professional growth; and opportunities for linkages and partnerships with industries and other agencies.

Leading and managing an association like MinTVET is not an easy task considering the wide range of membership across Mindanao. The Board of Trustees that manages the association are themselves leaders of their individual techvoc institution that requires enough energy, resources, commitment and encouragement to navigate MinTVET into greatness. However, reality speaks for itself when there are association and techvoc school challenges which requires preferential attention by MinTVET leaders. In this paper, among MinTVET challenges that are considered include Leadership and Management, Teamwork and Unity, Linkages and Networking, Policies and Regulations, Programs and Projects, Finances, Memberships, Vision, Mission and Objectives. Furthermore, techvoc school challenges include Financial Resources, Physical Facilities, Instructional Materials, Tools and Equipment, Faculty and Staff, K

to 12, Library Resources, Enrollment, Competition, Research and Planning, Leadership and Management, Linkages and Networking, TESDA Policies, School Mission, Vision and Objectives

Because of the potential of this association to soar high, the group must ascertain that effective leadership is implemented in the entire organization. Confronted with the various challenges of global times in the area of leadership, this paper seeks to examine essential components of effective leadership which includes the respondent's leadership profile, leadership style and leadership traits, respectively. Along this line, the researcher would like to design a leadership model that addresses the various challenges confronting MinTVET leadership. The researcher is convinced that MinTVET plays a vital role in keeping the vibrant shape of techvoc schools in Mindanao. Considering the impact of MINTVET towards its constituents who in turn have a great number of influence over its people, there is a compelling need to make this study a reality. Since this is a pioneering undertaking research study for MINTVET, undoubtedly the support from the stakeholders of association is expected to surmount beyond compare.

### *1.2. Statement of the Problem*

Like any other organizations, Mindanao Technical Vocational Education Training, an association of technical and vocational schools in Mindanao is confronting various challenges regarding school operation; management of MinTVET's programs and services; and leadership of MinTVET towards the challenges of the 21<sup>st</sup> century.

Most particularly, in this paper the researcher attempts to answer the following sensible queries which he feels relevant in resolving the problem currently confronted by the association. These questions are as follows:

1. How do three Mint VET Leaders compare their personal profile, leadership perspectives, leadership styles and personality traits?
2. What leadership model is best suited for MinTVET in addressing its current and future challenges in their respective schools and in the association?

### *1.3. Conceptual Framework*

Confronted with the various challenges of global times in the area of leadership, this paper seeks to examine carefully the factors involved in the effective leadership of Mindanao Technical Vocational Education Training.

In this study, the researcher has regarded considerably three significant factors, namely: Leadership Profile, Leadership Traits and Leadership Styles, as drivers for effective leadership. Firstly, the researcher is making a leadership profile comparison among three respondent leaders pertaining to their personal details, educational background, work experience, special training, honors / recognition, key achievements and research works.

Secondly, the researcher is taking into account the leadership traits of these leaders. Among the traits being considered are as follows: assertiveness, flexibility, personal resiliency, emotional expressiveness, trustworthiness, integrity and propensity of risk taking.

Lastly, the researcher is into determining the leadership style of the respondents. The inquiry on leadership style is an extension of understanding behaviors and attitudes of those in leadership. A thought provoking leadership style statement like "lasting leaders determine their style by observing their people" is inspiring (Maxwell 2004, p. 24). Under various circumstances, leaders could be regarded as autocratic, democratic and delegated.

With effective leadership being established, it now yields a leadership model that addresses the challenges of techvoc leaders in their respective schools and MinTVET.

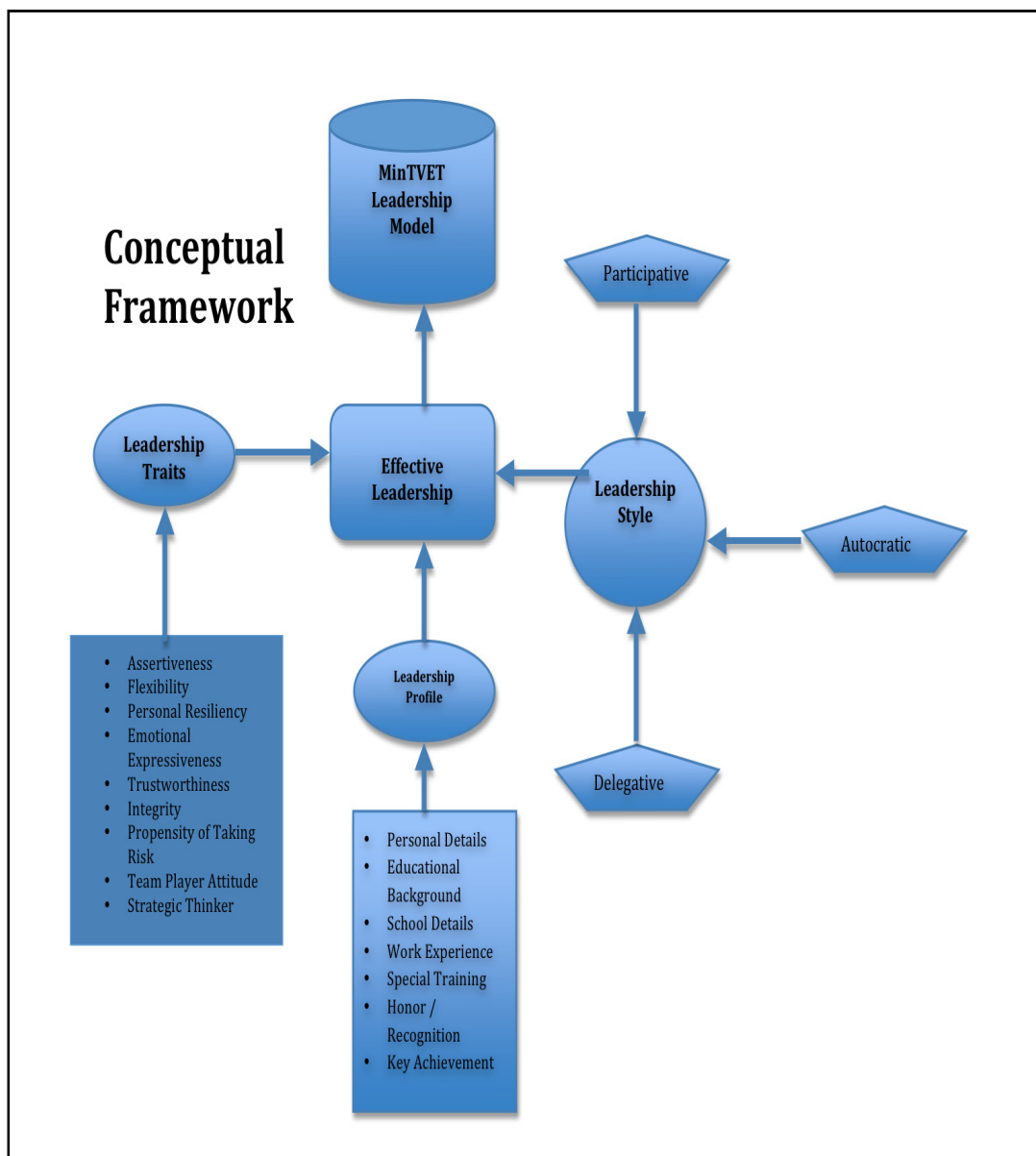


Figure 1

#### 1.4. Significance of the Study

In the event that technical and vocational education is given enough consideration by the present administration of President Aquino, it is just appropriate to make a study concerning the leadership of techvoc schools most particularly in Mindanao, Philippines. Just recently, MINTVET has received scholarship funds from Technical Education Skills and Development Authority (TESDA) Director General. He acknowledged the relevance of private techvoc schools in the region of Mindanao that supports his agenda of providing quality techvoc education. To this effect, MINTVET must compensate it with effective leadership of the association and its corresponding schools.

Since there are various concerns confronting MINTVET and its member schools, the researcher feels it timely to craft a leadership model that best addresses the existing challenges of the association. More particularly this study would benefit the following entities:

- *MinTVET*. Certainly this model will enhance the leadership skills of MINTVET in navigating the association in pursuing its goals and aspirations. Furthermore, it will fill the vacuum of effective leadership among MINTVET member schools who continuously aspire for excellence in providing techvoc education.
- *Techvoc School Leaders and Administrators*. School administrators and key leaders will be properly oriented in coming up a concrete program in their respective schools to continuously develop leaders in the workplace.
- *Students*. The students enrolled in various techvoc courses in MINTVET schools will enjoy the impact of effective leadership in their various schools. As a result, these students are more equipped in facing the challenges of the workplaces in the 21<sup>st</sup> century.

- *Techvoc Associations*. Consequently, this study will also benefit other stakeholders of techvoc education in various parts of the country. In particular, other techvoc associations can make reflections of the output of this research work.
- *TESDA*, the lead government agency on technical education, can also undertake measures to strengthen the operation of techvoc education in the country by providing concrete programs that better equip school administrators in addressing the challenges of technical education in the context of global demand for skilled workers.
- *Individuals and Organizations*. Any interested individuals and organizations who may be interested to consider this leadership model in their respective life's undertakings could also take advantage of this study.

### 1.5. Scope and Limitations of the Study

In the event that this study requires an in-depth analysis of various parameters in determining the leadership model for MINTVET, the researcher has limited its study among the three (3) Board of Trustees of the association. Because each board of trustee represents their respective regional association, more likely their responses to various queries about personality traits and leadership styles have some form of relationship towards effective leadership in their member schools. Moreover, the study is limited within the six regions of Mindanao where MINTVET member schools are operating which are duly represented by the regional association presidents and techvoc leaders.

### 1.6. Definition of Terms

- *Assertiveness*. Forthrightness in expressing demands, opinions, feelings and attitudes (Dubrin 2007)
- *Character*. It is showcased through behaviors which include words, expressed attitudes, interactions and deeds of all sorts (Standfish 1996). More particularly it encapsulates the following leadership traits: assertiveness, flexibility, personal resiliency, emotional expressiveness, trustworthiness, integrity, propensity for taking risks, team player attitude and strategic thinking.
- *Competence*. Enough skill or intelligence to do something (Webster New World Dictionary 1979). The contributory factors of such skill or ability include the leader's personal details, school details, educational qualification, work experiences, awards and recognitions, special trainings and key achievements.
- *Commitment*. The most successful outcome of a leader's influence tactic: The person makes a full effort (Dubrin 2007).
- *Competition*. The rivalry taking place among techvoc schools.
- *Culture*. The way things are done in MinTVET more particularly among its member techvoc schools.
- *Effective leadership* – leading MinTVET that addresses squarely various challenges of the association which include Leadership and Management, Teamwork and Unity, Linkages and Networking, Policies and Regulations, Programs and Projects, Finances, Membership, and VMO (Vision Mission Objectives).
- *Emotional Expressiveness*. The ability to express one's emotions to the point that one's emotional responses are appropriate to the occasion (Dubrin 2007).
- *Enrollment*. The number of trainees undergoing TESDA skills training courses in various accredited techvoc schools in Mindanao.
- *Faculty and Staff*. The persons responsible for the training and facilitation of skills training in techvoc schools.
- *Finances*. The availability of MinTVET monetary funding to support the programs and projects of the association.
- *Financial Resources*. The monetary capability of techvoc schools to support sufficiently its school operations.
- *Flexibility* – The ability to adjust to different situations. (Dubrin 2007)
- *Integrity*. Loyalty to rational principles, thereby practicing what one preaches, regardless of emotional and social pressure. (Dubrin 2007)
- *Instructional Materials, Tools and Equipment*. The necessary TESDA mandated facilities and equipment needed in the conduct of skills training in techvoc schools.
- *K to 12*. The new Philippine Educational Framework which increases the basic education from 10 to 12 years; more particularly, adding two years in high school thus making it senior high school (5<sup>th</sup> and 6<sup>th</sup> year or Year 11 and 12)
- *Leadership*. The ability to lead tecvoc school into reaching the organizational goals and objectives.
- *Leadership and Management*. The ability to put MinTVET in a position where limited resources are utilized to produce optimum results.
- *Leadership Traits*. Leadership characteristics that define their being a leader. These traits include Assertiveness, Flexibility, Personal Resiliency, Emotional Expressiveness, Trustworthiness, Integrity, Propensity of Taking Risk, Team Player Attitude and Strategic Thinking.
- *Leadership style*. The relatively consistent pattern of behavior that characterizes a leader. Types of leadership includes autocratic, democratic, and delegated. (Dubrin 2007)
- *Leadership model*. A development model on leadership that suits the leadership needs of MINTVET.
- *Library Resources*. The availability of library materials, equipment and relevant resources which address the learning requirements of techvoc students in the course of their skills training
- *Linkages and Networking*. The existing government and non-government agencies and institutions where MinTVET has partnership with.
- *Membership*. This refers to legitimate member schools and associations of MinTVET.

- *MinTVET* – This is the acronym for Mindanao Technical Vocational Education Training. It is an association of technical and vocational schools in Mindanao comprising regional associations and individual institutions.
- *Personal Resiliency* – the ability to bounce back from setback. This resiliency should help lead others when setbacks arise.
- *Physical Facilities*. This refers to the physical structure of techvoc schools in accordance to TESDA policies and guidelines of operating techvoc schools.
- *Policies and Regulations*. Internal rules and guidelines of MinTVET to efficiently operate the association in accordance to vision, mission and objectives of the association.
- *Programs and Projects*. The various local and international undertakings of Min TVET which directly benefit the membership of the association.
- *Propensity for Taking Risks*. The tendency of MinTVET leaders to avoid risk in managing MinTVET and their respective techvoc schools.
- *Research and Planning*. The strategic way of doing research studies leading to the formulation of plans such as that of School Improvement Plan and Action Plan, respectively.
- *School Vision, Mission and Objectives*. The individual techvoc schools' goals and aspirations as an educational learning institution. The vision stipulates what the school wants to achieve while the mission indicates how to carry out the vision. School objectives lay out the specific undertakings to be done to assure that the desire vision is achieved.
- *Strategic Thinking*. An integrated, overall thinking of how the firm will achieve its objectives. (Dubrin 2007)
- *Team Player Attitude*. An attitude where an individual works with an understanding and commitment to group goals on the part of all team members.
- *Teamwork and Unity*. The cohesiveness of Min TVET to carry out into completion its desired goals and objectives.
- *TESDA* – Technical Education Skills and Development Authority, a government agency that supervises technical education in the Philippines. Moreover, it provides skills development of the labor, local government units, and technical – vocational institutions of the country.
- *TESDA Policies*. The existing rules and regulations of Technical Education Skills Development Authority in accordance with the authority embodied to them by the Philippine government.
- *Techvoc* – refers to technical-vocational training
- *Trustworthy*. A leadership trait which makes the individual worthy of the confidence and respect by his colleagues.
- *Vision, Mission and Objectives*. The goals and aspirations of MinTVET which are relevant to its association's ideals and philosophy.

## 2. Review of Related Literature

Drucker (1955) once said that “Management is doing things right; leadership is doing the right things”. The phrase is quite stimulating since in this challenging era the ‘leadership thing’ is the key to any organizational success. Dr. John Maxwell has a resounding remark on leadership which according to him, the rise and fall of any organization relies on it (Maxwell 2004). Furthermore, he reverberates the statements of J. Oswald Sanders that leadership is all about influence. On the other hand, Dubrin (2007) views leadership as the capacity to instigate confidence and support among the people in the organization who seeks to achieve its desired goals. Certainly leaders sway people in different ways because of “personality, organization, culture, timing, tradition and the issue” (Maxwell 2004, p. 24). Accordingly, Rowley (1997) stresses out that effective leadership is central to the success of any organization.

There are various types of leadership that shape the direction and condition of various organizations. Leadership style is an unswerving pattern of behavior that exemplifies a leader (Dubrin 2007). Furthermore, the inquiry on leadership style is an extension of understanding behaviors and attitudes of those in leadership. A thought provoking leadership style statement like “lasting leaders determine their style by observing their people” is inspiring (Maxwell 2004, p.24). Johnson (2013) has emphasized the significance of *laissez-faire*, autocratic, participative, transactional and transformational types of leadership. On the other hand, Lewin's Leadership Style in 1939 has established three major leadership styles, namely: Authoritarian, Participative and Delegated (*Laissez-faire*). Researchers at that time had discovered that decision-making was less creative under authoritarian but this type of leadership is best applied to situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group. Under participative leadership, group members are encouraged to participate but the final decision is among the leaders. As such, group members are motivated since they are able to engage in the decision process. Moreover, Lewin's leadership style upholds that “delegated leaders offer little or no guidance to group members and leave decision-making up to group members. While this style can be effective in situations where group members are highly qualified in an area of expertise, it often leads to poorly defined roles and a lack of motivation”.

Johannsen (X) has presented 19 types of leadership, namely: Autocratic, Coaching, Cross Cultural, Emergent, Exchange, *Laissez-faire*, Situational, Strategic, Team, Facilitative, Participative, Servant, Transformational, Charismatic, Visionary Leader, Transactional Leadership, Level 5 Leadership, and Primal.

Among these authors, the researcher noticed that three types of leadership are common to them which are Participative, Authoritarian and Delegated (*Laissez-faire*). As such, the researcher decided to adapt these leadership styles believing that in a way, other types of leadership contain some certain elements of Participative, Authoritarian and Delegated leadership.

Topping the list of leadership style is the Participative Leadership. Dubrin (2007) describes this type of leadership as a sharing approach in deliberating decision makings. Locke's study unfolds that participative decision making ushers satisfaction; however, rarely affects positively on motivation, performance or productivity (Drenth, Henk, Wolf 1998).

Participative leadership has some setbacks per se. Dubrin (2007) has considered time consuming meetings and managers' apprehensions of power reduction when there is shared decision making. On the other hand, if the issue is about security this style will be unsuitable since a number of people are involved at an early stage.

In contrast to participative leadership is autocratic leadership of which leaders of this type keep most of the authority, make decisions assertively and assume that group members comply unswervingly (Dubrin 2007). Mcdermott shares the same view on this regard that describes autocratic leaders keeping total control of decision making using their own knowledge and perceptions rather than of the group (Mcdermott). Moreover, they are not exceedingly concerned with member's attitudes toward a decision. They value much on task completion rather than being relational oriented. Autocratic behaviors include notifying people what to do, contending themselves and presenting themselves as models for members to emulate (Dubrin 2007). However, according to Lunenburg productivity is higher under autocratic leadership compared to other leadership types. The third leadership style that this study is considering is the Delegated Style which is popularly known as the laissez-faire leadership. In this type of leadership, a leader transfers decision making power to one or more employees, but remains responsible for their decisions. (Business Dictionary 2012)

Aside from leadership style, the researcher presents a comprehensive analysis about leadership traits common to leaders in various leadership roles and undertakings. As such it seeks to uncover the relevance of these traits to leadership and how these traits can be utilized to develop potential leaders in various organizations most specifically to MinTVET. Dubrin (2007) have categorized personality traits into two, namely: general personality traits and task-related traits. General personality traits are apparent both within and outside the work framework which may include self-confidence, humility, trustworthiness, extraversion, assertiveness, emotional stability, enthusiasm, sense of humor and benign warmth. On the other hand, passion for work, emotional intelligence, flexibility and adaptability, internal locus of control and courage as task-related traits. In this study, the researcher has considered nine personality traits, namely: assertiveness, flexibility, personal resiliency, emotional expressiveness, trustworthiness, integrity, team player attitudes and strategic thinking

The ability to be assertive is a personality trait thing to consider in leadership effectiveness. "Assertiveness refers to being forthright in expressing demands, opinions, feelings and attitudes" (Dubrin 2007, p.38). Prominent French General Napoleon Bonaparte and India's all-time great leader Mahatma Gandhi are noted to be assertive (Yoosuf 2005). In a case study of a graduate student collaborative work, it has been observed that the group leader is assertive when there was a call to do such in one of the group's undertakings (Duemer et al).

In the context of emotional stability, this concern has been noted as one of the leading traits of leadership. Such is defined as "the ability to control emotions to the point that one's emotional responses are appropriate to the occasion (Dubrin 2007). This trait is important in leadership since the person in the workplace seeks to be treated in consistency without being evaluated by their superiors in moody atmosphere. In one study of Locke and associates, they discovered that leaders of emotional instability are more likely handle situations in life poorly and give in to behavior inconsistencies while leaders of emotionality stability appear to be composed, secure and unsurprising during various predicament of life (Dubrin 2007). Stogdill discovers that personality dimensions like emotional stability is affecting leadership effectiveness (Robert Hogan 1994).

Flexibility and adaptability is another set of leadership traits which is task related in nature. Furthermore, flexibility is defined as "the ability to adjust to different situations" (Dubrin 2007, p.45). Definitely, one has to be adaptable in various work conditions; otherwise, he could only perform limited tasks contrary to company's expectations of multitasking. Effective leaders adapt their behaviour to changing situations and find an appropriate balance for trade-offs and competing demands of which they are guided by relevant internal values and a strong core ideology for the organization (Yukl 2005). They added that a business entity is more likely to succeed when it has efficient and reliable operations as well as adaptable and innovative in meeting the customer's needs and demands with people of high level of skills, commitment and trust.

Another compelling leadership trait that causes impact in many organizations is trustworthiness. Lewicki, McAllister and Bies define trust "as a person's confidence in another individual's intentions and motives and in the sincerity of that individual's word" (Dubrin 2007). Leaders for that matter must prove themselves to be relied so that in return they can throw their unwavering belief on others. Kouzes and Posner in their studies reveal that honesty is the top attribute people seeks in a leader of which is espoused by the studies of Bennis, Lee and King, and Sonnenberg who unfolds that followers want leaders who are truthful, straightforward and trustworthy in dealing with their personnel (Hope 2003). Dubrin (2007) invokes that it takes time to build trust; however, a pithy occasion of devious behavior can permanently destroy it. Moreover, people seem to consider if honest mistakes are done, otherwise dishonest mistakes corrode leadership effectiveness. Research studies (106 studies and 27,103 individuals) of four decades on trust in leadership conducted by Kurt T. Dirks and Donald L. Ferrin reveal that trusting a leader is significantly related with an array of work attitudes of subordinates (Dubrin 2007). On this effect, Dubrin (2007) strongly adheres that to trust and be trusted are indispensable.

Being tenacious or resilient is another leadership trait that puts the leader in better position in overcoming obstacles (Dubrin 2007). A study of 150 leaders conducted by Warren Bennis reveals a relationship between resiliency and leadership effectiveness. All the interviewees have definite purposes and determinations to achieve their goals. After all, the "central ingredient of power is purpose" (Mason 1992 p. 19).

With respect to the leadership trait on integrity, it is believed that an ethical leader is honest and trustworthy thus it has integrity. As such, Dubrin (2007) defines integrity as the loyalty to rational principles. More specifically, it means to walk the talk regardless of social and emotional pressures. Speaking of walking the talk, Maxwell (1993) pointed out that words must match up with deeds. Furthermore, Dubrin has something to say about risk taking which he remarkably says, "No risk, no reward". According to him, it is necessary to gamble intelligently, shrewdly, and selectively during times of insecurity and instability. As such, a leader who takes risk is just like someone who goes down the hidden alley of which a broad avenue opens up in it.

Working in an organization with a team player attitude is significantly important for the group to achieve greater heights of success. A team player displays appropriate personal conduct; cooperates with other members of the organization; and displays loyalty to their superiors by actively supporting their plans and decisions (Dubrin 2007). Along with this team playing attitude is the ability of the leader to think strategically who obviously performs the following roles: setting a vision and direction for the organization; helping the firm deal with the external environment; and helping develop organizational policies. These leadership traits are contributing significantly to the success of any organization amidst the challenges in the corporate world.

Having explained extensively in the preceding pages about the various personality traits common to leaders in our times, the researcher finds all those qualities very significant to leadership. The evidence of trait approach is indeed convincing that individuals of leadership inclination possess qualities which differ from non leaders (Dubrin 2007). Kirkpatrick and Locke pointed out that great leaders don't need to be intellectually superior to become effective; instead, certain leadership traits will help them navigate towards leadership success. Understanding carefully the leadership traits, one could make help of this approach in selecting leaders in the workplace.

### 3. Research Methodology

This chapter describes the method used and data collection procedures. It also includes the research design, research instrument, validation, and statistical treatment.

#### 3.1. Research Design

This study utilized the descriptive research method which describe situations (Hale 2013). More particularly in this research, two types of descriptive method were used, namely: Case Study Method and Survey Method. The case study showcased an in-depth study of an individual of which in this research work, three MINTVET leaders were considered. On the other hand, survey method was used in the collection of data to answer the questions concerning the personality traits, leadership styles and challenges of the respondents in their respective workplace and MINTVET as a whole.

#### 3.2. Research Instrument

The study used both the quantitative and qualitative methodologies of research. More particularly it adapted Descriptive Method of Research particularly the qualitative technique of data gathering. The instrument covered four sections. The first section was developed and validated by the researcher to gather information about the respondents' level of school, size of school, length of service as school head, educational attainment, family details, work experience, special training, honor / recognition and key achievements as shown in Questionnaire 1 in Appendix A.

The second section was used to determine the various challenges confronted by MinTVET and the respondents' techvoc schools. More particularly eight (8) MinTVET challenges were identified as shown in Questionnaire 2 in Appendix A. They were as follows: Leadership and Management, Teamwork and Unity, Linkages and Networking, Policies and Regulations, Programs and Projects, Finances, Membership, and VMO (Vision Mission Objectives). On the other hand, thirteen (13) techvoc schools' challenges were taken into consideration as shown in Questionnaire 3 in Appendix A. They were as follows: Financial Resources, Physical Facilities, Instructional Materials, Tools and Equipment, Faculty and Staff, K to 12, Library Resources, Enrollment, Competition, Research and Planning, Leadership and Management, Linkages and Networking, TESDA Policies, and School VMO (Vision Mission Objectives). To determine the magnitude of MinTVET and techvoc challenges i.e. greatest and least challenges, the respondents were asked to rank them from 1(highest challenge) to 8 (lowest challenge) for MinTVET challenges and 1 (highest challenge) to 13(lowest challenge) for techvoc school's challenges.

The third section of the research instrument was intended to determine the leadership style of the respondents. The 30-item questionnaire contains statements about leadership style beliefs and the respondents were asked to rate themselves using the following scoring system:

- 5 - Almost Always True
- 4 - Frequently True
- 3 - Occasionally True
- 2 - Seldom True
- 1 - Almost Never True

In the table below, the score of each item was entered. After which the summation of each of the three columns was computed; thus, determining the type of leadership used by the respondents. The type of leadership box that contained the highest score was found to be the respondent's leadership type.

Item	Score	Item	Score	Item	Score
1		2		3	
4		5		6	
7		8		9	
10		11		12	
13		14		15	
16		17		18	
19		20		21	
22		23		24	
25		26		27	
28		29		30	
<b>TOTAL</b>		<b>TOTAL</b>		<b>TOTAL</b>	
<b>Type of Leadership</b>	Authoritarian Style (Autocratic)		Participative Style (Democratic)		Delegated Style (Free Reign)

Table 1

The fourth section of the study was used to gauge the emergence of leadership personality traits among the respondents. The identified traits include: assertiveness, flexibility, personal resiliency, emotional expressiveness, trustworthiness, integrity, risk taking, team player attitude and strategic thinking.

### 3.2.1. Trait of Assertiveness

The 30-item questionnaire as shown in Questionnaire 5 in Appendix A has statements in which the respondents were asked to respond them either Mostly True or Mostly False. A score of 1 corresponds for each item answer that agrees with the scoring key. Hereunder was the scoring and interpretation:

- 0 – 5 Nonassertive
- 16 -24 Assertive
- 25 + Aggressive

### 3.2.2. Trait of Flexibility

Of the eight questions asked as shown in Questionnaire 6 in Appendix A, the respondents were tested and asked to answer “often”, “sometimes” or “rarely” to the questionnaire. Scoring and interpretation were as follows:

- 7 to 8 “Rarely” answers mean the respondent was unusually adaptable
- at least 5 “Sometimes” answers mean the respondent was flexible
- More than 4 “Often” answers mean the respondent had long way to go

### 3.2.3. Trait of Resiliency

The respondents were asked to answer the 15-item questionnaire as shown in Questionnaire 7 in Appendix A, with either Mostly Agree or Mostly Disagree response. A score of 1 point each was given to each answer that agreed with the key answer. Scoring and Interpretation were as follows:

- 13 + Very Resilient. Remarkably effective in bouncing back from setback. The resiliency helps the respondent to lead others when setbacks arise
- 4 -12 Moderately Resilient. Probably cope up with sometime of adversity but not others.
- 0 – 3 Has difficulty in coping with adversity. Focusing on learning how to cope with setbacks and maintain a courageous outlook could help in the development as a leader.

### 3.2.4. Emotional Expressiveness

Out of 20 questions as shown in Questionnaire 8 in Appendix A, the respondents were asked to respond each statement with either of this answer; namely: Very Inaccurately (VI), Inaccurately (I), Neutral (N), Accurately (A) and Very Accurately (VA). A score of 1 to 5 corresponds to each answer for each statement.



Item Statement	VI	I	N	A	VA
1	1	2	3	4	5
2	1	2	3	4	5
3	5	4	3	2	1
4	5	4	3	2	1
5	5	4	3	2	1
6	5	4	3	2	1
7	1	2	3	4	5
8	1	2	3	4	5
9	1	2	3	4	5
10	1	2	3	4	5
11	5	4	3	2	1
12	1	2	3	4	5
13	1	2	3	4	5
14	1	2	3	4	5
15	1	2	3	4	5
16	5	4	3	2	1
17	1	2	3	4	5
18	1	2	3	4	5
19	1	2	3	4	5
20	5	4	3	2	1

Table 2

Scoring and Interpretation were as follows:

- 90 – 100 Respondent's Level of emotionality could never be interfering with his charisma. Many others interpret behavior as being out of control.
- 70 – 89 Respondent's level of emotionality is about right for a charismatic individual. Emotionally expressive, yet the level of emotional expression is not so intense as to be bothersome.
- 20 – 69 Respondent's level of emotionality is probably too low to enhance charisma. To become more charismatic and dynamic, the respondent must work hard at expressing his feelings

### 3.2.5. Trait of Trustworthiness

The 20-item questionnaire as shown in Questionnaire 9 in Appendix A listed various behavior and attitude statements of which the respondents were asked to verify them. As such, they were to answer either "Fits Me" or "Does Not Fit Me". Since the statements were mostly for self-reflection purposes, no specific scoring key exists. Thus, the more "Fits Me" answers mean the respondent is more trustworthy.

### 3.2.6. Trait of Integrity

The respondents were asked to answer 30 statements as shown in Questionnaire 10 in Appendix A, that best described their attitude and behavior. The response choices were as follows:

- 1 = not at all
- 2 = somewhat
- 3 = very much
- 4 = exactly

Item Statement	Not at all	Somewhat	Very Much	Exactly
1	1	2	3	4
2	1	2	3	4
3	1	2	3	4
4	1	2	3	4
5	1	2	3	4
6	1	2	3	4
7	1	2	3	4
8	1	2	3	4
9	1	2	3	4
10	1	2	3	4
11	1	2	3	4
12	1	2	3	4
13	1	2	3	4
14	1	2	3	4
15	1	2	3	4
16	1	2	3	4
17	1	2	3	4
18	1	2	3	4
19	1	2	3	4
20	1	2	3	4
21	1	2	3	4
22	1	2	3	4
23	1	2	3	4
24	1	2	3	4
25	1	2	3	4
26	1	2	3	4
27	1	2	3	4
28	1	2	3	4
29	1	2	3	4
30	1	2	3	4

Table 3

After adding the responses from all 30 items, scores were interpreted as follows:

- 30 – 35 Very ethical: Scoring at this range means the self-image of the respondent is trustworthy and highly principled. If answers are accurate, it could mean that high ethics could be an asset to the respondent as a leader.
- 36 – 61 Moderately ethical: Scores in this range mean that the respondent is sometimes engage in slightly unethical behavior. He might strive to be more consistently ethical.
- 62 – 120 Very unethical: The range describes leaders who may be perceived as engaging in practices that are unethical, dishonest, unfair and unprincipled. Although many unethical leaders are successful for a while, unethical attitudes and behavior could be career limiting factors.

### 3.2.7. Trait of Propensity for Taking Risk

The 10-item questionnaire as shown in Questionnaire 11 in Appendix A contained statement which reflected the behavior or attitude of the respondents pertaining to risk taking. Using the scale: Very Inaccurately (VI); Inaccurately (I); Moderately Well (MW); Accurately (A); and Very Accurately (VA), the respondents were asked to answer accordingly. Scoring of 1 through 5 or vice versa was used in the scale corresponding each statement. Scoring and Interpretation were as follows:

- 46 – 50. A heavy risk taker, bordering on reckless at times. Most likely not assessing risk carefully enough before proceeding.
- 38 – 45 A sensible risk taker and an adventuresome person in a way that enhances leadership appeal to others.
- 5 – 37 Have a propensity to avoid risks. Conservation in this regard could detract from an entrepreneurial leadership role.

### 3.2.8. Trait of Team Player Attitude

The respondents were tested on their ability to work as a team player. As such, a 10-item questionnaire was used to this effect as shown in Questionnaire 12 in Appendix A. The respondents were tested as to how well they agreed with each statement. To determine their responses, the following scale was used:

- Disagree Strongly (DS)
- Disagree (D)
- Neutral (N)
- Agree (A)
- Agree Strongly (AS)

Statement Item	DS	D	N	A	AS
1	5	4	3	2	1
2	1	2	3	4	5
3	5	4	3	2	1
4	5	4	3	2	1
5	1	2	3	4	5
6	5	4	3	2	1
7	1	2	3	4	5
8	1	2	3	4	5
9	1	2	3	4	5
10	1	2	3	4	5

Table 4

After adding the scores of all items, the interpretation was done using the scale below:

- 41 – 50 Having strong positive attitudes toward being a team member and working cooperatively with other members.
- 30 – 40 Having moderately favorable attitudes toward being a team member and working cooperatively with other members.
- 10 – 29 Prefer to work by alone. There is a need to develop more positive attitudes toward working jointly with others.

### 3.2.9. Trait of Strategic Thinking

The respondents were made to indicate their strength of agreement to 10 statements which measured the ability to think strategically as shown in Questionnaire 13 in Appendix A. To determine their responses, the following scale was used:

- Disagree Strongly (DS)
- Disagree (D)
- Neutral (N)
- Agree (A)
- Agree Strongly (AS)

Statement Item	DS	D	N	A	AS
1	1	2	3	4	5
2	5	4	3	2	1
3	5	4	3	2	1
4	1	2	3	4	5
5	1	2	3	4	5
6	5	4	3	2	1
7	5	4	3	2	1
8	1	2	3	4	5
9	5	4	3	2	1
10	5	4	3	2	1

Table 5

After summing up the point values for each question, the interpretation was done using the scale below:

- 42 to 50 suggests that the leader is already thinking strategically, which should help him provide strategic leadership to others.
- Scores 20 to 41 suggest a somewhat neutral, detached attitude toward thinking strategically.
- Scores of 10 to 19 suggest thinking that emphasizes the here and the short term. People scoring in this category are not yet ready to provide strategic leadership to group members

The participants involved in this study were three presidents of technical-vocational schools in Mindanao. They were pre-determined respondents based on their performance as leaders in their respective schools and as member of the Board of Trustees of the Mindanao Technical Vocational Education Training Association.

Data were gathered using five phases: self-administered survey questionnaires, face-to-face interviews, phone interviews, sms interviews, and e-mail interview survey. The inclusion of these various methodologies was intended to triangulate the data gathered in each technique of data gathering.

The data were analyzed using content analysis even while conducting the interviews. This is to validate the quality of the data gathered while interviews are on-going.

### 3.3. Validation

To ensure that floated questionnaires have some form of validity, the same must be tested first among school heads of technical schools in Misamis Oriental. Gall et al (2003) has defined validity as the appropriateness, meaning fullness and usefulness of specific inferences made from test scores. Furthermore, the types of validity could either be content and construct. In particular, content

validity refers to whether or not the instrument reflects its purpose while construct validity refers to the degree which inferences can be made from the study.

### 3.4. Data Collection Procedure

The following procedures were under taken to ensure that data collected are treated with utmost care. A letter of request was sent to the President of MINTVET specifying the importance of the study in the context of the association. Upon approval, the researcher sent questionnaires together with the cover letter and recommending letter of the MINTVET president to the respondents through email. After such, a follow up telephone call was made to the respondents to ensure their support and cooperation to this undertaking. Upon the consent of the respondents, the researcher did questionnaire survey and personal interview with the respondents during MinTVET Human Resource Summit in August 2012. Moreover, follow up interviews were done through email, sms and phone calls.

Based on the information questionnaire, the respondents were categorized according to the variables as follows:

- Gender
  - Male
  - Female
- Age
  - Early Adulthood (23 – 30)
  - Middle Adulthood (31 – 50)
  - Later Adulthood (51 and up)
- Length of service as school head
  - Less than 5 years
  - 5 – 9 years
  - 10 or more years
- Educational Attainment
  - BS with MA Units or MA CAR
  - MA Degree
  - MA Degree with Doctoral Units
  - Doctoral Degree

### 3.5. Statistical Treatment

The first section of questionnaires determines the respondent's leadership profile which includes: Personal and Workplace details, respectively. Personal Details include Gender, Age, Spouse, Children, Educational Background, Work Experience, Special Training, Honors / Recognition and Key Achievements while Workplace Details include Level of School, Size of School (for TESDA qualifications only) and Length of Service as School Head. The data gathered is presented in a tabular form.

A simple ranking statistical approach is used to determine the challenges presently encountered by MinTVET and the respondents techvoc schools.

With regard to leadership style, a survey form is used to determine respondent's answer of various inquiry. Each answer corresponds a score which in turn can be translated into what type of leadership is practiced by the respondents. Moreover, leadership traits are determined by the respondent's response to various questionnaires. A simple weighted and item analysis statistical approaches are utilized to find out the magnitude of traits in each respondent leader.

## 4. Presentation, Analysis and Interpretation of Data

This chapter presents, analyzes and interprets the data obtained from the leader respondents. The presentation is done according to the order of specific problems.

1. How do three MINTVET Leaders compare their personal profile, leadership perspectives, leadership styles and personality traits?

## 4.1. Profile of Respondents

<b>Personal Details</b>	
<b>Personal Background</b>	56 years' old Female 25 years of Marriage Husband: Public School Teacher Number of Children: Three (Aging 24, 22 and 19)
<b>Educational Background</b>	<b>General Radio Communication Operator Course- Major in Telephony</b> <i>MSU IIT – Iligan Technical Institute, Iligan City</i> 1974-1975  <b>Bachelor of Science in Secondary Education</b> <i>Southern Island Colleges</i> 1982 – 1985  <b>MAED 2</b> <i>Holy Trinity College of General Santos, General Santos City</i> 2008-2009
<b>Work Experiences</b>	<b>School Registrar</b> <i>General Santos City Institute</i> 5 November 1985 – 31 December 1996  <b>Founder /Managing Director</b> <i>GENSAN COLLEGE OF TECHNOLOGY</i> June, 1996 – December 1996
<b>Special Training</b>	
<b>Honor /Recognition</b>	A Model employee in the institute 2000
<b>Key Achievements</b>	ARSCUU member of Region XI 1988-1996  PTSDC member  Association President for three (3) terms for SARANGANI – GENSAN, 2003 to date.  Acting Secretary for MINTVET 2008-09  MINTVET BOD representing my individual institution
<b>Workplace Details</b>	
<b>Level of School</b>	TESDA Courses
<b>Size of School</b>	500 to 1000 students
<b>Length of Service as School Head</b>	5 to 10 years

Table 6: Profile of Leader A

Leader A is 56 years old, female, a graduate of Radio Telegraph Operator, Bachelor of Science in Education and Master of Education in Educational Administration and is managing 36 employees in her present job position. She has been the School Head of the Institution for 9 years now having a current population of between 500 to 1000 students enrolled in TESDA accredited courses of her school. Prior to this position, she had been the School Registrar and Vice President, respectively. For 8 years she has been the association president of General Santos Sarangani Technical Vocational Schools Association, Inc. Concurrently, she is the Chairperson of the Provincial Technical Education Skills Development Committee (PTESDC) in Sarangani Province. She is happily

married for 25 years and blessed with 3 children. Her husband is public school teacher of whom she is blessed children with three children aging 24, 22 and 19, respectively.

<b>Personal Details</b>	
<b>Personal Background</b>	53 years' old Male 31 years of Marriage Children: Three  (Aging 30, 26 and 20)
<b>Educational Background</b>	<b>Bachelor of Science in Marine Transportation</b> <i>Mindanao Aeronautical Technical School</i> 1980-1984  <b>Master of Education major in Administrative Management</b> <i>Agusan Institute of Technology, Butuan City</i> 2001  <b>Master in Management</b> <i>University of Mindanao</i> 2004
<b>Work Experience</b>	<b>Onboard Officer</b> 1979 -1983  <b>Sports Director</b> Agro-Industrial School 1984 -1987  <b>Onboard Officer</b> 1988 -1989  <b>School Director</b> Agro – Industrial School 1991 -1992  <b>Assistant Vice President – General Education Division</b> <i>DMMA College of Southern Philippines</i> October 10, 1993 – December 31, 2004  <b>College President</b> <i>DMMA College of Southern Philippines</i> January 1, 2005 – Present
<b>Special Training</b>	
<b>Honor /Recognition</b>	May 2008 –Recipient of the <b>Most Outstanding College President and Exemplary Head Educator of the Philippines</b> – Humanitarian International Record  June 2008 – Recipient of the <b>Outstanding Achievement Award for Seabased OFW</b> Department of Labor and Employment – Overseas Worker Welfare Administration (OWWA)
	2009 – Able to establish partnership with USAID's Growth with Equity in Mindanao (GEM 3) for the accreditation of DCSP as a JEEP (Job Enabling English Proficiency) Institution. To date, DCSP students are being trained under the JEEP Start curriculum in order to enhance their English proficiency with the purpose of enhancing their chances for employment.  Able to establish partnership with Development Bank of the Philippines (DBP), which led to the accreditation of DCSP as a recipient of scholarship slots for its BS Marine Transportation and BS Marine Engineering under the DBP Endowment for Education Program (DEEP).

<b>Key Achievements</b>	<p>2008 and 2009 – Recognized by the Det Norske Veritas (DNV) Auditors as having successfully headed the College and for having a good appreciation and knowledge of the situation of the maritime industry and for identifying the industry needs, designing support services and programs which resulted to the confidence from shipowners and shipping companies on DCSP's ability to supply quality cadets, potential officers and graduates.</p> <p>2005 – Able to establish partnership with the Norwegian Shipowners' Association (NSA), which led to the accreditation of DCSP as a recipient of scholarship slots for its BS Marine Transportation and BS Marine Engineering students.</p> <p>2005 – Able to forge partnership with Marlow Navigation Co. Ltd. Of Cyprus, which led to the establishment of the DCSP Culinary Arts Center wherein graduates, having been equipped with practical skills training, are employed by Marlow Navigation on board their vessels as ship cooks. A partnership with DEG KFW Bankengruppe also paved the way for DEG to invest for the construction of a 2 – storey building which became the DCSP Culinary Arts Center.</p>
<b>Workplace Details</b>	
<b>Level of School</b>	Tertiary, TESDA
<b>Size of School</b>	Less than 500
<b>Length of Service as School Head</b>	5 – 9 years

Table 7: Profile of Leader B

Leader B is 53 years old, male, is a graduate of Bachelor of Science in Marine Transportation major in Nautical Science, Master of Arts in Education and Master in Management. He is happily married for 31 years and blessed with 3 children aging 30, 26, and 20, respectively. He has 220 employees under his able leadership. Aside from basic education and collegiate course offerings, his school also offers technical and vocational courses of five qualifications. Under these TESDA accredited courses, it has less than 500 students of enrolment.

Across the period of time from 1979- 2005, he has worked as On Board Officer, Sports Director, College Instructor, School Director, and Vice President. In 2005, he took the leadership of a maritime school in Davao City. Among Leader's B awards was being the Most Outstanding College President and Exemplary Head Educator of the Philippines in 2008. In the same year, He was also the recipient of Outstanding Achievement Award for Sea based OFW. Moreover, he noted that he was able to forge partnership with USAid's Growth with Equity in Mindanao (GEM 3); established partnership with Development Bank of the Philippines which made his college recipient of scholarship slots for its maritime courses; forged partnership with Marlow Navigation Co. Limited of Cyprus thus leading to the establishment of the DCSP Culinary Arts Center.

<b>Personal Details</b>	
<b>Personal Background</b>	<p>55 years' old Female 27 years of Marriage Children: One</p>
<b>Educational Backgrounds</b>	<p><b>Bachelor of Arts degree, Major in History &amp; English</b> <i>Saint Columban College, Pagadian City</i> June, 1973 – March, 1977</p> <p><b>Bachelor of Laws</b> <i>Western Mindanao State University, Zamboanga City</i> June 1985 – March, 1988</p> <p><b>Master of Arts in Education, major in Administration &amp; Supervision</b> <i>Universidad de Zamboanga</i> June, 1999- March 2001</p> <p><b>Doctor in Philosophy, major in Development Studies</b> <i>Ateneo de Zamboanga University, Zamboanga City</i> June, 2001- March, 2003</p>
<b>Work Experience</b>	<p><b>Practising Lawyer &amp; Notary Public</b> <i>Marycel Carreon-Engracia Law Firm</i> 1989 – 2002</p>

	<p><b>Executive Vice President</b> <i>MEIN College, Incorporated</i> 1995 up to present</p> <p><b>Professor</b> <i>Ateneo de Zamboanga University</i> 2002 up to present</p>
<b>Special Training</b>	<p>Certificate course in Program &amp; Project Development Management course Asian Institute of Management, Makati City February – April, 1996</p> <p>Graduate, Certificate Course Deutsche Stiftung für Internationale Entwicklung Mannheim, Baden-Württemberg, Federal Republic of Germany January – April, 2000</p> <p>Certificate Course in Enterprise-Based School Management PAHRDF/Integrated Learning Institute in partnership with Sydney Institute-TAFE January, 2006 - April 2007</p>
<b>Key Achievements</b>	<p>District Governor, Kiwanis International, Philippine South District, 1994-1995 (The first lady district governor) Past President, Region IX Association of TVET Institutions (2004-2007)</p> <p>Chairperson, Regional Technical Education and Skills and Development Committee for Region IX (RTESDC), 2007- to present</p> <p>President of the Mindanao TVET Association (2009 -2011)</p> <p>Chairperson of the Mindanao TVET Association (2012 to present)</p>
<b>Work Details</b>	
<b>Level of School</b>	Secondary, Tertiary, TESDA
<b>Size of School</b>	Less than 500
<b>Length of Service as School Head</b>	10 or more years

Table 8: Profile of Leader C

Leader C is a lawyer by profession and a Doctor of Philosophy by heart. Having been married for 27 years and blessed with a lone son in his 20's to date makes this fellow a complete woman with her husband currently working overseas. Her bachelor's degree on Arts major in History and English paved her towards pursuing Bachelor of Laws and eventually became a lawyer. However, she never stopped equipping herself holistically because she was able to finish her Master of Arts in Education and Doctor of Philosophy major in Development Studies. From being a Practicing Lawyer and Notary Public in 1989 – 2002, she dared to manage her family-owned college in Zamboanga City which made her Executive Vice President in 1995 to date. The college she's presently leading has high school, tertiary and TESDA accredited courses. The college has less than 500 students enrolled in various techvoc courses which prepare them to be blue collar workers. She is also connected with a private university in Zamboanga as a University Professor since 2002 up to the present. Among the special trainings she has gone are as follows: Certificate course in Program and Project Development Management course at Asian Institute of Management; Certificate Course in Deutsche Stiftung for Internationale Entwicklung in Germany and Certificate course in Enterprise-based School Management PAHRDF / Integrated Learning Institute in partnership with Sydney Institute TAFE. Accordingly, Leader C was an awardee of Women's Achievers, International Women's Day of Kiwanis International Philippine Luzon District and a civic organization leader's awardee in Zamboanga City. Among the key achievements she has so far obtained are as follows: District Governor of Kiwanis International, Philippine South District (1994 - 1995); Chairperson of Regional Technical Education and Skills Development Committee for Region IX (2007 – 2010); President of MinTVET Association (2009-2011); and Chairperson of MinTVET Association (2012).



## 4.2. Leadership Perspectives

<b>Nominal Ranking of Min TVET Challenges</b>	<ol style="list-style-type: none"> <li>1. Teamwork and unity</li> <li>2. Leadership and management</li> <li>3. Linkages and networking</li> <li>4. Programs and Projects</li> <li>5. Policies and Regulations</li> <li>6. Finances</li> <li>7. Membership</li> <li>8. Vision, Mission and Objectives</li> </ol>
<b>Nominal Ranking of School Challenges</b>	<ol style="list-style-type: none"> <li>1. K to 12</li> <li>2. Research and Planning,</li> <li>3. Linkages and Networking</li> <li>4. Competition</li> <li>5. Enrollment</li> <li>6. Financial Resources</li> <li>7. Library Resource</li> <li>8. Instructional Materials, Tools and Equipment</li> <li>9. Faculty and Staff</li> <li>10. TESDA Policies</li> <li>11. School Mission, Vision and Objectives</li> <li>12. Leadership and Management</li> </ol>

Table 9: Leadership Perspective of Leader A

Leader A considers teamwork and unity, leadership and management, linkages and networking, and Programs and Projects as the greatest concerns for Mindanao Technical Vocational Educational Training (MinTVET). The other challenges she perceived leaders of MinTVET have to face policies and regulations, finances, membership, vision, mission and objectives.

As to teamwork and unity, Leader A stressed that not everyone is cooperative which occasionally jeopardizes the performance of the association. This is understandable since a new bunch of officers were elected into the group this year. As such, teamwork and unity concerns are still on the process of taking off harmoniously. Nevertheless, Leader A considers the uncompromising commitment of officer's contributory to the success of various undertakings of the association this year.

As Leadership and Management, Leader A strongly suggest that the officers must avoid intrigues that destroy relationship, trust, and confidence. Without hesitation, she has expressed her concern over some various instances that she gets insulted by her colleague in the board. Since, she doesn't want further trouble, she refuses to be confrontational on this regard. However, the pain is unbearable thus she decided to relax for a while when she finishes her term of office come December 2012. But in totality she commended the unselfish effort of MINTVET leadership and management to achieve greater heights of success for the organization.

In terms of linkages and networking, she appreciates the milestones of success of MINTVET on this regard. Since the association has strong linkages with Philippine Australian Human Resource Development Facility, she had the privilege to go with the group in Sydney and Melbourne, Australia for two different occasions. Furthermore, she remarks that the experience is enriching and a good point of reference for bench marking. However, she claims that the school she is currently operating is a long way behind the Australian colleges they visited but the opportunity to visit these globally competitive learning institutions has encouraged her to widen her horizons in learning.

Regarding programs and projects, she is forever grateful to the various program undertakings of MINTVET through seminars and trainings. She has attended the Effective Enterprise-based School Management Training and Trainer's Training on Technopreneurship Program, respectively which make her an effective school administrator thus making her school as one of the leading technical institutions in General Santos City. The holding of annual Human Resource and Skills Development Conference and Exhibits is the flagship undertaking of MINTVET that convenes the stakeholders of technical and vocational educators of Mindanao.

As for policies and regulations, the current leadership is enjoying the well-crafted roadmap of MINTVET that stipulates clearly the goals and aspirations of the association in the years to come. More specifically, the recent previous leadership of MINTVET has formulated clear cut policies and regulations that serve significantly the association's concerns on leadership and management.

Pertaining to the finances of MINTVET, Leader A has expressed her concerns over the issue. Being the association treasurer for this year, she is noted as saying that the group has insufficient fund to support future projects and undertakings.

With regards to membership, the individual membership of 142 schools are still far away from a total of more or less 1000 schools in Mindanao. Although, the membership of MINTVET is either or both individual and organizational, the group desires to seek more individual membership to generate more funds for the association.

The vision, mission and objectives are of less concern by Leader A since it has been established since its conception in 2001. Besides, the MINTVET road map is just a year-old strategic plan that clearly redefines the vision, mission and objectives of the association amidst the challenges of 21<sup>st</sup> century.

When asked about her concerns in the school she is operating, the top 5 issues are as follows: K to 12, Research and Planning, Linkages and Networking, Competition, and Enrollment.

With regards to K to 12, Leader A has some apprehensions about reduction or even loss of enrollment in 2016 considering that fourth year high school students at that time shall become fifth year high school or grade 11. “What would happen to us then at that time?” she quipped. While K to 12 is still a new law, she is in the mode of wait and see and go with the flow anyway.

Consequently, in the course of our text message interview, Leader A has admitted that her school don’t have research and planning unit. Instead, management merely rely on existing result which serve as their basis for improvement.

On the issue of linkages and networking, the school has enjoyed a number of linkages courtesy to her membership with MinTVET; nevertheless, the school is still working hard to get more linkages especially the employment concerns of its graduates.

Since there is a proliferation of schools operating technical and vocational courses in the area, Leader A has expressed her concerns about competition. Thus, the enrollment is greatly affected by such predicament. Nevertheless, she keeps her school in swing mode of offering quality education. As a result, her school maintains the good name of being one of the leading technical schools in the city.

<p><b>Nominal Ranking of Min TVET Challenges</b></p>	<ul style="list-style-type: none"> <li>3. Linkages and networking</li> <li>4. Policies and Regulations</li> <li>4. Programs and Projects</li> <li>5. Finances</li> <li>6. Membership</li> <li>7. Leadership and Management</li> <li>7. Teamwork and Unity</li> <li>7. Vision, Mission and Objectives</li> </ul>
<p><b>Nominal Ranking of School Challenges</b></p>	<ul style="list-style-type: none"> <li>12. Research and Planning</li> <li>12. TESDA Policies</li> <li>12. Faculty and Staff</li> <li>14. Financial Resources</li> <li>14. Physical Facilities</li> <li>14. Instructional Materials, Tolls and Equipment</li> <li>14. K to 12</li> <li>14. Library Resources</li> <li>14. Enrolment</li> <li>14. Competition</li> <li>14. Leadership and Management</li> <li>14. Linkages and Networking</li> <li>14. School Vision, Mission and Objectives</li> </ul>

Table 10: Leadership Perspective of Leader B

Moreover, Leader B considers Leadership and Management, Teamwork and Unity, and Vision, Mission and Objectives as his least concerns in MinTVET. Following such least concerns are Finances and Membership. At mid-nominal ranking, Linkages and Networking, Policies and Regulations, and Programs and Projects appear to be Leader’s B concerns. Leader B believes that everybody has its own of way managing; thus, leadership and management are not of his primary concern. In fact, the primary concern of the association is simply to gather pertinent data relevant to the needs of the individual member schools. He doesn’t care much of the status of the individual schools for as long as they remain active in the organization. But if the member schools ask assistance from MinTVET, in whatever form and capacity the association is willing enough to assist. Since Leader B has been with the association since its conception in 2001, he has made himself familiar with how things are done in MinTVET. From being the Vice President in the past recent years until the association President of the present time, Leader B has established himself as one of the pillars of MinTVET.

With regard to linkages and networking, Leader B has remarkably applauded the performance of the association for it successfully established linkages with various agencies like Philippine Australian Human Resource Development Facility, Australian Leadership Association Fellowship, Development Bank of the Philippines, and technical – vocational schools in Australia and Singapore.

As to the policies and regulations of MinTVET, Leader Bhas emphasized the emerging policies of the association that seem relevant to the needs of the member schools. Furthermore, he said that policies are reviewed regularly to keep abreast with the changes of times.

Concerning the programs and projects of the association, Leader B has elaborated the following undertakings, such as the Caravan of School Administrators in Singapore, Assessor’s Forum, Australian Leadership Awards Fellowship, Enterprise-based School Management System and DBP Higher Education Loan Assistance.

As the financial standing of MinTVET, Leader B has assured that the current financial resources of the association are capable enough to sustain the emerging undertakings of the group considering that the workforce of MinTVET are working on voluntary basis. As such no major expenses are spent for salaries and wages; except for the travelling, food and accommodation expenses during quarterly board meetings.

On the issue of MinTVET membership, Leader B has recognized the increasing number of individual schools becoming member of MinTVET. Traditionally, the membership is limited to provincial and regional associations only which are duly represented by their respective chairpersons. However, the policy on membership was enhanced to the point that the direct membership of the association is extended to individual schools.

Further, being the President of the association, Leader B has passionately advised its member schools to have their own global standards which conform to industry standards. More specifically, he admonished school heads to go beyond TESDA standards to remain competitive in the global market. Say for instance being an International Standard Organization (ISO) certified school, the institution adapts the syllabus, exercises, assessment tools and the like of the certifying body. As a result, the industries are coming to his school and ask for partnership thus assuring employability of their graduates upon completion of their industry-sponsored schooling.

When asked about school concerns, leader B has clearly signified that his school is in top shape and form in terms of financial resources, physical facilities, instructional materials, tools and equipment, K to 12, library resources, enrollment, competition, leadership and management, linkages and networking and school vision, mission and objectives. Moreover, Leader B has some concerns about faculty and staff, research and planning and TESDA policies.

On the issue of his faculty and staff, he keeps his people well paid and motivated to protect them from being pirated by other schools. On the other hand, the research and planning undertakings of the school are continuously performing its role of determining and analyzing the appropriate data to support the research requirements of the institution.

Lastly, TESDA policies according to him are designed to simply guide the schools to operate within the bounds of the law. But these policies do not guarantee results. Each institution must exert all efforts to operate competitively to remain in the business of educating.

<p><b>Nominal Ranking of MinTVET Challenges</b></p>	<ol style="list-style-type: none"> <li>1. Finances</li> <li>2. Linkages and Networking</li> <li>3. Leadership and Management</li> <li>4. Teamwork and Unity</li> <li>5. Vision, Mission and Objectives</li> <li>6. Membership</li> <li>7. Programs and Projects</li> <li>8. Policies and Regulations</li> </ol>
<p><b>Nominal Ranking of School Challenges</b></p>	<ol style="list-style-type: none"> <li>1. Research and Planning</li> <li>2. Physical Facilities</li> <li>3. Financial Resources</li> <li>4. Instructional Materials, Tools and Equipment</li> <li>5. K to 12</li> <li>6. Library Resources</li> <li>7. Enrollment</li> <li>8. Competition</li> <li>9. Leadership and Management</li> <li>10. Linkages and Networking</li> <li>11. TESDA Policies</li> <li>12. School Vision, Mission and Objectives</li> </ol>

*Table 11: Leadership Perspective of Leader C*

Furthermore, among the eight concerns of MinTVET, Leader C considers Finances, Linkages and Networking, Leadership and Management, and Teamwork and Unity as her top 4 priority concerns. The other half in particular order: Policies and Regulations, Programs and Projects, Membership and VMO are her least concerns.

As to Finances, Leader C is very much concern about the financial resources of the association considering the minimal dues it collects from its members on annual basis. As such, MinTVET can't afford to hire professional staff to run the organization. For these, the working staff are in voluntary basis. Except for board meetings, the trustees are subsidized with their travel and accommodation expenses on quarterly basis.

With regards to linkages and networking, MinTVET is still in the process of establishing more partners. In fact, interested member school administrators can join the Caravan for Singapore trip within this year. The educational tour aims to establish partner schools and agencies in Singapore that serves the purposes of techvoc education in both countries.

Like any other organization, Leader C has some concerns about MinTVET leadership and management in the event that a number of new breed of leaders are holding the position. The dilemma then is if the new set of officers could cope up with the association's expectations. That remains to be seen in the days to come.

Taking Teamwork and Unity is a task quite challenging. Leader C throw this challenge to every member of the association. She believes that with the right people at the right position and time, things will go well.

Since MinTVET has been in existence for years, expectedly concerns about policies and regulations, programs and projects, membership and VMO are in place. Although, according to her regular reviews are done pertaining to MinTVET policies and

regulations to make sure that existing guidelines serve the purposes of the association. As a result of massive networking undertakings in the recent years, MinTVET has established good working relationships with local and foreign institutions.

When asked about her opinion in the school she is operating, Leader A has regarded the following concerns of great value, namely: Research and Planning, Physical Facilities, Financial Resources, Instructional Materials, Tools and Equipment, and newly approved bill on K to 12.

#### 4.3. Leadership Style

Score	Score Interpretation (Type of Leadership)
38	Participative Style (Democratic)
38	Delegated Style (Free Reign)
32	Authoritarian Style (Autocratic)

Table 12: Leadership Style of Leader A

Leader A, according to the Table 12, appears to be equally participative and delegated type of leader (38 points each). She gets 32 points which make her authoritative in some instances. Detailed responses of the Leadership Style questionnaire are found in Table 12a in Appendix B. She captures the attitude of being participative because she always includes her employees in determining what to do and how to do it. However, at the end of the day she does the final decision making. Furthermore, when there are differences in role expectations in her school, she works with them to resolve the differences. Consequently, when there are organizational problems her employees know how to use creativity and ingenuity in resolving them.

Leader A appears really to be democratic in her leadership because she asks ideas and sensible inputs from her employees when there are upcoming plans and projects. Under her guidance, she allows the employees to set priorities. Moreover, she likes to share her leadership power to her subordinates for them to grow as well. Aside from being a participative leader, Leader A is noted also to be a delegated type of leader. One indication of such is the fact that for a major decision to be made in her workplace, she prefers to have the approval of each individual or at least the majority of her subordinates. Under such condition, she likes to share her leadership power with her subordinates because she believes that her employees can lead themselves the way she lead herself. In most instances she allows her employees to determine what needs to be done and how to do it, thus she believes that each individual is responsible for defining their job and has the right to determine their organizational objectives. (a good leader is surrounded with competent people – 10 years, her people had been with her in 10 years)

Score	Score Interpretation (Type of Leadership)
42	Participative Style (Democratic)
34	Delegated Style (Free Reign)
30	Authoritarian Style (Autocratic)

Table 13: Leadership Style of Leader B

According to the Table 13, Leader B is rated as follows: Democratic Leader (42 points), Delegated Leader (34 points) and Autocratic Leader (30 points). Clearly, Leader B is generally a democratic leader which according to him he always listens to his people's concerns. At times he is autocratic when things are not done according to plan. Detailed responses of the Leadership Type questionnaire are found in Table 13a in Appendix B.

With regard to being a democratic leader, Leader B almost always includes his employees in determining what to do and how to do it; thus, he asks his employees' ideas and input on upcoming plans and projects. However, he maintains the final decision making authority.

Frequently, he calls a meeting to get his employees advice when things go wrong and needs to create a strategy to keep a project or process running on schedule. In the context of being delegated, Leader B oftentimes seeks the approval of the majority for a major decision to pass. As such, He allows employees to determine what needs to be done and how to do it. Furthermore, he frequently delegates tasks in order to implement a new procedure or process. In doing so, he believes that each individual is responsible for defining their job. Very frequently, he likes to share his leadership power with his subordinates. This is true indeed, more specifically in leading MinTVET as Vice President for years and as concurrent President. He doesn't want to stand alone on the pedestal of leadership. He enjoys working with the group making certain that everybody in the leadership takes the ownership of the organization's success. Since MinTVET is an association of school administrators like himself, he believes that they can also lead themselves just as well as he can. He shares this concept even among his employees in his school.

The mark of being autocratic is I reckon a part of a leader's lifestyle. When making a final decision, he always retain it in his team. I could remember an instance where there was an issue of replacing the project manager of the program we were enjoying then. As

officers of MInTVET, it was a tough decision for him to make considering his attachment to the manager. But being the Vice President then, he made a significant call that greatly benefitted the whole group.

In his capacity as the school head of a ISO certified maritime school in Davao City, he closely monitors his employees to ensure they are performing correctly. As such his school is undeniably doing excellence in instruction, research and extension.

More often he tells his employees what has to be done and how to do it. This may appear very autocratic but appears to be very helpful in achieving the school's goals and aspirations. Since a great number of his student's areas sponsored by international shipping companies, the marks of discipline, quality of international standards must be upheld. Thus, he is compelled to be imposing especially among his employees. More specifically when something goes wrong, he tells his employees that a procedure is not working correctly thus he needs to establish a new one. This set up leads the employees to seek mainly on security.

Score	Score Interpretation (Type of Leadership)
38	Participative Style (Democratic)
28	Delegated Style (Free Reign)
27	Authoritarian Style (Autocratic)

Table 14: Leadership Style of Leader C

According to Table 14, Leader C is rated as follows: Participative Style - Democratic (38 points), Delegated Style - Free Reign (28 points) and Authoritarian Style - Autocratic (27 points). Obviously, Leader C is generally a democratic leader but has some touch of being Autocratic and Free Reign. Detailed responses of the type of leadership questionnaire is found Table 14a in Appendix B.

Pertaining to her Democratic Style of Leadership, Leader C always asks her employees about their ideas and opinions on upcoming plans and projects; however, she maintains the final decision about the undertaking. Furthermore, she allows to create an environment where everyone in the team has some sense of ownership in the project. Being her Board Secretary for 3 years and Vice President for Internal Affairs for one year, I could personally testify her attitude towards this regard. During MInTVET board meetings and project undertakings, she makes sure that every board member is heard and given the opportunity to express his thoughts and ideas. One could really feel the essence of ownership of the success or even failure of the activity since everyone is given the chance to take part of the undertaking. Oftentimes, when there are differences in role expectations, she easily resolves the issue because of her ability to mediate as a leader.

On the note of being a delegated leader, frequently she and her team vote for a major decision to make. Most often when necessary, she allows her colleagues to determine what needs to be done and how to do it. Furthermore, to implement a new system often times she delegates a certain task. Having worked with her for six years in the MInTVET board, she really empowered her colleagues to do certain tasks.

Taking into account her firmness in various issues in leadership, often times Leader C behaves like an autocratic leader where she retains her final decision within her sphere of management. There was an instance where she discovered that an influential leader of MInTVET has fell short of requirements into being part of the Board of Trustees for years. Without fear, she was able to delist him from the board because of such violation. For that, I appreciate her toughness on the issue even if it cost something to the affected. Moreover, she is not reluctant to call the attention of her colleagues who made mistakes. As such, she admonished them truthfully hoping that the mistake be not repeated again.

From the findings in Table 2 in Appendix B, all leaders in this study are primarily using a participative style of leadership which makes them democratic in dealing with their people. At some circumstances most of the leaders appear to be delegated and authoritarian. Thus, one can say that a leader is adapting some forms of leadership style that best suits his personality and need.

#### 4.4. Leadership Traits

In this section, the various leadership traits of the respondents are discussed and analyzed.

##### 4.4.1. Leadership Traits of Leader A.

Score	Interpretation
18	Assertive

Table 15: Trait of Assertiveness

Table 15 reveals that Leader A is assertive having the total score of 18. On the note of being assertive, Leader A is assertive because she can express criticism freely. Detailed responses of the Assertive Questionnaire are found Table 15a in Appendix B. When confronted with various issues in the organization, she takes criticism well and even undertake positive measures to resolve the lapses. She is noted to be an outspoken person because she wants things done with consideration. Furthermore, she is not reserved and

emotionally controlled. In fact, when having an argument with her employee, she doesn't want to avoid the person and she can actually look directly with him in the midst of disagreement. During meetings she is not reluctant to speak up her ideas thus making her more assertive. When asked about her expression of love and affection toward another person, she feels it is relatively easy for her to do so.

Response	Frequency
Rarely	6
Sometimes	2

Table 16: Trait on Flexibility

Leader A appears to be usually adaptable or flexible as reflected in Table 16. Detailed responses of the Flexibility questionnaire are found Table 16a in Appendix B. Rarely she seeks out only those people who agree with her on analysis of issues. Under such condition, she seldom belittles people thus avoiding to be argumentative. Most specifically, during her MINTVET years she remained humble and reserve when there were instances when some officers of the association ridiculed her performance in the organization. During the telephone interview, she has expressed passionately about an incident where a colleague in the board has undermined her capacity and worthiness as an officer of the association. With strong disagreement, she could not bear being branded as incompetent and inefficient in her role as MINTVET treasurer. If her family is not holding her tightly in this particular issue, she could have it brought in the court of law to seek justice.

Score	Interpretation
13	Very Resilient Person

Table 17: Trait on Personality Resiliency

On the issue of resiliency Leader, A perceives that winning is not everything. Thus, it simply means that when there are instances that the day is bad, the evening is not ruined. As such she is considered a very resilient person as shown in Table 17. Detailed responses of the Personality Resiliency Questionnaire are found Table 17a in Appendix B. As such, she is remarkably effective in bouncing back from setback. In spite of being generally a self-confident person, she firmly believes that there is no disgrace in losing. As shared, she boasted of how she started from humble beginnings in operating her school. At the start of its operation, she encountered a number of challenges which include quality faculty and staff, facilities, equipment and the like. Yet she never stops exploring all possible means to overcome those challenges. When confronted with insurmountable school challenges, she easily bounces back from the situation. She describes herself a determined person that requires a lot of things to get her discouraged.

Score	Interpretation
73	

Table 18: Trait on Emotional Expressiveness

In the emotional expressiveness scale, Leader A is assessed to be in the level of emotionality which is right about for a charismatic individual as shown in Table 18. Detailed responses of the Emotional Expressiveness Questionnaire are found Table 18a in Appendix B. As such she is emotionally expressive yet the level of emotional expression is not so intense as to be bothersome. Leader A seldom cry thus she considers herself not emotional. When she has something to say to her employees, she calls them one by one and expresses her concerns individually. During group meeting, she occasionally expresses her disapproval. A proof of such is during our MINTVET meetings which she rarely expresses her opinion in the board. However, when provoked with the subject matter, she deliberately shares her ideas even to the extent of defending it to the full.

Fits Me Score	Does not fit me Score	Interpretation
12	8	Trustworthy

Table 19: Trait on Trustworthiness

Based from Table 19, She is described by her colleagues as reliable, confidante, truthful and consistent. The fact that she chairs the provincial association of technical schools in their province for eight consecutive years is a proof that she is a trustworthy leader. Having known this leader for 6 years as colleague in the MINTVET Association, the researcher can personally attest that she is a trustworthy person considering that she is handling the position as the association treasurer. Detailed responses of the Trustworthiness Questionnaire are found in Table 19a in Appendix B.

Score	Interpretation
36	Moderately Ethical

Table 20: Trait on Integrity

Based from Table 20, Leader A is moderately ethical. Detailed responses of the Integrity Questionnaire are found in Table 20 A in Appendix B. Being moderate ethics means that there are instances where she engages in slightly unethical behavior. One such example is to use performance evaluation to criticize an individual as a person but she never holds grudges against her people. She coaches a person to do the job better rather than making fun of someone's mistakes. She is not vindictive thus she doesn't blame a group member for his mistakes.

In terms of dealing a group of people with consideration in their ethnic group, her treatment against them is influenced positively. Moreover, she gives training opportunities to her employees for advancing purposes. She makes sure that the sensible ideas of her people are harnessed to the fullest. For employees who seem to oppose her leadership, she doesn't fire them to get away with them; instead she let them understand the concerns of the school. She gives commendable credit to her 36 employees who worked with her through thick and thin of school's challenges. She even bragged to the researcher that her employees know how much she owes to her creditors. As such her people fully understands the operation of the school. She is well loved by her employees because of her motherly treatment.

Score	Interpretation
19	Propensity to take risk

Table 21: Trait on Propensity for Taking Risks.

From the three scales of risk taking, namely; heavy risk taker, sensible risk taker and propensity to take risk, Leader A appears to be in the lowest scale at a score of 19 propensities to take risk. Detailed responses of the Risk Taking Questionnaire are found in Table 21a of Appendix B. Having a propensity to take risk coincides with her statement in the face to face interview where she calculates first before pressing towards any form of business undertaking. Like for instance, the operation of an internet café and dormitory. She did calculated risk to make sure that the business will prosper. No wonder, when asked about investing her money in bonds and stocks, she shy away from the idea. She appears to venture business with partners or incorporators rather than doing it merely by herself.

Score	Interpretation
38	Moderate attitude toward being a team member

Table 22: Trait on Team Player Attitudes

From the three scales of team player attitudes, namely: strong positive attitude, moderate positive attitude and prefer working oneself, Leader A appears to have moderately favorable attitudes toward being a team member and working cooperatively with other members as shown in Table 22. As such she likes to share ideas in the group for she finds fun to share the responsibility. She believes that much more can be accomplished by a team than by the same number of people working alone. All detailed responses of the Team Player Questionnaires are found in Table 22a in Appendix B.

Score	Interpretation
31	Neutral, detached attitude toward Thinking strategically

Table 23: Trait on being a Strategic Thinker.

Based from the three levels of strategic thinking, namely: Strategic thinker (42 to 50 points), Neutral Strategic Thinker (20 to 41 points) and Not a Strategic Thinker (10 to 19 points), survey questionnaire reveals that Leader A is a Neutral Strategic Thinker (31 points). As such, she has a detached attitude toward thinking strategically. Nevertheless, she admits that as part of the management team, she has to ponder the future of her organization. Along with it is a mind that thinks strategically for the school. Thus, she believes that an exciting vision is necessary for her school to become great. Detailed responses of the Strategic Thinking Questionnaire of Leader B are found in Table 23a in Appendix B.

#### 4.4.2. Leadership Traits of Leader B.

Score	Interpretation
16	Assertiveness

Table 24: Trait of Assertiveness

As shown in Table 24, Leader B is noted to be assertive. Detailed questionnaire responses are found in Table 24a in Appendix B. In most instances, leader B expresses criticism freely. This is always true if one leads MinTVET, an association of techvoc schools in Mindanao. If not all, most of the school heads are school owners who have personal interests and agenda. As such, it is an undeniable fact that a number in the leadership and membership will always express their dismay especially so if their individual concerns are not properly accommodated. Thus, Leader B strong believes that work is no place to let your feelings show. The recent Human Resource Skills Development summit last August 2011 is a proof of this issue. A great number of participants have complained about the venue,

program and the like yet Leader B, the president of the association, remained in good composure, untouched by intrigues. As a result, the issues against the leadership about the summit died down naturally.

Leader B is proven to be a person who will fight for his rights down to the last detail. No wonder he has led his school to be one of the top maritime schools in Mindanao. During our moments of togetherness in MinTVET, he had always expressed his opinions vocally and passionately. He is indeed a type of leader who is relatively easy to express his love and affection toward another passion. As a result, he was successful in establishing good working relationships among his colleagues and even subordinates.

Responses	Frequency
Rarely	5
Sometimes	1
Often	1

Table 25: Trait on Flexibility.

The answers on flexibility survey form as shown in Table 25 reveals that Leader B is unusually adaptable which simply means that he is quite open to others and willing to listen. This is indeed true considering his good working relationships with the colleagues in MinTVET. He doesn't insist his opinion much, but presenting them to the group has its own way of achieving its purpose. Detailed Flexibility Questionnaire Responses of Leader A are found in Table 25a in Appendix B.

Oftentimes, he takes most of the advices from colleagues about process improvement. Although he has more experience of Quality Management System, yet he listens to the ideas and best practices from his colleagues. People in the team rarely considers him close minded. In some instances, he could easily look for a flow when presented with a new method. Rarely he feels, that he is the only one understands the problem. Instead, he perceives that just as he comprehends the situation, his colleagues will also understand the problem.

Score	Interpretation
13	Very Resilient

Table 26: Trait on Personality Resiliency

Based from the results of the Personal Resiliency Questionnaires reflected in Table 26, Leader B appears to be very resilient. For him, winning is everything. He firmly believes that if he just keeps trying, he will get his share if good breaks. Thus, according to him there is no disgrace in losing. He is self-confessed confident person. He likes to take a chance even if the probability of winning is small. Indeed, it takes a lot for him to be discouraged. He opined that every "no" he encounters is one step closer to "yes". Once in a while, he enjoys being considered underdog. Detailed Personality Resiliency questionnaire responses are found in Table 26a in Appendix B.

Score	Interpretation
59	Low Level of Emotionality

Table 27: Trait on Emotional Expressiveness.

Based from the results of the emotional expressiveness scale questionnaire as shown in Table 27, Leader B happens to be in the level of emotionality which is probably too low to enhance his charisma. During group meetings he could hardly express his approval or disapproval of the matter openly. In the phone interview, he emphasized the fact that he doesn't like to talk with intrigues. He added, "people are not perfect and as such there is no perfect world".

Furthermore, he considers himself affectionate especially towards his work. He further says, that "I work for the common benefit of the employees in the organization. I want to build an empire for my employees. And that what really matters for me."

Fits Me	Does not fit me	Interpretation
17	3	Trustworthy

Table 28: Trait of Trustworthiness

Leader B considers himself a reliable person. Thus when given a task he makes sure that he accomplishes it. According to him, "I trust people and people trust me as well". Furthermore, he says that "people will back you up if you are true to your word to them". These statements simply mean that Leader B tells the truth consistently and walk the talk. More specifically, he delivers consistent messages to others in terms of matching words and deeds. He is indeed a man of few words that capsulizes the vast experience he has attained so far in his career life.

Being a trustworthy leader, he collaborates with others to make creative decisions. As such, he communicates information to people at all organizational levels. He listens to people and then acts on many of their suggestions.

Score	Interpretation
30	Very Ethical

Table 29: Trait on Integrity



Based from the results of the leader integrity scale questionnaire as reflected in Table29, Leader B regards himself a very ethical person. As such, he doesn't use other people's mistakes to attack them personally. In the course of telephone interview, he considered himself a result or outcome oriented leader. As such, he wants things done. But for situations where problem arises, he provides solutions rather than looking for whom to blame.

In instances where he had discussions with his colleagues in MinTVET on various pressing concerns, he doesn't hold grudges against them. If things need to be corrected, he coached his colleague's subordinates on how to do the job well.

Leader B is not vindictive. He would not blame his colleagues for mistakes. Instead he encourages them up to do better for the organization to succeed. Never in his life according to him was he involved in sabotage against the organization. He provides training opportunities for his employees to advance in their career undertakings.

Score	Interpretation
21	Propensity to take risk

Table 30: Trait on Propensity for Taking Risks

Leader B describes himself having a propensity to avoid risks as shown in Table30. Although he admits that in many instances in school operation it needs risk taking. He makes certain that before any course of undertakings shall be pursued, things need to be calculated to avoid loss. Moreover, he opined that the school he is managing could have not reached this far, if had not applied calculated risk taking measures. He commented that "many schools are stagnant or have been declining in quality because its leaders are less calculated risk takers.

Score	Interpretation
39	Moderate Team Player Attitude

Table 31: Trait on Team Player

Leader B strongly believes that it takes for too long to get work accomplished individually. Much more can be accomplished by a team than by the same number of people working alone. Thus, according to him encouraging others comes naturally to him. He further appreciates the sharing of ideas and responsibilities with others in the group which eventually builds friendship.

Based from the team player attitude questionnaire used in Appendix A, Table31 shows that Leader B has moderately favorable attitudes towards being a team member and working cooperatively with other members.

Score	Interpretation
42	Strategic Thinker

Table32: Trait on being a Strategic Thinker

Table32 clearly reveals that Leader B is a strategic thinker. As such he makes sure that every action he takes on his job add value to his customers. MinTVET and his school exciting vision propels the organization to more sensible accomplishments. His being a top performer in the organization surely brings MinTVET and his school to many fruitful years. To make things strategically planned out, he makes sure that a separate team shall consider the task with much focus.

#### 4.4.3. Leadership Traits of Leader C.

Score	Interpretation
21	Assertive

Table 33: Trait of Assertiveness

Based from the data shown inTable33, Leader C is an assertive leader. She is noted to be a leader who can express criticism freely. In many occasions where I had the opportunity to attend meetings, forum and conference with her, she can just express her opinion freely without being intimidated. Probably, what makes her courageous in her stand in various issues is because of the fact she knows where she stands. Her assertiveness I supposed is what brought her from being the association treasurer, Executive Director, President and now Chairperson of MinTVET. During her able leadership, she was assertive enough to facilitate changes in the organization which include the MinTVET's Roadmap (2010 – 2015), Enhanced MinTVET Policies and Regulations, and Strengthened Linkages with TESDA, PAHRDF and ALAF.

Response	Frequency
Sometimes	3
Rarely	4
Often	1

Table 34: Trait on Flexibility

. Based from the data in Table34 of which scores are treated as Rarely (7 to 9) – remarkably adaptable; Sometime (5) – flexible; Often (4) – not flexible and adaptable, Leader C is found to be Rarely (4), Sometimes (3) and Often (1) which simply means that she is considerably flexible. As such, she can manage herself in various situations in her life especially so being a leader in MinTVET and the school head of her school. Although she is remarkably brilliant being both a lawyer and doctor in philosophy, she remains flexible in working with her colleagues in the association. Her adaptability in various concerns of the association makes her a leader to emulate.

Score	Interpretation
14	Very Resilient

Table 35: Trait on Personal Resiliency

The data shown in Table35 clearly shows that Leader C is a Very Resilient person. This simply means that she has the ability to bounce back from any form of life's challenges especially in organizational setting.

Leader C strongly disagrees that winning is everything. She firmly believes that there is no disgrace in losing. As such she is not afraid of trying until she gets her breaks. There was an instance where MinTVET endorsed her to become a board of trustee of Technical Education Skills and Development Authority. We were optimistic then for her to get the post considering that our association is the largest organization of techvoc schools in Mindanao. Besides no other techvoc organizations have so far surpassed MinTVET achievements. But as judgement day came, she lost the election. Yet, Leader C never give up serving. She went further serving MinTVET as President and Chairman, consequently. All the while we have just heard that she was elected as Vice President of a techvoc association in national level.

Score	Interpretation
66	Low level of emotionality

Table 36: Trait on Emotional Expressiveness

Table36 clearly shows that Leader C has low level of emotionality. During meetings she occasionally expresses her approval or disapproval of various issues of concerns openly. It is not unusual for her to cry in an event like wedding, graduation ceremony or engagement party. She is apprehensive to express her anger towards a co-worker. Other people view her as affectionate and could cry with her friends in some instances. However, there are some people who could hardly read her.

Fits Me	Does not fit me	Interpretation
13	3	Trustworthy

Table 37: Trait of Trustworthiness

From the survey questionnaire on behaviors and attitudes of a trustworthy leader, Leader C gets a score of 17 which according to scoring interpretation she is indeed a trustworthy leader. She is considered a reliable person and tells the truth consistently. As such, she is actually doing what she has said. Being her colleague in the MinTVET board for a number of years, I have actually witnessed how she lead the group in truthfulness. when she promised something to the group, she makes it sure that it will be done. There was an occasion where it was very difficult for her to confront her predecessor in the MinTVET leadership for some important issue yet she stood still to her promise to the group who requested her intervention about their conflict. Truly, she is a truthful leader.

Score	Interpretation
32	Very Ethical

Table 38: Trait in Integrity

Table38 reveals that of the 30-item questionnaire on Leader Integrity Scale, Leader C scored 32 points and interpreted as a very ethical person. As such she is a highly principled fellow thus her high ethics is her remarkable asset as a leader. She doesn't take advantage of people's mistakes for her personal benefit. Instead, she pursues a working environment where fairness and justice are collaborating hand in hand for the benefit of the group. Moreover, she doesn't play favoritism. She plays fair and square among her colleagues and subordinates in various undertakings of the organization.

Score	Interpretation
25	Propensity to take risk

Table 39: Trait on Propensity to take risk

From a 10-point questionnaire on Propensity of Taking Risks, the total score of 25 in Table34 reveals that Leader C have propensity to avoid risks. She describes herself a calculated risk taker who does computation before undergoing a certain task. Her colleagues in the MinTVET board have attested on this regard.

Score	Interpretation
39	Moderate Team Player Attitude

Table 40: Trait on Team Player

Leader C, based from the results of Team Player Survey Questionnaire, is a moderate team player. Table 35 clearly shows that Leader C have moderately favorable attitudes towards being a team member and working cooperatively with other members as justified by the total score of 39. She likes to work in a group and firmly believes that the team can perform well rather than doing it alone. Thus, encouraging comes naturally to her. I reckon her greatest challenge for the group to work together as a cohesive team was during the roadmap making of MinTVET. It took time, effort, resources and sacrifices to make such project.

Score	Interpretation
45	Strategic Thinker
Item	Score
1	5
2	4
3	5
4	5
5	5
6	4
7	5
8	4
9	3
10	5
Total Score	45

Table 41: Trait on being Strategic Thinker

#### Scoring and Interpretation:

A score of 42 to 50 suggests that you already think strategically, which should help you provide strategic leadership to others.

Scores 20 to 41 suggest a somewhat neutral, detached attitude toward thinking strategically.

Scores of 10 to 19 suggest thinking that emphasizes the here and the short term.

With a score of 45 out of 50 as shown in Table 41, Leader C is noted to be a strategic thinker. Her exemplary leadership in MinTVET has brought the organization into waves of successes. The creation of MinTVET road map is an output of an strategic thinking by the entire organization under her able leadership. As a result of such road map, a considerable number of projects and programs are undertaken with much success. Certainly the unprecedented success of MinTVET is a product of skill and determination.

#### 2. What leadership model is best suited for MinTVET in addressing its current and future challenges in their respective schools and in the association?

After a thorough analysis of data gathered in the lives of the three leaders of MinTVET constituting the leadership personal profile, leadership perspectives, leadership style and leadership traits, the researcher has formulated a leadership model to serve the purposes of the organization as well as to their respective schools. Branded as 3C's MinTVET Leadership Model (illustrated in Figure 2, the framework strongly advocates the significance of CHARACTER, COMPETENCE and COMMITMENT as essential components of effective leadership.

Standish (1996) defines character as "to engrave" which comes from a Greek term. Thus, when it is formed in a person's inner being, it is not readily changed. Moreover, he says that "character is as deep as it gets". It is showcased through behaviors which include words, expressed attitudes, interactions and deeds of all sorts. Elaborating further, he says that organizational character is dependent in the character of its people. As such, organizations can sustain over time. For a leader to influence his people positively which in turn leads to improvement, character plays a vital role. Interestingly, a prominent consultant perceives exemplary leadership, after four decades of educational and leadership experience, to be all about character (Hince 2006). Moreover, Clark (1997) stresses out that in order to achieve excellence, one has to be a leader of character. In this study, nine leadership traits are considered but not limited to in the formation of a character which are contributory to effective leadership. The leadership traits of assertiveness, risk taking, and strategic thinking will surely put MinTVET in an offensive position in addressing the association's greatest concerns, namely; Linkages and Networking, Teamwork and Unity, Leadership and Management, and Programs and Projects. Furthermore, the traits of flexibility and personal resiliency will enable techvoc leaders to overcome various shortcomings in school operations and MinTVET management. Integrity, trustworthiness, and emotional expressiveness are essential traits of leadership that every member in the organization are looking into from their leaders. And having the attitude of teamwork will surely put MinTVET in a winning mode thus creating an atmosphere of unity and success.

Leadership competencies are leadership skills and behaviors that are contributory to superior performance in the organization (Ledford et al, 2008). McCauley (2006) has identified three relevant leadership competencies which include leading the organization, leading

the self and leading others. The researcher believes that these competencies are indeed relevant to the success of the organization such as that of MinTVET. Moreover, leading the organization means managing change or even solving problems and making decisions. In the event that a number of changes is occurring in education in the global context, educational leaders must lead learning in a time of change. However, the leader must first lead himself well of which demonstrating ethics and integrity is the perfect example of such case. In leading others, effective communication, building and maintaining relationships are of important concerns that a leader must take into consideration. In the context of global leadership, researchers have identified the following competencies in running various organizations. They are as follows: open minded and flexible in thought and tactics; cultural interest and sensitivity; resilient, resourceful, optimistic, and energetic; honesty and integrity; stable personal life and value added-technical or business skills (McCall 2002). In this study, the researcher has considered the profile of the respondents as basis for his competence. The respondents' personal details, educational qualifications, work experiences, awards and recognitions, key achievements and workplace details are relevant to their competence in leading their respective schools and the MinTVET as an association.

Commitment is a virtue worth looking into in a life of a leader more particularly in MinTVET leadership. In the event that the association is on voluntary basis, doing and achieving things in the organization requires unselfish commitment. Moreover, the membership of the group embraces the entire big island of Mind and thus soliciting the active support of the school leaders requires commitment per se. The law of dependability of Dr. John Maxwell has considered commitment as one of the essential components of dependability (Hull 2013). He further elaborated that loyalty to the team and leader is important at all times. Certainly, the identified MinTVET and techvoc schools' greatest concerns, namely: teamwork and unity; leadership and management; linkages and networking; programs and projects; K to 12; Research and Planning; and Financial Resources are challenges of significant magnitude which require solid commitment and initiatives from the techvoc and MinTVET leadership.

Looking into a big picture, MinTVET can operate effectively if the 3 big C's (Character, Competence and Commitment) shall be considered as the major parts of the wheel. Strongly attached with each other, the wheel could efficiently perform its function when tasked to do so. In the same manner, MinTVET could reach greater heights of success when the organization is anchored with character, competence commitment, and culture as its primary drivers for positive change. In essence, the 3C's MinTVET Leadership Model seeks to produce leaders of Character, Competence and Commitment. Even though that only three respondents were considered in this study yet if not all most of the techvoc leaders of MinTVET have some form of similarities with the respondent leaders; thus, they can adapt the model for their own consumption.

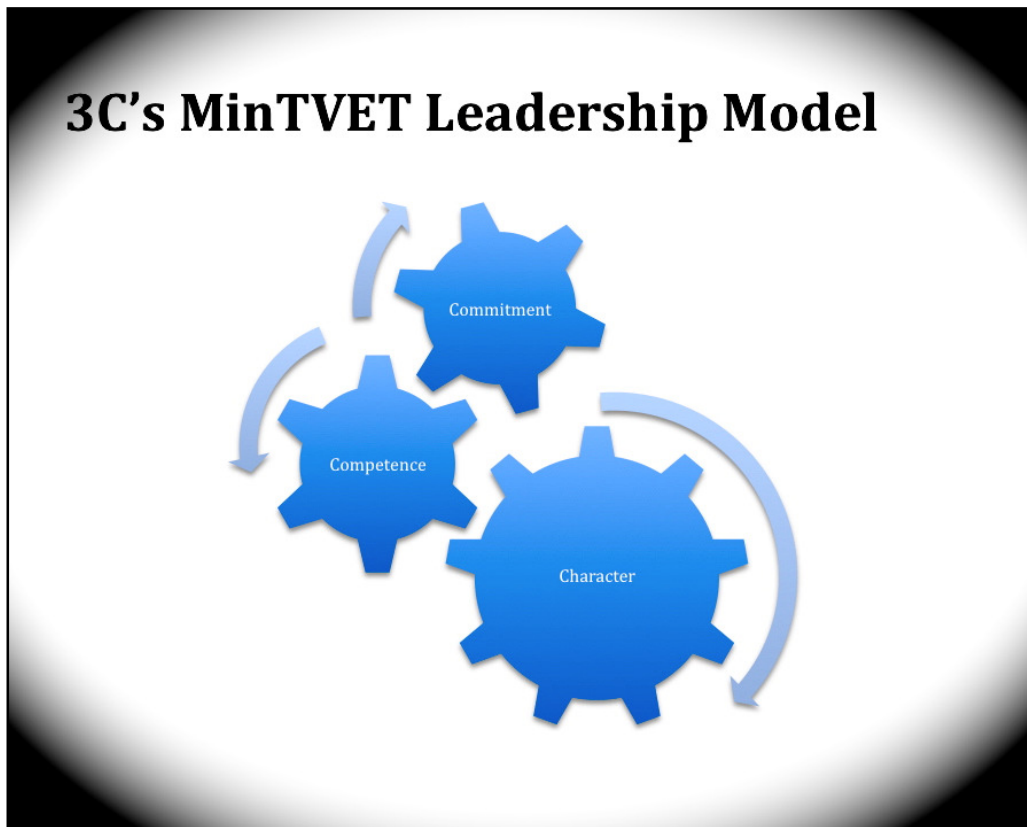


Figure 2

## 5. Summary of Findings, Conclusion and Recommendation

Particulars	Leader A	Leader B	Leader C
<b>Personal Details</b>	56 years' old Female 25 years of Marriage Husband: Public School Teacher Number of Children: Three (Aging 24, 22 and 19)	53 years' old Male 31 years of Marriage Children: Three (Aging 30, 26 and 20)	55 years' old Female 27 years of Marriage Children: One
<b>Educational Background</b>	<b>General Radio Communication Operator Course-Major in Telephony</b> <i>MSU IIT – Iligan Technical Institute, Iligan City</i> 1974-1975  <b>Bachelor of Science in Secondary Education</b> <i>Southern Island Colleges</i> 1982 – 1985  <b>MAED 2</b> <i>Holy Trinity College of General Santos, General Santos City</i> 2008-2009	<b>Bachelor of Science in Marine Transportation</b> <i>Mindanao Aeronautical Technical School</i> 1980-1984  <b>Master of Education major in Administrative Management</b> <i>Agusan Institute of Technology, Butuan City</i> 2001  <b>Master in Management</b> <i>University of Mindanao</i> 2004	<b>Bachelor of Arts degree, Major in History &amp; English</b> <i>Saint Columban College, Pagadian City</i> June, 1973 – March, 1977  <b>Bachelor of Laws</b> <i>Western Mindanao State University, Zamboanga City</i> June 1985 – March, 1988  <b>Master of Arts in Education, major in Administration &amp; Supervision</b> <i>Universidad de Zamboanga</i> June, 1999- March 2001  <b>Doctor in Philosophy, major in Development Studies</b> <i>Ateneo de Zamboanga University, Zamboanga City</i> June, 2001- March, 2003
<b>Work Experience</b>	<b>School Registrar</b> <i>General Santos City Institute</i> 5 November 1985 – 31 December 1996  <b>Founder /Managing Director</b> <i>GENSAN COLLEGE OF TECHNOLOGY</i> June, 1996 – December 1996	<b>Assistant Vice President – General Education Division</b> <i>DMMA College of Southern Philippines</i> October 10, 1993 – December 31, 2004  <b>College President</b> <i>DMMA College of Southern Philippines</i> January 1, 2005 – Present	<b>Practising Lawyer &amp; Notary Public</b> <i>Marycel Carreon-Engracia Law Firm</i> 1989 – 2002  <b>Executive Vice President</b> <i>MEIN College, Incorporated</i> 1995 up to present  <b>Professor</b> <i>Ateneo de Zamboanga University</i> 2002 up to present
<b>Special Training</b>			Certificate course in Program & Project Development Management course Asian Institute of Management, Makati City February – April, 1996  Graduate, Certificate Course Deutsche Stiftung für Internationale Entwicklung Mannheim, Baden-Württemberg, Federal Republic of Germany January – April, 2000

			Certificate Course in Enterprise-Based School Management PAHRDF/Integrated Learning Institute in partnership with Sydney Institute-TAFE January, 2006 - April 2007
<b>Honor /Recognition</b>	A Model employee in the institute 2000	<p>May 2008 –Recipient of the <b>Most Outstanding College President and Exemplary Head Educator of the Philippines – Humanitarian International Record</b></p> <p>June 2008 – Recipient of the <b>Outstanding Achievement Award for Seabased OFW</b> Department of Labor and Employment – Overseas Worker Welfare Administration (OWWA)</p>	<p>Awardee, Women Achievers, International Women’s Day, 2008/ Kiwanis International, Philippine Luzon District;</p> <p>Awardee, Civic Organization Leaders in Zamboanga City</p>
<b>Key Achievements</b>	<p>ARSCUU member of Region XI 1988-1996</p> <p>PTSDC member</p> <p>Association President for three (3) terms for SARANGANI – GENSAN, 2003 to date.</p> <p>Acting Secretary for MINTVET 2008-09</p> <p>MINTVET BOD representing my individual institution</p>	<p>2009 – Able to establish partnership with USAID’s Growth with Equity in Mindanao (GEM 3) for the accreditation of DCSP as a JEEP (Job Enabling English Proficiency) Institution. To date, DCSP students are being trained under the JEEP Start curriculum in order to enhance their English proficiency with the purpose of enhancing their chances for employment.</p> <p>Able to establish partnership with Development Bank of the Philippines (DBP), which led to the accreditation of DCSP as a recipient of scholarship slots for its BS Marine Transportation and BS Marine Engineering under the DBP Endowment for Education Program (DEEP).</p> <p>2008 and 2009 – Recognized by the Det Norske Veritas (DNV) Auditors as having successfully headed the College and for having a good appreciation and knowledge of the situation of the maritime industry and for identifying the industry needs, designing support services and programs which resulted to the confidence from shipowners and shipping companies on DCSP’s ability to supply quality cadets, potential officers and graduates.</p> <p>2005 – Able to establish partnership with the Norwegian Shipowners’ Association (NSA), which led to the accreditation of DCSP as a recipient of scholarship slots for its BS Marine Transportation and BS Marine Engineering students.</p> <p>2005 – Able to forge partnership with Marlow Navigation Co. Ltd. Of Cyprus, which led to the establishment of the DCSP Culinary Arts Center wherein graduates, having been equipped with practical skills training, are employed by Marlow Navigation on board their vessels as ship cooks. A partnership with DEG KFW Bankengruppe also paved the way for DEG to invest for the construction of a 2 – storey building which became the DCSP Culinary Arts Center.</p>	<p>District Governor, Kiwanis International, Philippine South District, 1994-1995 (The first lady district governor)</p> <p>Past President, Region IX Association of TVET Institutions (2004-2007)</p> <p>Chairperson, Regional Technical Education and Skills and Development Committee for Region IX (RTESDC), 2007- to present</p> <p>President of the Mindanao TVET Association (2009 -2011)</p> <p>Chairperson of the Mindanao TVET Association (2012 to present)</p>

*Table 42: Summary of Respondent’s Leadership Profile*

The respondent leaders of this study are of their mid-50’s of age, 56, 53 and 55 years old, respectively. Leader A is a female President of Techvoc School in General Santos City. Having been married for 25 years and blessed with three children of 24, 22 and 19 years old is indeed a great blessing for her. With her initial techvoc course in General Radio Communication Operator and eventually a degree courses of Bachelor of Science in Secondary Education and a master’s degree of Master of Arts in Education led her to become a School Registrar of a certain institute in General Santos City until she became the Founder and Managing Director of her school today. She was a recipient of the model employee award in the institute in 2000. Her key achievements include being an ARSCUU member of Region XI in 1998-1996; Association President for three terms of Sarangani – General Santos Techvoc schools in 2003 to date; Acting Secretary for MinTVET in 2008 -2009; and MinTVET Board of Director representative as an individual institution.

Leader B, a 53-year Captain of the Maritime Industry, is married for 31 years and blessed with three children also aging 30, 26 and 20 years old, respectively. He finished Bachelor of Science in Marine Transportation, Master of Education major in Administrative Management and Master in Management. After his maritime work in 1980's, he became the Assistant to the Vice President of the maritime school in Davao City until he became the College President of this college in 2005 to the present date. Among his awards are as being the Most Outstanding College President and Exemplary Head Educator of the Philippines in 2008. In the same year, He was also the recipient of Outstanding Achievement Award for Seabased OFW. Moreover, he noted that he was able to forge partnership with USAid's Growth with Equity in Mindanao (GEM 3); established partnership with Development Bank of the Philippines which made his college recipient of scholarship slots for its maritime courses; forged partnership with Marlow Navigation Co. Limited of Cyprus thus leading to the establishment of the DCSP Culinary Arts Center.

Leader C is a lawyer by profession and a Doctor of Philosophy by heart. Having been married for 27 years and blessed with a lone son in his 20's date makes this fellow a complete woman with her husband currently working overseas. Her bachelor's degree on Arts major in History and English paved her towards pursuing Bachelor of Laws and eventually became a lawyer. However, she never stopped equipping herself holistically because she was able to finish her Master of Arts in Education and Doctor of Philosophy major in Development Studies. From being a Practicing Lawyer and Notary Public in 1989 – 2002, she dared to manage her family-owned college in Zamboanga City which made her Executive Vice President in 1995 to date. She is also connected with a private university in Zamboanga as a University Professor since 2002 up to the present. Among the special trainings she has gone are as follows: Certificate course in Program and Project Development Management course at Asian Institute of Management; Certificate Course in Deutsche Stiftung for Internationale Entwicklung in Germany and Certificate course in Enterprise-based School Management PAHRDF / Integrated Learning Institute in partnership with Sydney Institute TAFE. Accordingly, Leader C was an awardee of Women's Achievers, International Women's Day of Kiwanis International Philippine Luzon District and a civic organization leader's awardee in Zamboanga City. Among the key achievements she has so far obtained are as follows: District Governor of Kiwanis International, Philippine South District (1994 -1995); Chairperson of Regional Technical Education and Skills Development Committee for Region IX (2007 – 2010); President of MinTVET Association (2009-2011); and Chairperson of MinTVET Association (2012).

Leader A	Leader B	Leader C
<p><b>Greatest MinTVET Concerns</b></p> <ul style="list-style-type: none"> <li>→ Teamwork and unity,</li> <li>→ Leadership and management,</li> <li>→ Linkages and networking</li> <li>→ Programs and Projects</li> </ul> <p><b>Least MinTVET Concerns</b></p> <ul style="list-style-type: none"> <li>→ Vision, mission and objectives</li> <li>→ Memberships</li> <li>→ Finances</li> <li>→ Policies and Regulations</li> </ul>	<p><b>Average MinTVET Concerns</b></p> <ul style="list-style-type: none"> <li>→ Linkages and networking</li> <li>→ Policies and Regulations</li> <li>→ Programs and Projects</li> <li>→ Finances</li> </ul> <p><b>Least MinTVET Concerns</b></p> <ul style="list-style-type: none"> <li>→ Vision, mission and objectives</li> <li>→ Teamwork and unity</li> <li>→ Memberships</li> <li>→ Leadership and management</li> </ul>	<p><b>Greatest MinTVET Concerns</b></p> <ul style="list-style-type: none"> <li>→ Finances</li> <li>→ Linkages and Networking</li> <li>→ Leadership and Management</li> <li>→ Teamwork and Unity</li> </ul> <p><b>Least MinTVET Concerns</b></p> <ul style="list-style-type: none"> <li>→ Policies and Regulations,</li> <li>→ Programs and Projects</li> <li>→ Membership</li> <li>→ Vision</li> </ul> <p style="text-align: right;">Mission, Objectives</p>
<p><b>Greatest School Concerns</b></p> <ul style="list-style-type: none"> <li>→ K to 12</li> <li>→ Research and Planning,</li> <li>→ Linkages and Networking</li> <li>→ Competition</li> <li>→ Enrollment</li> <li>→ Financial Resources</li> </ul>	<p><b>Greatest School Concerns</b></p> <ul style="list-style-type: none"> <li>→ None</li> </ul>	<p><b>Greatest School Concerns</b></p> <ul style="list-style-type: none"> <li>→ Research and Planning</li> <li>→ Physical Facilities</li> <li>→ Financial Resources</li> <li>→ Instructional Materials</li> <li>→ Tools and Equipment</li> <li>→ K to 12.</li> </ul>
<p><b>Least School Concerns</b></p> <ul style="list-style-type: none"> <li>→ Leadership and Management</li> <li>→ School Vision, Mission and Objectives</li> <li>→ TESDA Policies</li> <li>→ Faculty and Staff</li> <li>→ Instructional Materials, Tools and Equipment</li> <li>→ Library Resource</li> </ul>	<p><b>Least School Concerns</b></p> <p>Equal Concerns</p> <ul style="list-style-type: none"> <li>→ Financial Resources</li> <li>→ Physical Facilities</li> <li>→ Instructional materials, Tools and Equipment</li> <li>→ K to 12</li> <li>→ Library Resources</li> <li>→ Enrolment</li> <li>→ Competition</li> <li>→ Leadership and Management</li> <li>→ Linkages and Networking</li> <li>→ School Vision, Mission and Objectives</li> </ul> <p>Equal Concerns</p> <ul style="list-style-type: none"> <li>→ Faculty and Staff</li> <li>→ Research and Planning</li> <li>→ TESDA Policies</li> </ul>	<p><b>Least School Concerns</b></p> <ul style="list-style-type: none"> <li>→ School Vision, Mission and Objectives</li> <li>→ TESDA Policies</li> <li>→ Linkages and Networking</li> <li>→ Leadership and Management</li> <li>→ Competition</li> <li>→ Enrollment</li> <li>→ Library Resources</li> </ul>

Table 43: Summary of Respondents' Leadership Perspectives

The findings in Table 43 imply that most of the leaders in this study have the following greatest concerns in MinTVET, namely; Linkages and Networking, Teamwork and Unity, Leadership and Management, Programs and Projects. Like any organization, these challenges are the usual concerns confronting the group. Consequently, MinTVET least concerns by the leaders in this study are as follows: Vision, Mission and Objectives, Membership, and Policies and Regulations. In the event that the association has been in existence for more than a decade, expectedly the VMO, Membership and Policies and Regulations have been in place thus of least concern by the association. With regards to school concerns, most of the leaders have primary or greatest concerns in K to 12, Research and Planning, and Financial Resources. The issue of K to 12 is certainly of primary concern since this greatly affects negatively or positively techvoc schools. Negatively, since by 2016-2018, no incoming high school graduates will enroll college because they shall undergo senior high school (5<sup>th</sup> and 6<sup>th</sup> year) for two years. As such, enrollment at that time among TVIs and even more in colleges and universities will be at risk. On the other hand, it could also bring opportunities for techvoc schools if public schools will adhere to the idea of collaborating with them in the conduct of TESDA skills training among its senior (5<sup>th</sup> and 6<sup>th</sup> year) high school students.

On the other hand, most of the leaders in this study have least school concerns in Leadership and Management, School Vision, Mission and Objectives, TESDA Policies, Instructional Materials, Tools and Equipment, and Library and Resource.

Leader A	Leader B	Leader C
→ Participative - 38	❖ Participative- 42	❖ Participative - 38
→ Authoritarian – 38	❖ Delegated – 34	❖ Delegated – 28
→ Delegated – 32	❖ Authoritarian - 30	❖ Authoritarian - 27

Table 44: Summary of Respondents' Leadership Style

From the findings in Table 44, all leaders in this study are primarily using a participative style of leadership which makes them democratic in dealing with their people. At some circumstances most of the leaders appear to be delegated and authoritarian. Thus, one can say that a leader is adapting some forms of leadership style that best suits his personality and need. Indeed, managing techvoc schools and MinTVET requires leadership styles that address its current and even future challenges.

Leader A	Leader B	Leader C
→ Assertive	→ Assertive	→ Assertive
❖ Unusually Adaptable	❖ Unusually Adaptable	❖ Flexible
❖ Very Resilient	❖ Very Resilient	❖ Very Resilient
❖ Emotionally Expressive	❖ Low level of emotionality	❖ Low level of emotionality
❖ Trustworthy	❖ Trustworthy	❖ Trustworthy
❖ Moderately Ethical	❖ Very Ethical	❖ Very Ethical
❖ Propensity to avoid risk	❖ Propensity to avoid risk	❖ Propensity to avoid risk
❖ Moderate Team Player	❖ Moderate Team Player	❖ Moderate Team Player
❖ Neutral Strategic Thinker	❖ Strategic Thinker	❖ Strategic Thinker

Table 45: Summary of Respondents' Leadership Traits

Of the nine leadership traits in this study as shown in Table 45, all leaders have 5 in common, namely: Assertive, Very Resilient, Trustworthy, Propensity to avoid risk, and Moderate Team Player. While there are traits which are commonly shared by most of these leaders. They are Unusually Adaptable, Low Level of Emotionality, Very Ethical, and Strategic Thinker.

## 6. Conclusion

Based from the leadership profile of the three leaders in this study, these techvoc school administrators who have made a remarkable impact in their respective communities through education are in their 50's of age. They have at least a master's degree to back up their educational qualification credentials in running the school. Most of these leaders are happily married for at least 25 years and have at most blessed with three children. Before having given the opportunity to lead their respective institutions, they have started their career as ordinary employees and have been promoted across the ladder of times until they have been appointed as top leaders in their schools.

In dealing with their immediate greatest MinTVET concerns (Linkages and Networking, Teamwork and Unity, Leadership and Management, Programs and Projects) and School concerns (K to 12, Research and Planning, and Financial Resources) the leaders in this study have proven themselves to be overcoming as they use their skill on leadership style which is predominantly participative. Their being delegated and autocratic in various situations will additionally boost their morale in facing the various challenges of their leadership journey as school leaders.

Confronted with various issues and concerns as specifically stated in the preceding paragraph, certain leadership traits are essential to combat these challenges. In this study, it appears that all these leaders have these traits in common, namely: Assertive, Very Resilient, Trustworthy, Propensity to avoid risk, and Moderate Team Player. Undoubtedly these leadership traits will make a big difference in their pursuit of excellence in their learning institutions.



Because the leaders in this study are aging, no wonder most of them are unusually adaptable or flexible. Perhaps one reason of such attitude is of their familiarity toward a certain task or undertaking. Since they're comfortably doing it over a period of time, they feel no need to change the system and stick to it all the way without considering other possible options. Furthermore, being low in emotional expressiveness is something to ponder on among these leaders. It appears that these leaders are more task oriented rather than people oriented. However, there is something to be happy among these leaders since most of them are strategic thinkers who can initiate sensible plans for their organizations thus being responsive to the challenges of times in quality education.

## 7. Recommendations

From the findings and conclusion, the following recommendations are made:

1. Techvoc School Administrators must undergo self-assessment leadership survey forms for them to be aware consciously about their leadership perspectives, styles and traits. As such they have better perspectives in addressing the various challenges of their respective schools as well as those in MinTVET. More specifically, in this study leaders must:
  - a. Enhance the ability to take risk. Being at least a moderate risk taker is deemed necessary in management and leadership undertakings. Without such, the school operation will be significantly affected.
  - b. Develop strong positive attitudes towards being a team member and working cooperatively with other members. Since the team play attitude of this study is of moderate level, there is a need to do what is suggested.
  - c. Improve their emotional expressiveness to address squarely the problems of human behaviors in the organizations.
2. Techvoc School Leaders must regularly meet and share good practices in their respective institutions hoping and believing that by doing such, an iron can sharpen another iron.
3. There must be an Executive Academy for Techvoc School Administrators who shall equip these leaders with appropriate knowledge and skills in running professionally a techvoc school at par with global standards. As such, the national government and non-government agencies must financially assist this noble undertaking for these leaders are the prime movers of techvoc education in the Philippines.
4. Techvoc School Administrators must consider pursuing Doctoral programs to keep them shaped holistically in addressing the various challenges of techvoc school operation.
5. Techvoc School Administrators and MinTVET as an organization must formulate a comprehensive plan in addressing the impact of K to 12 implementations in the educational system.
6. Techvoc School Administrators must consider of possible merging or pooling of resources or even in school operation to better address the challenges of techvoc education in the 21<sup>st</sup> century more particularly the emergence of K to 12 educational frameworks in the country.

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Annexure**Survey Questionnaire****1. Questionnaire 1**

Please supply the needed information by filling in the blanks or by simply checking the parenthesis corresponding to the item appropriate to your answer. Rest assured that your responses will be dealt with utmost confidentiality.

Name Optional: \_\_\_\_\_ Age: \_\_\_\_\_

1. Level of School
  - a. Elementary ( )
  - b. Secondary ( )
  - c. Tertiary ( )
  - d. TESDA Qualifications ( )
    - i. Number of Qualifications \_\_\_\_\_
  - e. Graduate School ( )
2. Size of School (for TESDA qualifications only)
  - a. Less than 500 ( )
  - b. 500 to 1000 ( )
  - c. Over 1000 ( )
3. Length of Service as School Head
  - a. Less than 5 years ( )
  - b. 5 – 9 years ( )
  - c. 10 or more years ( )
4. Educational Attainment
  - a. BS with MA units of CAR in MA ( )
  - b. Masters Degree ( )
  - c. MA with Doctoral Units ( )
  - d. Doctoral Degree ( )
5. Family Details
  - a. Spouse
  - b. Children
6. Work Experience
7. Special Training
8. Honor Recognition
9. Key Achievements

**2. Questionnaire 2**

Kindly rank from 1 (being the greatest concern) through 7 (being the least concern) the following concerns of Mindanao Technical Vocational Education which you perceive are the current challenges that the association is facing.

- \_\_\_\_\_ A. Leadership and Management
- \_\_\_\_\_ B. Teamwork and Unity
- \_\_\_\_\_ C. Linkages and Networking
- \_\_\_\_\_ D. Policies and Regulations
- \_\_\_\_\_ E. Programs and Projects
- \_\_\_\_\_ F. Finances
- \_\_\_\_\_ G. Membership
- \_\_\_\_\_ H. Vision, Mission and Objectives
- \_\_\_\_\_ I. Others, please specify \_\_\_\_\_

**3. Questionnaire 3**

Kindly rank from 1 (being the highest concern) through 14 (being the lowest concern) the following concerns of your school which you perceive are the current challenges you're facing.

- \_\_\_\_\_ A. Financial Resources
- \_\_\_\_\_ B. Physical Facilities
- \_\_\_\_\_ C. Instructional Materials, Tools and Equipment
- \_\_\_\_\_ D. Faculty and Staff
- \_\_\_\_\_ E. K to 12
- \_\_\_\_\_ F. Library Resources
- \_\_\_\_\_ G. Enrolment
- \_\_\_\_\_ H. Competition
- \_\_\_\_\_ I. Research and Planning

- \_\_\_\_\_ J. Leadership and Management  
 \_\_\_\_\_ K. Linkages and Networking  
 \_\_\_\_\_ L. TESDA Policies  
 \_\_\_\_\_ M. School Vision, Mission and Objectives  
 \_\_\_\_\_ N. Others, please specify: \_\_\_\_\_

#### 4. Questionnaire 4

This questionnaire contains statements about leadership style beliefs. Next to each statement, circle the number that represents how strongly you feel about the statement by using the following scoring system:

1. Almost Always True — 5
2. Frequently True — 4
3. Occasionally True — 3
4. Seldom True — 2
5. Almost Never True — 1

Be honest about your choices as there are no right or wrong answers — it is only for your own self-assessment.

1.	I always retain the final decision making authority within my department or team.	5	4	3	2	1
2.	I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decision making authority.	5	4	3	2	1
3.	I and my employees always vote whenever a major decision has to be made.	5	4	3	2	1
4.	I do not consider suggestions made by my employees as I do not have the time for them.	5	4	3	2	1
5.	I ask for employee ideas and input on upcoming plans and projects.	5	4	3	2	1
6.	For a major decision to pass in my department, it must have the approval of each individual or the majority.	5	4	3	2	1
7.	I tell my employees what has to be done and how to do it.	5	4	3	2	1
8.	When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my employee's advice.	5	4	3	2	1
9.	To get information out, I send it by email, memos, or voice mail; very rarely is a meeting called. My employees are then expected to act upon the information.	5	4	3	2	1
10.	When someone makes a mistake, I tell them not to ever do that again and make a note of it.	5	4	3	2	1
11.	I want to create an environment where the employees take ownership of the project. I allow them to participate in the decision making process.	5	4	3	2	1
12.	I allow my employees to determine what needs to be done and how to do it.	5	4	3	2	1
13.	New hires are not allowed to make any decisions unless it is approved by me first.	5	4	3	2	1
14.	I ask employees for their vision of where they see their jobs going and then use their vision where appropriate.	5	4	3	2	1
15.	My workers know more about their jobs than me, so I allow them to carry out the decisions to do their job.	5	4	3	2	1
16.	When something goes wrong, I tell my employees that a procedure is not working correctly and I establish a new one.	5	4	3	2	1
17.	I allow my employees to set priorities with my guidance.	5	4	3	2	1
18.	I delegate tasks in order to implement a new procedure or process.	5	4	3	2	1
19.	I closely monitor my employees to ensure they are performing correctly.	5	4	3	2	1
20.	When there are differences in role expectations, I work with them to resolve the differences.	5	4	3	2	1
21.	Each individual is responsible for defining their job.	5	4	3	2	1
22.	I like the power that my leadership position holds over subordinates.	5	4	3	2	1
23.	I like to use my leadership power to help subordinates grow.	5	4	3	2	1
24.	I like to share my leadership power with my subordinates.	5	4	3	2	1
25.	Employees must be directed or threatened with punishment in order to get them to achieve the organizational objectives.	5	4	3	2	1
26.	Employees will exercise self-direction if they are committed to the objectives.	5	4	3	2	1
27.	Employees have the right to determine their own organizational objectives.	5	4	3	2	1
28.	Employees seek mainly security.	5	4	3	2	1
29.	Employees know how to use creativity and ingenuity to solve organizational problems.	5	4	3	2	1
30.	My employees can lead themselves just as well as I can.	5	4	3	2	1

Table 1: Leadership Style Survey

In the table below, enter the score of each item on the above questionnaire. For example, if you scored item one with a 3 (Occasionally), then enter a 3 next to Item One. When you have entered all the scores for each question, total each of the three columns.

Item	Score	Item	Score	Item	Score
1	_____	2	_____	3	_____
4	_____	5	_____	6	_____
7	_____	8	_____	9	_____
10	_____	11	_____	12	_____
13	_____	14	_____	15	_____
16	_____	17	_____	18	_____
19	_____	20	_____	21	_____
22	_____	23	_____	24	_____
25	_____	26	_____	27	_____
28	_____	29	_____	30	_____
<b>TOTAL</b>	_____	<b>TOTAL</b>	_____	<b>TOTAL</b>	_____
	Authoritarian Style		Participative Style		Delegated Style
	(autocratic)		(democratic)		(free reign)

Table 2

5. Questionnaire 5

5.1. The Assertiveness Scale

INSTRUCTIONS: Indicate whether each of the following statements is mostly true or mostly false as it applies to you. If in doubt about your reaction to a particular statement, think of how you would *generally* respond.

	Mostly True	Mostly False
1. It is extremely difficult for me to turn down a sales representative when or she is a nice person.		
2. I express criticism freely.		
3. If another person is being unfair, I bring it to that person's attention.		
4. Work is no place to let your feelings show.		
5. It is no use asking for favors; people get what they deserve.		
6. Business is not the place for tact; say what you think.		
7. If a person looks as if he or she is in a hurry, I let that person in front of me in a supermarket line.		
8. A weakness of mine is that I am too nice a person.		
9. If my restaurant bill is even 50 cents more than it should be, I demand that the mistake be corrected.		
10. If the mood strikes me, I will laugh out loud in public.		
11. People would describe me as too outspoken.		
12. I am quite willing to have the store back a piece of furniture that was scratched upon delivery.		
13. I dread having to express anger toward a co-worker.		
14. People often say that I am too reserved and emotionally controlled.		
15. I have told friends and work associates exactly what it is about their behavior that irritates or displeases me.		
16. I fight for my rights down to the last detail.		
17. I have no misgivings about returning an overcoat to the store if it does not fit me right.		
18. After I have an argument with a person, I try to avoid him or her.		
19. I insist that my spouse (or roommate or partner) do his or her fair share of undesirable chores.		
20. It is difficult for me to look directly at another person when the two of us are in disagreement.		
21. I have cried among friends more than once.		
22. If someone near me at a movie keeps up a conversation with another person, I ask him or her to stop.		
23. I am able to turn down social engagements with people I do not particularly care for.		
24. It is in poor taste to express what you really feel about another individual.		
25. I sometimes show my anger by swearing at or belittling another person.		
26. I am reluctant to speak up at a meeting.		
27. I find relatively easy to ask friends for small favors such as giving me a ride to work while my car is being repaired.		
28. If another person is talking very loudly in a restaurant and it bothers me, I inform that person.		
29. I often finish other people's sentences for them.		
30. It is relatively easy for me to express love and affection toward another person.		

Table 3

**SCORING KEY**

- |                  |                  |
|------------------|------------------|
| 1. Mostly false  | 16. Mostly true  |
| 2. Mostly true   | 17. Mostly true  |
| 3. Mostly true   | 18. Mostly false |
| 4. Mostly false  | 19. Mostly true  |
| 5. Mostly false  | 20. Mostly false |
| 6. Mostly true   | 21. Mostly true  |
| 7. Mostly false  | 22. Mostly true  |
| 8. Mostly false  | 23. Mostly true  |
| 9. Mostly true   | 24. Mostly true  |
| 10. Mostly true  | 25. Mostly true  |
| 11. Mostly true  | 26. Mostly false |
| 12. Mostly true  | 27. Mostly true  |
| 13. Mostly false | 28. Mostly true  |
| 14. Mostly false | 29. Mostly true  |
| 15. Mostly true  | 30. Mostly true  |

Scoring and Interpretation: Score 1 for each of your answers that agrees with the scoring key.

- 0 – 15 Non assertive
- 16 – 24 Assertive
- 25 + Aggressive

**6. Questionnaire 6**

*6.1. How Flexible Are You?*

INSTRUCTIONS: To succeed as a managerial leader, a person needs a flexible style: an ability to be open to others and a willingness to listen. Where do you stand on being flexible? Test yourself by answering “often”, “sometimes” or “rarely” to the following questions.

1. Do you tend to seek out only those people who agree with your analysis of issues?	
2. Do you ignore most of the advice from coworkers about process improvement?	
3. Do your team members go along with what you say just to avoid an argument?	
4. Have people referred to you as a “rigid” or “close minded” in several occasions?	
5. When presented with a new method, do you immediately look for a flaw?	
6. Do you make up your mind early on with respect to an issue, and then hold firmly to your opinion?	
7. When people disagree with you, do you tend to belittle them or become argumentative?	
8. Do you often feel you are the only person in the group who really understands the problems?	

*Table 4*

CHECK YOUR SCORE: If you answered “rarely” to seven or eight questions, you are unusually adaptable. If you answered “sometimes” to at least five questions, you are on the right track, but more flexibility would benefit your leadership. If you answered “often” to more than four questions, you have a long way to go to improve your flexibility and adaptability. You are also brutally honest about your faults, which could be an asset.

**7. Questionnaire 7**

*7.1. Personal Resiliency*

INSTRUCTIONS: Answer each of the following statements mostly agree or mostly disagree as it applies to yourself. In taking a questionnaire such as this, it can always that the true answer to any particular statement is “It depends on the situation”. Despite the validity of this observation, do your best to indicate whether you would mostly agree or disagree with the statement.

	Mostly Agree	Mostly Disagree	
1. Winning is everything.			
2. If I have had a bad day at work or school, it tends to ruin my evening.			
3. If I just keep trying, I will get my share of good breaks.			
4. It take me much longer than most people to shake the flu or cold.			
5. If it were not for a few bad breaks I have received; I would be much further ahead in my career.			
6. There is no disgrace in losing.			
7. I am generally self-confident person.			
8. Finishing last beats not competing at all.			
9. I like to take a chance, even if the probability of winning is small.			
10. If I have two reversals in a row, I do not worry about it being part of losing streak.			
11. I am a sore loser.			
12. It takes a lot to get me discouraged.			
13. Every “no” I encounter is one step closer to a “yes”			
14. I doubt I could stand the shame of being fired or being downsized.			
15. I enjoy being the underdog once in a while.			

Table 5

SCORING KEY: Give yourself 1 point for each statement you responded to that I sin agreement with the answer key below. If your response does not agree with the key, give yourself a zero. Add your point for the 15 statements to obtain your total score.

1. Mostly disagree
2. Mostly disagree
3. Mostly agree
4. Mostly disagree
5. Mostly disagree
6. Mostly agree
7. Mostly agree
8. Mostly agree
9. Mostly agree
10. Mostly agree
11. Mostly disagree
12. Mostly agree
13. Mostly agree
14. Mostly disagree
15. Mostly agree

Scoring and Interpretation:

- 13 + Very resilient. You are remarkably effective in bouncing back from setback, or being resilient. Your resiliency should help you lead others when setbacks arise.
- 4 – 12 Moderately Resilient: Like most people, you probably cope well with some type of adversity but not others.
- 0 – 3 You are the type of individual who has difficulty coping with the adversity. Focusing on learning how to cope with setbacks and maintain a courageous outlook could help you in your development as a leader.

**8. Questionnaire 8**

*8.1. The Emotional Expressiveness Scale*

INSTRUCTIONS: Indicate how well each of the following statements describes you by checking the box for the best answer: very inaccurately (VI), Inaccurately (I), neutral (N), accurately (A), very accurately (VA).

	VI	I	N	A	VA
1. While watching a movie I sometimes shout to laughter or approval	1	2	3	4	5
2. During group meeting, I have occasionally shouted my approval with a statement such as “Yes” or “Fantastic”	1	2	3	4	5
3. During a group meeting, I have occasionally expressed disapproval by shouting an expression such as “absolutely not” or “horrible”	5	4	3	2	1
4. Several times, while attending a meeting someone has said to me, “You look bored”.	5	4	3	2	1
5. Several times while attending a social gathering, someone has said to me, “You look bored”.	5	4	3	2	1
6. Many times at social gathering or business meetings, people have asked me, “Are you falling asleep”?	5	4	3	2	1
7. I thank people profusely when they do me a favor.	1	2	3	4	5
8. It is not unusual for me to cry at an event such as wedding, graduation ceremony, or engagement party.	1	2	3	4	5
9. Reading about or watching news events, such as an airplane crash, brings tears to my eyes.	1	2	3	4	5
10. When I was younger, I got into more than my share of physical fights or shouting matches.	1	2	3	4	5
11. I dread having to express anger toward a coworker.	5	4	3	2	1
12. I have cried among friends more than once.	1	2	3	4	5
13. Other people have told me that I am affectionate	1	2	3	4	5
14. Other people have told me that I am cold and distant	1	2	3	4	5
15. I get so excited watching a sporting event that my voice is hoarse the next day.	1	2	3	4	5
16. It is difficult for me to express love toward another person.	5	4	3	2	1
17. Even when alone, I will sometimes shout in joy or anguish.	1	2	3	4	5
18. Many people have complimented me on my smile.	1	2	3	4	5
19. People who know me well can easily tell what I am feeling by the expression on my face.	1	2	3	4	5
20. More than once, people have said to me, “I don’t know how to read you”	5	4	3	2	1

Table 6

Scoring and Interpretation

Add the numbers you circled, and use the following as a guide to your level of emotionality with respect to being charismatic and dynamic.

- 90 – 100 Your level of emotionality could ne interfering with your charisma. Many others interpret your behavior as being out of control.
- 70 – 89 Your level of emotionality is about right for a charismatic individual. You are emotionally expressive, yet your level of emotional expression is not so intense as to be bothersome.
- 20 – 69 Your level of emotionality is probably too low to enhance your charisma. To become more charismatic and dynamic, you must work hard at expressing your feelings

9. Questionnaire 9

9.1. Behaviors and Attitudes of a Trustworthy Leader

INSTRUCTIONS: Listed below are behavior and attitudes of leaders who are generally trusted by their group members and other constituents. After you read each characteristic, check to the right whether this is a behavior or attitude that you appear to have developed already, or whether it does not fit at present.

	Fits Me	Does not fit me
1. Tells people he or she is going to do something and then always follows through and gets it done.		
2. Is described by others as being reliable		
3. Is good at keeping secrets and confidence.		
4. Tells the truth consistently.		
5. Minimizes telling people what they want to hear.		
6. Is described by others as “walking the talk”		
7. Delivers consistent messages to others in terms of matching words and deeds.		
8. Does what he or she expects others to do.		
9. Minimizes hypocrisy by not engaging in activities he or she tells others are wrong.		
10. Readily accepts feedback on behavior from others.		
11. Maintains eye contact with people when talking to them.		
12. Appears relaxed and confident when explaining his or her side of a story.		
13. Individualizes compliments to others rather than saying something like “You look great” to many people.		
14. Does not expect lavish perks for himself or herself while expecting others to go on austerity diet.		
15. Does not tell others a crisis is pending (when it is not) just to gain their cooperation.		
16. Collaborates with others to make creative decisions.		
17. Communicates information to people at all organizational levels.		
18. Readily shares financial information with others.		
19. Listens to people and then acts on many of their suggestions.		
20. Generally engages in predictable behavior.		

Table 7



**Scoring and Interpretation:**

These statements are mostly for self-reflection, so no specific scoring key exists. However, the more of the above statements that fit you, the more trustworthy you are.

**10. Questionnaire 10***10.1. The Leader Integrity Scale*

INSTRUCTIONS: Circle the numbers to indicate how well each item describes your current attitudes and behavior or how you would behave in a group situation. Response choices: 1 = not at all; 2 = somewhat; 3 = very much; 4 = exactly.

1. I use other people's mistakes to attack them personally	1	2	3	4
2. I always get even	1	2	3	4
3. As a leader, I would give special favors to my favorite employees.	1	2	3	4
4. I lie to group member take the blame to protect myself.	1	2	3	4
5. I would let a group member take the blame to protect myself	1	2	3	4
6. I would deliberately fuel conflict among group members	1	2	3	4
7. People who know me well consider me to be evil.	1	2	3	4
8. I would use a performance evaluation to criticize an individual as a person.	1	2	3	4
9. I hold grudges against people.	1	2	3	4
10. I would allow coworkers to be blamed for my mistakes	1	2	3	4
11. I would falsify records to help my work situation.	1	2	3	4
12. My morals are low.	1	2	3	4
13. I would make fun of someone's mistakes rather than coach the person on how to do the job better.	1	2	3	4
14. I would exaggerate someone's mistakes to make him or her look bad to my superiors.	1	2	3	4
15. I am vindictive.	1	2	3	4
16. I would blame a group member for my mistakes.	1	2	3	4
17. I would avoid coaching an employee so that he or she could fail.	1	2	3	4
18. A person's ethnic group influences how I treat him or her.	1	2	3	4
19. I would deliberately make employees angry with each other.	1	2	3	4
20. I would deliberately make employees angry with each other.	1	2	3	4
21. I am a hypocrite.	1	2	3	4
22. I would limit the training opportunities of others to prevent them from advancing.	1	2	3	4
23. I would blackmail an employee if I thought I could get away with it.	1	2	3	4
24. I enjoy turning down the requests of group members.	1	2	3	4
25. If an employee were to get on my bad side, I would make trouble for him or her.	1	2	3	4
26. I would take credit for the ideas of others.	1	2	3	4
27. I would steal from the organization.	1	2	3	4
28. I would engage in sabotage against the organization just to get even.	1	2	3	4
29. I would fire a person I did not like if I could get away with it.	1	2	3	4
30. I would do things that violate organizational policy, and then expect employees to cover for me.	1	2	3	4

Table 8

SCORING AND INTERPRETATION: Add up your responses to all thirty items. The interpretation of the score is given below. In interpreting your score, recognize that people tend to overrate themselves on ethical behavior because it is painful to admit to being devious and unethical.

- 30 – 35 very ethical: If you scored in this range, your self-image is that you are trustworthy and highly principled. If your answers are accurate, it could mean that your high ethics could be an asset to you as a leader.
- 36 – 61 moderately ethical: Scores in this range mean that your impression is that you sometimes engage in slightly unethical behavior. You might strive to be more consistently ethical.
- 62 – 120 very unethical: The range describes leaders who may be perceived as engaging in practices that are unethical, dishonest, unfair and unprincipled. Although many unethical leaders are successful for a while, your unethical attitudes and behavior could be career limiting factors.

**11. Questionnaire 11***11.1. What is Your Propensity for Taking Risks?*

INSTRUCTIONS: Indicate how well each of the following statements reflects your attitudes or behavior, using this scale: very inaccurately (VI); inaccurately (I); moderately well (MW); accurately (A); very accurately (VA). Put an X in the box that best describes your answer.

	VI	I	MW	A	VA
1. If I had a serious illness, I would purchase generic instead of brand-name drugs					
2. I invest (or would invest) much more money in bonds or CDs (certificates of deposit) than in stocks.					
3. The thoughts of starting my own business appeals to me					
4. I am (or was) willing to go on blind dates frequently.					
5. My career advice to young people is to pursue a well –established occupation with a high demand for new comers to the field.					
6. I would be willing to relocate to a city where I had no family or friends					
7. During the last few years, I have taken u p a new sport, dance or foreign language in my own.					
8. My preference is to have least 90 percent of my compensation based on guaranteed salary.					
9. From time to time I buy jewelry, clothing or food from my street vendors					
10. The idea of piloting my own single- engine plane over the ocean appeals to me.					

Table 9

SCORING AND INTERPRETATION: Obtain your score by adding the numbers you have circled.

- 46 – 50. You are a heavy risk taker, bordering on reckless at times. You are most likely not assessing risk carefully enough before proceeding.
- 38 – 45 You probably are a sensible risk taker and an adventuresome person in a way that enhances your leadership appeal to others.
- 5 – 37 You have a propensity to avoid risks. Your conservation in this regard could detract from an entrepreneurial leadership role.

**12. Questionnaire 12**

*12.1. Team Player Attitudes*

Describe how well you agree with each of the following statements, using the following scale: disagree strongly (DS); disagree (D); neutral (N); agree (A); Agree strongly (AS). Put X in the appropriate box which best describes your answer.

	DS	D	N	A	AS
1. I am at my best when working alone					
2. I have belonged to clubs and teams since I was a child.					
3. It takes far too long to get work accomplished with a group.					
4. I like the friendship of working in a group.					
5. I would prefer to run a one-person business than to be a member of a large firm.					
6. It is difficult to trust others in the group on key assignments.					
7. Encouraging others comes to me naturally.					
8. I like the give and take of ideas that					
9. It is fun to share responsibility with others in the group					
10. Much more can be accomplished by a team than byte same number of people working alone,					

Table 10

SCORING AND INTERPRETATION: Add the numbers your circled to obtain your total score.

- 41 – 50 You have strong positive attitudes toward being a team member and working cooperatively with other members.
- 30 – 40 You have moderately favorable attitudes toward being a team member and working cooperatively with other members.
- 10 – 29 You much prefer working by yourself to being a team member. to work effectively in a company that emphasizes teamwork, you may need to develop more positive attitudes toward working jointly with others.

**13. Questionnaire 13**

*13.1. Are You a Strategic Thinker?*

INSTRUCTIONS: Indicate your strength of agreement with each of the following statements: SD = Strongly disagree, D = disagreeing = neutral, A = agree, SA = strongly agree. Put X in the corresponding box that best describes your answer.

	SD	D	N	A	SA
1. Every action I take on my job should add value for our customers.					
2. Let top management ponder the future; I have my own job to get done.					
3. Strategic thinking is fluff. Somebody down the organization has to get the job done.					
4. A company cannot become great without an exciting vision.					
5. What I do on the job each day can affect the performance of the company many years into the future.					
6. It is rather pointless to develop skills or acquire knowledge that cannot help you on the job within the next month.					
7. Strategic Planning should be carried out in a separate department rather than involve people throughout the organization.					
8. It makes good sense for top management to frequently ask itself the question, "What business are we really in"?					
9. If a company does an outstanding job of satisfying its customers, there is a little need to worry about changing its mix of goods or services.					
10. Organizational visions remind me of pipe dreams and hallucinations.					

Table 11

SCORING AND INTERPRETATION: Find your total score by summing the point values for each question. A score of 42 to 50 suggests that you already think strategically, which should help you provide strategic leadership to others. Scores 20 to 41 suggest a somewhat neutral, detached attitude toward thinking strategically. Scores of 10 to 19 suggest thinking that emphasizes the here and the short term. People scoring in this category are not yet ready to provide strategic leadership to group members

### CASE A

#### ➤ Case Profile

Leader A is 56 years old, female, is a graduate of Radio Telegraph Operator, Bachelor of Science in Education and Master of Education in Educational Administration and is managing 36 employees in her present job position. She has been the School Head of the Institution for 9 years now. Prior to this position, she had been the School Registrar and Vice President, respectively. For 8 years she has been the association president of General Santos Sarangani Technical Vocational Schools Association, Inc. Concurrently, she is the Chairperson of the Provincial Technical Education Skills Development Committee (PTESDC) in Sarangani Province. She is happily married for 25 years and blessed with 3 children. Her husband is public school teacher of whom she is blessed children with three children aging 24, 22 and 19, respectively.

#### ➤ Leadership Perspective

Leader A considers teamwork and unity, leadership and management, and linkages and networking as the greatest concern for Mindanao Technical Vocational Educational Training (MINTVET). The other challenges she perceived leaders of MINTVET have to face with are programs and projects, policies and regulations, finances, membership, vision, mission and objectives.

As to teamwork and unity, Leader A stressed that not everyone is cooperative which occasionally jeopardizes the performance of the association. This is understandable since a new bunch of officers were elected into the group this year. As such, teamwork and unity concerns are still on the process of taking off harmoniously. Nevertheless, Leader A considers the uncompromising commitment of officer's contributory to the success of various undertakings of the association this year.

As Leadership and Management, Leader A strongly suggest that the officers must avoid intrigues that destroy relationship, trust, and confidence. Without hesitation, she has expressed her concern over some various instances that she gets insulted by her colleague in the board. Since, she doesn't want further trouble, she refuses to be confrontational on this regard. However, the pain is unbearable thus she decided to relax for a while when she finishes her term of office come December 2012. But in totality she commended the unselfish effort of MINTVET leadership and management to achieve greater heights of success for the organization.

In terms of linkages and networking, she appreciates the milestones of success of MINTVET on this regard. Since the association has strong linkages with Philippine Australian Human Resource Development Facility, she had the privilege to go with the group in Sydney and Melbourne, Australia for two different occasions. Furthermore, she remarks that the experience is enriching and a good point of reference for bench marking. However, she claims that the school she is currently operating is a long way behind the Australian colleges they visited but the opportunity to visit these globally competitive learning institutions has encouraged her to widen her horizons in learning.

Regarding programs and projects, she is forever grateful to the various program undertakings of MINTVET through seminars and trainings. She has attended the Effective Enterprise-based School Management Training and Trainer's Training on Technopreneurship Program, respectively which make her an effective school administrator thus making her school as one of the leading technical institutions in General Santos City. The holding of annual Human Resource and Skills Development Conference and Exhibit is the flagship undertaking of MINTVET that convenes the stakeholders of technical and vocational educators of Mindanao.

As for policies and regulations, the current leadership is enjoying the well-crafted roadmap of MINTVET that stipulates clearly the goals and aspirations of the association in the years to come. More specifically, the recent previous leadership of MINTVET has formulated clear cut policies and regulations that serve significantly the association's concerns on leadership and management.

Pertaining to the finances of MINTVET, Leader A has expressed her concerns over the issue. Being the association treasurer for this year, she is noted as saying that the group has insufficient fund to support future projects and undertakings.

With regards to membership, the individual membership of 142 schools are still far away from a total of more or less 1000 schools in Mindanao. Although, the membership of MINTVET is either or both individual and organizational, the group desires to seek more individual membership to generate more funds for the association.

The vision, mission and objectives are of less concern by Leader A since it has been established since its conception in 2001. Besides, the MINTVET roadmaps just a year-old strategic plan that clearly redefines the vision, mission and objectives of the association amidst the challenges of 21<sup>st</sup> century.

When asked about her concerns in the school she is operating, the top 5 issues are as follows: K to 12, Research and Planning, Linkages and Networking, Competition, and Enrollment.

With regards to K to 12, Leader A has some apprehensions about reduction or even loss of enrollment in 2016 considering that fourth year high school students at that time shall become fifth year high school or grade 11. "What would happen to us then at that time?" she quipped. While K to 12 is still a new law, she is in the mode of wait and see and go with the flow anyway.

Consequently, in the course of our text message interview, Leader A has admitted that her school don't have research and planning unit. Instead, management merely rely on existing result which serve as their basis for improvement.

On the issue of linkages and networking, the school has enjoyed a number of linkages courtesy to her membership with MinTVET; nevertheless, the school is still working hard to get more linkages especially the employment concerns of its graduates.

Since there is a proliferation of schools operating technical and vocational courses in the area, Leader A has expressed her concerns about competition. Thus, the enrollment is greatly affected by such predicament. Nevertheless, she keeps her school in swing mode of offering quality education. As a result, her school maintains the good name of being one of the leading technical schools in the city.

#### ➤ Leadership Style

Leader A, according to the Leadership Style Survey, appears to be equally participative and delegated type of leader (38 points each). She gets 32 points which make her authoritative in some instances. She captures the attitude of being participative because she always includes her employees in determining what to do and how to do it. However, at the end of the day she does the final decision making. Furthermore, when there are differences in role expectations in her school, she works with them to resolve the differences. Consequently, when there are organizational problems her employees know how to use creativity and ingenuity in resolving them. Example...

Leader A appears really to be democratic in her leadership because she asks ideas and sensible inputs from her employees when there are upcoming plans and projects. Under her guidance, she allows the employees to set priorities. Moreover, she likes to share her leadership power to her subordinates for them to grow as well. Aside from being a participative leader, Leader A is noted also to be a delegated type of leader. One indication of such is the fact that for a major decision to be made in her workplace, she prefers to have the approval of each individual or at least the majority of her subordinates. Under such condition, she likes to share her leadership power with her subordinates because she believes that her employees can lead themselves the way she lead herself. In most instances she allows her employees to determine what needs to be done and how to do it, thus she believes that each individual is responsible for defining their job and has the right to determine their organizational objectives. (a good leader is surrounded with competent people – 10 years, her people had been with her in 10 years)

#### ➤ Trait of Assertiveness

On the note of being assertive, Leader A is assertive because she can express criticism freely. I could personally attest to that since we have been together in MinTVET for 7 years. When confronted with various issues in the organization, she takes criticism well and even undertake positive measures to resolve the lapses. She is noted to be an outspoken person because she wants things done with consideration. Furthermore, she is not reserved and emotionally controlled. In fact, when having an argument with her employee, she doesn't want to avoid the person and she can actually look directly with him in the midst of disagreement. During meetings she is not reluctant to speak up her ideas thus making her more assertive. When asked about her expression of love and affection toward another person, she feels it is relatively easy for her to do so.

#### ➤ Trait on Flexibility

Leader A appears to be usually adaptable or flexible. Rarely she seeks out only those people who agree with her on analysis of issues. Under such condition, she seldom belittles people thus avoiding to be argumentative. Most specifically, during our MINTVET years she remained humble and reserve when there were instances when some officers of the association ridiculed her performance in the organization. During the telephone interview, she has expressed passionately about an incident where a colleague in the board has undermined her capacity and worthiness as an officer of the association. With strong disagreement, she could not bear being branded as incompetent and inefficient in her role as MINTVET treasurer. If her family is not holding her tightly in this particular issue, she could have it brought in the court of law to seek justice.

#### ➤ Trait on Personal Resiliency

On the issue of resiliency Leader, A perceives that winning is not everything. Thus, it simply means that when there are instances that the day is bad, the evening is not ruined. As such she is considered a very resilient person as shown in the Personal Resiliency

Evaluation Sheet. As such, she is remarkably effective in bouncing back from setback. In spite of being generally a self-confident person, she firmly believes that there is no disgrace in losing. As shared, she boasted of how she started from humble beginnings in operating her school. At the start of its operation, she encountered a number of challenges which include quality faculty and staff, facilities, equipment and the like. Yet she never stops exploring all possible means to overcome those challenges. When confronted with insurmountable school challenges, she easily bounces back from the situation. She describes herself a determined person that requires a lot of things to get her discouraged.

➤ **Trait on Emotional Expressiveness**

In the emotional expressiveness scale, Leader A is assessed to be in the level of emotionality which is right about for a charismatic individual. As such she is emotionally expressive yet the level of emotional expression is not so intense as to be bothersome. Leader A seldom cry thus she considers herself not emotional. When she has something to say to her employees, she calls them one by one and expresses her concerns individually. During group meeting, she occasionally expresses her disapproval. A proof of such is during our MINTVET meetings which she rarely expresses her opinion in the board. However, when provoked with the subject matter, she deliberately shares her ideas even to the extent of defending it to the full.

➤ **Trait on Trustworthiness**

She is described by her colleagues as reliable, confidante, truthful and consistent. The fact that she chairs the provincial association of technical schools in their province for eight consecutive years is a proof that she is a trustworthy leader. Having known this leader for 6 years as colleague in the MINTVET Association, I can personally attest that she is a trustworthy person considering that she is handling the position as the association treasurer.

➤ **Trait on Integrity**

Based from the Leader Integrity Questionnaire, Leader A is moderately ethical which means that there are instances where she engages in slightly unethical behavior. One such example is to use performance evaluation to criticize an individual as a person but she never holds grudges against her people. She coaches a person to do the job better rather than making fun of someone's mistakes. She is not vindictive thus she doesn't blame a group member for his mistakes.

In terms of dealing a group of people with consideration in their ethnic group, her treatment against them is influenced positively. Moreover, she gives training opportunities to her employees for advancing purposes. She makes sure that the sensible ideas of her people are harnessed to the fullest. For employees who seem to oppose her leadership, she doesn't fire them to get away with them; instead she let them understand the concerns of the school. She gives commendable credit to her 36 employees who worked with her through thick and thin of school's challenges. She even bragged to the researcher that her employees know how much she owes to her creditors. As such her people fully understands the operation of the school. She is well loved by her employees because of her motherly treatment.

• **Trait on Propensity for Taking Risks**

From the three scales of risk taking, namely; heavy risk taker, sensible risk taker and propensity to take risk, Leader A appears to be in the lowest scale, propensity to take risk. This coincides with her statement in the face to face interview where she calculates first before pressing towards any form of business undertaking. Like for instance, the operation of an internet café and dormitory. She did calculated risk to make sure that the business will prosper. No wonder, when asked about investing her money in bonds and stocks, she shy away from the idea. She appears to venture business with partners or incorporators rather than doing it merely by herself.

➤ **Trait on Team Player Attitudes**

From the three scales of team player attitudes, namely: strong positive attitude, moderate positive attitude and prefer working oneself, Leader A appears to have moderately favorable attitudes toward being a team member and working cooperatively with other members. As such she likes to share ideas in the group for she finds fun to share the responsibility. She believes that much more can be accomplished by a team than by the same number of people working alone.

➤ **Trait on being a Strategic Thinker**

Based from the three levels of strategic thinking, namely: Strategic thinker (42 to 50 points), Neutral Strategic Thinker (20 to 41 points) and Not a Strategic Thinker (10 to 19 points), survey questionnaire reveals that Leader A is a Neutral Strategic Thinker (31 points). As such, she has a detached attitude toward thinking strategically. Nevertheless, she admits that as part of the management team, she has to ponder the future of her organization. Along with it is a mind that thinks strategically for the school. Thus, she believes that an exciting vision is necessary for her school to become great.

## CASE B

➤ **Case Profile**

Leader B is 53 years old, male, is a graduate of Bachelor of Science in Marine Transportation major in Nautical Science, Master of Arts in Education and Master in Management. He has 220 employees under his able leadership. Aside from basic education and collegiate course offerings, his school also offers technical and vocational courses of five qualifications. Under these TESDA accredited courses, it has less than 500 students of enrollment. Across the period of time from 1979- 2005, he has worked as On Board

Officer, Sports Director, College Instructor, School Director, and Vice President. In 2005, he took the leadership of a maritime school in Davao City.

He is happily married for 31 years and blessed with 3 children aged 30, 26, and 20.

### ➤ Leadership Perspective

Leader B considers Leadership and Management, Teamwork and Unity, and Vision, Mission and Objectives as his least concern in MinTVET. He believes that everybody has its own way of managing; thus, leadership and management are not of his primary concern. In fact, the primary concern of the association is simply to gather pertinent data relevant to the needs of the individual member schools. He doesn't care much of the status of the individual schools for as long as they remain active in the organization. But if the member schools ask assistance from MinTVET, in whatever form and capacity the association is willing enough to assist. Since Leader B has been with the association since its conception in 2001, he has made himself familiar with how things are done in MinTVET. From being the Vice President in the past recent years until the association President of the present time, Leader B has established himself as one of the pillars of MinTVET.

On average level, he has ranked linkages and networking, policies and regulations, programs and projects, finances and memberships as immediate concerns of the group.

With regards to linkages and networking, Leader B has remarkably applauded the performance of the association for it successfully established linkages with various agencies like Philippine Australian Human Resource Development Facility, Australian Leadership Association Fellowship, Development Bank of the Philippines, and technical – vocational schools in Australia and Singapore.

As to the policies and regulations of MinTVET, Leader B has emphasized the emerging policies of the association that seem relevant to the needs of the member schools. Furthermore, he said that policies are reviewed regularly to keep abreast with the changes of times.

Concerning the programs and projects of the association, Leader B has elaborated the following undertakings, such as the Caravan of School Administrators in Singapore, Assessor's Forum, Australian Leadership Awards Fellowship, Enterprise-based School Management System and DBP Higher Education Loan Assistance.

As the financial standing of MinTVET, Leader B has assured that the current financial resources of the association are capable enough to sustain the emerging undertakings of the group considering that the workforce of MinTVET are working on voluntary basis. As such no major expenses are spent for salaries and wages; except for the traveling, food and accommodation expenses during quarterly board meetings.

On the issue of MinTVET membership, Leader B has recognized the increasing number of individual schools becoming member of MinTVET. Traditionally, the memberships limited to provincial and regional associations only which are duly represented by their respective chairpersons. However, the policy on membership was enhanced to the point that the direct membership of the association is extended to individual schools.

Further, being the President of the association, Leader B has passionately advised its member schools to have their own global standards which conform to industry standards. More specifically, he admonished school heads to go beyond TESDA standards to remain competitive in the global market. Say for instance being an International Standard Organization (ISO) certified school, the institution adapts the syllabus, exercises, assessment tools and the like of the certifying body. As a result, the industries are coming to his school and ask for partnership thus assuring employability of their graduates upon completion of their industry-sponsored schooling.

When asked about school concerns, leader B has clearly signified that his school is in top shape and form in terms of financial resources, physical facilities, instructional materials, tools and equipment, K to 12, library resources, enrollment, competition, leadership and management, linkages and networking and school vision, mission and objectives. Moreover, Leader B has some concerns about faculty and staff, research and planning and TESDA policies.

On the issue of his faculty and staff, he keeps his people well paid and motivated to protect them from being pirated by other schools. On the other hand, the research and planning undertakings of the school are continuously performing its role of determining and analyzing the appropriate data to support the research requirements of the institution.

Lastly, TESDA policies according to him are designed to simply guide the schools to operate within the bounds of the law. But these policies do not guarantee results. Each institution must exert all efforts to operate competitively to remain in the business of educating.

### ➤ Leadership Style

According to the Leadership Style Survey Form, Leader B is rated as follows: Democratic Leader (42 points), Delegated Leader (34 points) and Autocratic Leader (30 points). Clearly, Leader B is generally a democratic leader which according to him he always listens to his people's concerns. At times he is autocratic when things are not done according to plan.

With regards to being a democratic leader, Leader B almost always includes his employees in determining what to do and how to do it; thus, he asks his employees' ideas and input on upcoming plans and projects. However, he maintains the final decision making authority.

Frequently, he calls a meeting to get his employees advice when things go wrong and needs to create a strategy to keep a project or process running on schedule. In the context of being delegated, Leader B oftentimes seeks the approval of the majority for a major decision to pass. As such, He allows employees to determine what needs to be done and how to do it. Furthermore, he frequently delegates tasks in order to implement a new procedure or process. In doing so, he believes that each individual is responsible for defining their job. Very frequently, he likes to share his leadership power with his subordinates. This is true indeed, more specifically

in leading MinTVET as Vice President for years and as concurrent President. He doesn't want to stand alone on the pedestal of leadership. He enjoys working with the group making certain that everybody in the leadership takes the ownership of the organization's success. Since MinTVET is an association of school administrators like himself, he believes that they can also lead themselves just as well as he can. He shares this concept even among his employees in his school.

The mark of being autocratic is I reckon a part of a leader's lifestyle. When making a final decision, he always retain it in his team. I could remember an instance where there was an issue of replacing the project manager of the program we were enjoying then. As officers of MinTVET, it was a tough decision for him to make considering his attachment to the manager. But being the Vice President then, he made a significant call that greatly benefitted the whole group.

In his capacity as the school head of a ISO certified maritime school in Davao City, he closely monitors his employees to ensure they are performing correctly. As such his school is undeniably doing excellence in instruction, research and extension.

More often he tells his employees what has to be done and how to do it. This may appear very autocratic but appears to be very helpful in achieving the school's goals and aspirations. Since a great number of his student's areas sponsored by international shipping companies, the marks of discipline, quality of international standards must be upheld. Thus, he is compelled to be imposing especially among his employees. More specifically when something goes wrong, he tells his employees that a procedure is not working correctly thus he needs to establish a new one. This set up leads the employees to seek mainly on security.

#### ➤ **Trait on Assertiveness**

The results of the assertiveness scale survey form clearly reveal that Leader B is assertive.

In most instances, he expresses criticism freely. This is always true if one leads MinTVET, an association of techvoc schools in Mindanao. If not all, most of the school heads are school owners who have personal interests and agenda. As such, it is an undeniable fact that a number in the leadership and membership will always express their dismay especially so if their individual concerns are not properly accommodated. Thus, Leader B strong believes that work is no place to let your feelings show. The recent Human Resource Skills Development summit last August 2011 is a proof of this issue. A great number of participants have complained about the venue, program and the like yet Leader B, the president of the association, remained in good composure, untouched by intrigues. As a result, the issues against the leadership about the summit died down naturally.

Leader B is proven to be a person who will fight for his rights down to the last detail. No wonder he has led his school to be one of the top maritime schools in Mindanao. During our moments of togetherness in MinTVET, he had always expressed his opinions vocally and passionately. He is indeed a type of leader who is relatively easy to express his love and affection toward another passion. As a result, he was successful in establishing good working relationships among his colleagues and even subordinates.

#### ➤ **Trait on Flexibility**

The answers on flexibility survey form reveals that Leader B is unusually adaptable which simply means that he is quite open to others and willing to listen. This is indeed true considering his good working relationships with the colleagues in MinTVET. He doesn't insist his opinion much, but presenting them to the group has its own way of achieving its purpose.

Often times, he takes most of the advices from colleagues about process improvement. Although he has more experience of Quality Management System, yet he listens to the ideas and best practices from his colleagues. People in the team rarely considers him close minded. In some instances, he could easily look for a flow when presented with a new method. Rarely he feels, that he is the only one understands the problem. Instead, he perceives that just as he comprehends the situation, his colleagues will also understand the problem.

#### ➤ **Trait on Personal Resiliency**

Based from the results of the Personal Resiliency Questionnaire, Leader B appears to be very resilient.

For him, winning is everything. He firmly believes that if he just keeps trying, he will get his share if good breaks. Thus, according to him there is no disgrace in losing. He is self-confessed confident person. He likes to take a chance even if the probability of winning is small. Indeed, it takes a lot for him to be discouraged. He opined that every "no" he encounters is one step closer to "yes". Once in a while, he enjoys being considered underdog.

#### ➤ **Trait on Emotional Expressiveness**

Based from the results of the emotional expressiveness scale questionnaire, Leader B happens to be in the level of emotionality which is probably too low to enhance his charisma.

During group meetings he could hardly express his approval or disapproval of the matter openly. In the phone interview, he emphasized the fact that he doesn't like to talk with intrigues. He added, "people are not perfect and as such there is no perfect world". Furthermore, he considers himself affectionate especially towards his work. He further says, that "I work for the common benefit of the employees in the organization. I want to build an empire for my employees. And that what really matters for me."

#### ➤ **Trait of Trustworthiness**

Leader B considers himself a reliable person. Thus when given a task he makes sure that he accomplishes it. According to him, "I trust people and people trust me as well". Furthermore, he says that "people will back you up if you are true to your word to them". These statements simply mean that Leader B tells the truth consistently and walk the talk. More specifically, he delivers consistent messages

to others in terms of matching words and deeds. He is indeed a man of few words that capsulizes the vast experience he has attained so far in his career life.

Being a trustworthy leader, he collaborates with others to make creative decisions. As such, he communicates information to people at all organizational levels. He listens to people and then acts on many of their suggestions.

#### ➤ **Trait in Integrity**

Based from the results of the leader integrity scale questionnaire, Leader B regards himself a very ethical person. As such, he doesn't use other people's mistakes to attack them personally. In the course of telephone interview, he considered himself a result or outcome oriented leader. As such, he wants things done. But for situations where problem arises, he provides solutions rather than looking for whom to blame.

In instances where he had discussions with his colleagues in MinTVET on various pressing concerns, he doesn't hold grudges against them. If things need to be corrected, he coached his colleague's subordinates on how to do the job well.

Leader B is not vindictive. He would not blame his colleagues for mistakes. Instead he encourages them up to do better for the organization to succeed. Never in his life according to him was he involved in sabotage against the organization. He provides training opportunities for his employees to advance in their career undertakings.

#### ➤ **Trait on Risk Taking**

Leader B describes himself a risk taker. Without such, the school he is managing could have not reached this far. He commented that "many schools are stagnant or have been declining in quality because its leaders are less risk takers.

#### ➤ **Trait on Team Player**

Leader B strongly believes that it takes for too long to get work accomplished individually. Much more can be accomplished by a team than by the same number of people working alone. Thus, according to him encouraging others comes naturally to him. He further appreciates the sharing of ideas and responsibilities with others in the group which eventually builds friendship.

Based from the team player attitude questionnaire, Leader B has moderately favorable attitudes towards being a team member and working cooperatively with other members.

### **Case C**

#### ➤ **Case Profile**

Leader C is 55 years old, female, is a graduate of Bachelor of Laws, Master of Arts in Educational Administration and Doctor of Philosophy. Working with her is a sizable number of employees. Her school in Zamboanga City has been offering secondary, tertiary and technical-vocational courses. There are 12 qualifications of TESDA offerings in her school. She is happily married for 27 years and blessed with 1 child.

#### ➤ **Leadership Perspective**

Among the eight concerns of MinTVET, Leader C considers Finances, Linkages and Networking, Leadership and Management, and Teamwork and Unity as her top 4 priority concerns. The other half in particular order: Policies and Regulations, Programs and Projects, Membership and VMO are her least concerns.

As to Finances, Leader C is very much concerned about the financial resources of the association considering the minimal dues it collects from its members on annual basis. As such, MinTVET can't afford to hire professional staff to run the organization. For these, the working staff are in voluntary basis. Except for board meetings, the trustees are subsidized with their travel and accommodation expenses on quarterly basis.

With regards to linkages and networking, MinTVET is still in the process of establishing more partners. In fact, interested member school administrators can join the Caravan for Singapore trip within this year. The educational tour aims to establish partner schools and agencies in Singapore that serves the purposes of techvoc education in both countries.

Like any other organization, Leader C has some concerns about MinTVET leadership and management in the event that a number of new breed of leaders are holding the position. The dilemma then is if the new set of officers could cope up with the association's expectations. That remains to be seen in the days to come.

Taking Teamwork and Unity is a task quite challenging. Leader C throw this challenge to every member of the association. She believes that with the right people at the right position and time, things will go well.

Since MinTVET has been in existence for years, expectedly concerns about policies and regulations, programs and projects, membership and VMO are in place. Although, according to her regular reviews are done pertaining to MinTVET policies and regulations to make sure that existing guidelines serve the purposes of the association. As a result of massive networking undertakings in the recent years, MinTVET has established good working relationships with local and foreign institutions.

When asked about her opinion in the school she is operating considering various concerns, Leader C has regarded Research and Planning is her primary concern. This is followed by Physical Facilities, Financial Resources, Instructional Materials, Tools and Equipment, and newly approved bill on K to 12.



### ➤ Leadership Style

According to the Leadership Style Survey Questionnaire, Leader C is rated as follows: Participative Style - Democratic (38 points), Delegated Style – Free Reign (28 points) and Authoritarian Style - Autocratic (27 points). Obviously, Leader C is generally a democratic leader but has some touch of being Autocratic and Free Reign.

Pertaining to her Democratic Style of Leadership, Leader Calways asks her employees about their ideas and opinions on upcoming plans and projects; however, she maintains the final decision about the undertaking. Furthermore, she allows to create an environment where everyone in the team has some sense of ownership in the project. Being her Board Secretary for 3 years and Vice President for Internal Affairs for one year, I could personally testify her attitude towards this regard. During MinTVET board meetings and project undertakings, she makes sure that every board member is heard and given the opportunity to express his thoughts and ideas. One could really feel the essence of ownership of the success or even failure of the activity since everyone is given the chance to take part of the undertaking. Oftentimes, when there are differences in role expectations, she easily resolves the issue because of her ability to mediate as a leader.

On the note of being a delegated leader, frequently she and her team vote for a major decision to make. Most often when necessary, she allows her colleagues to determine what needs to be done and how to do it. Furthermore, to implement a new system often times she delegates a certain task. Having worked with her for six years in the MinTVET board, she really empowered her colleagues to do certain tasks.

Taking into account her firmness in various issues in leadership, often times Leader C behaves like an autocratic leader where she retains her final decision within her sphere of management. There was an instant where she discovered that an influential leader of MinTVET has fell short of requirements into being part of the Board of Trustees for years. Without fear, she was able to delist him from the board because of such violation. For that, I appreciate her toughness on the issue even if it cost something to the affected. Moreover, she is not reluctant to call the attention of her colleagues who made mistakes. As such, she admonished them truthfully hoping that the mistake be not repeated again.

### ➤ Trait on Assertiveness

Based from the Assertiveness Survey Questionnaire with interpretation ratings of: 0 – 15 Nonassertive; 16 – 24 Assertive and 25 + Aggressive, Leader C is found to be assertive at 21 points. She is noted to be a leader who can express criticism freely. In many occasions where I had the opportunity to attend meetings, forum and conference with her, she can just express her opinion freely without being intimidated. Probably, what makes her courageous in her stand in various issues is because of the fact the she knows where she stands. Her assertiveness I supposed is what brought her from being the association treasurer, Executive Director, President and now Chairperson of MinTVET. During her able leadership, she was assertive enough to facilitate changes in the organization which include the MinTVET's Roadmap (2010 – 2015), Enhanced MinTVET Policies and Regulations, and Strengthened Linkages with TESDA, PAHRDF and ALAF.

### ➤ Trait on Flexibility

Based from the flexibility questionnaire survey form of which scores are treated as Rarely (7 to 9) – remarkably adaptable; Sometime (5) – flexible; Often (4) – not flexible and adaptable, Leader C is found to be Rarely (4), Sometimes (3) and Often (1) which to my mind simply means that she is considerably flexible. As such, she can manage herself in various situations in her life especially so being a leader in MinTVET and the school head of her school. Although she is remarkably brilliant being both a lawyer and doctor in philosophy she remains flexible in working with her colleagues in the association. Her adaptability in various concerns of the association makes her a leader to emulate.

### ➤ Trait on Personal Resiliency

Based from the Personal Resiliency Survey Questionnaire: Very Resilient – 13 + points; 4 -12 points – Moderately Resilient; 0 -3 – Not Resilient; Leader C is found to be very resilient (14 points). This simply means that she has the ability to bounce back from any form of life's challenges especially in organizational setting.

Leader C strongly disagrees that winning is everything. She firmly believes that there is no disgrace in losing. As such she is not afraid of trying until she gets her breaks. There was an instance where MinTVET endorsed her to become a board of trustee of Technical Education Skills and Development Authority. We were optimistic then for her to get the post considering that our association is the largest organization of techvoc schools in Mindanao. Besides no other techvoc organizations have so far surpassed MinTVET achievements. But as judgement day came, she lost the election. Yet, Leader C never give up serving. She went further serving MinTVET as President and Chairman, consequently. All the while we have just heard that she was elected as Vice President of a techvoc association in national level.

### ➤ Trait on Emotional Expressiveness

There are three levels of emotional expressiveness generated by the emotional expressiveness survey questionnaire. They are as follows: Being out of control (90 – 100 points); Emotionally Expressive (70 – 89 points); low to enhance charisma (20 – 69 points).

- 90 – 100 Your level of emotionality could ne interfering with your charisma. Many others interpret your behavior as being out of control.
- 70 – 89 Your level of emotionality is about right for a charismatic individual. You are emotionally expressive, yet your level of emotional expression is not so intense as to be bothersome.

- 20 – 69 Your level of emotionality is probably too low to enhance your charisma. To become more charismatic and dynamic, you must work hard at expressing your feelings

➤ **Trait of Trustworthiness**

From the survey questionnaire on behaviors and attitudes of a trustworthy leader, Leader C gets a score of 17 which according to scoring interpretation she is indeed a trustworthy leader. She is considered a reliable person and tells the truth consistently. As such, she is actually doing what she has said. Being her colleague in the MinTVET board for a number of years, I have actually witnessed how she lead the group in truthfulness. when she promised something to the group, she makes it sure that it will be done. There was an occasion where it was very difficult for her to confront her predecessor in the MinTVET leadership for some important issue yet she stood still to her promise to the group who requested her intervention about their conflict. Truly, she is a truthful leader.

➤ **Trait in Integrity**

Based from the results of the Integrity Survey form, leader C appears to be a very ethical person. As such she is a highly principled fellow thus her high ethics is her remarkable asset as a leader. She doesn't take advantage of people's mistakes for her personal benefit. Instead, she pursues working environment where fairness and justice are collaborating hand in hand for the benefit of the group. Moreover, she doesn't play favoritism. She plays fair and square among her colleagues and subordinates in various undertakings of the organization.

➤ **Trait on Risk Taking**

Leader C appears to have propensity towards taking a risk. She better describes herself a calculated risk taker who does computation before undergoing a certain task.

➤ **Trait on Team Player**

Leader C, based from the Team Player Survey Questionnaire, is a moderate team player. She likes to work in a group and firmly believes that the team can perform well rather than doing it alone. Thus, encouraging comes naturally to her. I reckon her greatest challenge for the group to work together as a cohesive team was during the roadmap making of MinTVET. It took time, effort, resources and sacrifices to make such project.

➤ **Trait on Strategic Thinking**

With a score of 45 out of 50, Leader C is noted to be a strategic thinker. Her exemplary leadership in MinTVET has brought the organization into waves of successes. The creation of MinTVET road map is an output of an strategic thinking by the entire organization under her able leadership. As a result of such road map, a considerable number of projects and programs are undertaken with much success. Certainly the unprecedented success of MinTVET is a product of skill and determination.

Item	Score	Item	Score	Item	Score
1	5	2	5	3	3
4	2	5	4	6	5
7	3	8	2	9	3
10	4	11	4	12	4
13	4	14	2	15	2
16	3	17	4	18	3
19	4	20	5	21	4
22	3	23	4	24	5
25	2	26	3	27	4
28	2	29	5	30	5
<b>TOTAL</b>	<b>32</b>	<b>TOTAL</b>	<b>38</b>	<b>TOTAL</b>	<b>38</b>
<b>Type of Leadership</b>	Authoritarian Style (Autocratic)		Participative Style (Democratic)		Delegated Style (Free Reign)

Table 12a: Leadership Style Questionnaire Responses of Leader A

Item	Score	Item	Score	Item	Score
1	5	2	5	3	2
4	1	5	5	6	4
7	4	8	4	9	1
10	2	11	4	12	4
13	2	14	4	15	3
16	4	17	4	18	4
19	5	20	4	21	4
22	1	23	4	24	4
25	2	26	4	27	4
28	4	29	4	30	4
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>42</b>	<b>TOTAL</b>	<b>34</b>
<b>Type of Leadership</b>	Authoritarian Style (Autocratic)		Participative Style (Democratic)		Delegated Style (Free Reign)

Table 13a: Leadership Style Questionnaire Responses of Leader B

Item	Score	Item	Score	Item	Score
1	4	2	5	3	4
4	1	5	5	6	2
7	3	8	3	9	2
10	4	11	5	12	4
13	3	14	3	15	2
16	3	17	3	18	4
19	2	20	4	21	3
22	3	23	3	24	3
25	2	26	5	27	2
28	2	29	2	30	2
<b>TOTAL</b>	<b>27</b>	<b>TOTAL</b>	<b>38</b>	<b>TOTAL</b>	<b>28</b>
<b>Type of Leadership</b>	Authoritarian Style (Autocratic)		Participative Style (Democratic)		Delegated Style (Free Reign)

Table 14a: Leadership Style Questionnaire Responses of Leader C

Item	Right Answer	Leader's Answer	Score
1	Mostly False	Mostly False	1
2	Mostly True	Mostly True	1
3	Mostly True	Mostly True	1
4	Mostly False	Mostly False	1
5	Mostly False	Mostly False	1
6	Mostly True	Mostly True	1
7	Mostly False	Mostly True	0
8	Mostly False	Mostly False	1
9	Mostly True	Mostly True	1
10	Mostly True	Mostly False	0
11	Mostly True	Mostly True	1
12	Mostly True	Mostly False	0
13	Mostly False	Mostly False	1
14	Mostly False	Mostly False	1
15	Mostly True	Mostly False	0
16	Mostly True	Mostly False	0
17	Mostly False	Mostly True	0
18	Mostly False	Mostly False	1
19	Mostly True	Mostly False	0
20	Mostly False	Mostly False	1
21	Mostly True	Mostly False	0
22	Mostly True	Mostly True	1
23	Mostly True	Mostly False	0
24	Mostly True	Mostly False	0
25	Mostly True	Mostly False	0
26	Mostly False	Mostly False	1
27	Mostly True	Mostly True	1
28	Mostly True	Mostly True	1
29	Mostly True	Mostly False	0
30	Mostly True	Mostly True	1
		<b>TOTAL</b>	<b>18</b>

Table 15a: Assertiveness Questionnaire Responses of Leader A

Item	Response
1	Rarely
2	Sometimes
3	Rarely
4	Rarely
5	Rarely
6	Sometimes
7	Rarely
8	Rarely

Table 16a: Flexibility Questionnaire Responses of Leader A

Item	Right Answer	Leader's Answer	Score
1	Mostly Disagree	Mostly Disagree	1
2	Mostly Disagree	Mostly Disagree	1
3	Mostly Agree	Mostly Disagree	0
4	Mostly Disagree	Mostly Disagree	1
5	Mostly Disagree	Mostly Disagree	1
6	Mostly Agree	Mostly Agree	1
7	Mostly Agree	Mostly Agree	1
8	Mostly Agree	Mostly Agree	1
9	Mostly Agree	Mostly Agree	1
10	Mostly Agree	Mostly Agree	1
11	Mostly Disagree	Mostly Disagree	1
12	Mostly Agree	Mostly Agree	1
13	Mostly Agree	Mostly Agree	1
14	Mostly Disagree	Mostly Disagree	1
15	Mostly Agree	Mostly Disagree	0
		Score	13

Table 17a: Personality Resiliency Questionnaire Responses of Leader A

Item	Score
1	4
2	4
3	5
4	4
5	5
6	5
7	3
8	2
9	4
10	5
11	4
12	3
13	1
14	4
15	3
16	3
17	1
18	4
19	4
20	5
Total Score	73

Table 18a: Emotional Expressiveness Questionnaire Responses of Leader A

Scoring and Interpretation:

- 90 – 100 Your level of emotionality could ne interfering with your charisma. Many others interpret your behavior as being out of control.
- 70 – 89 Your level of emotionality is about right for a charismatic individual. You are emotionally expressive, yet your level of emotional expression is not so intense as to be bothersome.
- 20 – 69 Your level of emotionality is probably too low to enhance your charisma. To become more charismatic and dynamic, you must work hard at expressing your feelings

Item	Fits Me	Does not fit me
1		X
2	X	
3	X	
4	X	
5	X	
6		X
7	X	
8	X	
9	X	
10		X
11	X	
12	X	
13		X
14	X	
15	X	
16	X	
17		X
18		X
19		X
20		X
Total Score	12	8

Table 19a: Trustworthiness Questionnaire Responses of Leader A

Item	Score
1	1
2	3
3	1
4	1
5	1
6	1
7	1
8	3
9	1
10	1
11	1
12	1
13	1
14	1
15	1
16	1
17	1
18	3
19	1
20	1
21	1
22	1
23	1
24	1
25	1

26	1
27	1
28	1
29	1
30	1
Total	36

*Table 20a: Integrity Questionnaire Responses of Leader A*

Scoring and Interpretation:

- 30 – 35 very ethical: If you scored in this range, your self-image is that you are trustworthy and highly principled. If your answers are accurate, it could mean that your high ethics could be an asset to you as a leader.
- 36 – 61 moderately ethical: Scores in this range mean that your impression is that you sometimes engage in slightly unethical behavior. You might strive to be more consistently ethical.
- 62 – 120 very unethical: The range describes leaders who may be perceived as engaging in practices that are unethical, dishonest, unfair and unprincipled. Although many unethical leaders are successful for a while, your unethical attitudes and behavior could be career limiting factors.

Item	Score
1	1
2	4
3	2
4	1
5	2
6	2
7	3
8	2
9	1
10	1
Total Score	19

*Table 21a: Propensity in Taking Risks Questionnaire Responses of Leader A*

Scoring and Interpretation:

- 46 – 50. You are a heavy risk taker, bordering on reckless at times. You are most likely not assessing risk carefully enough before proceeding.
- 38 – 45 You probably are a sensible risk taker and an adventuresome person in a way that enhances your leadership appeal to others.
- 5 – 37 You have a propensity to avoid risks. Your conservation in this regard could detract from an entrepreneurial leadership role.

Item	Score
1	5
2	2
3	5
4	2
5	3
6	5
7	4
8	4
9	4
10	4
Total Score	38

*Table 22a: Attitude of Being a Team Player Questionnaire Responses of Leader A*

Scoring and Interpretation:

- 41 – 50 You have strong positive attitudes toward being a team member and working cooperatively with other members.
- 30 – 40 You have moderately favorable attitudes toward being a team member and working cooperatively with other members.

- 10 – 29 You much prefer working by yourself to being a team member. to work effectively in a company that emphasizes teamwork, you may need to develop more positive attitudes toward working jointly with others.

Item	Score
1	2
2	4
3	4
4	5
5	3
6	2
7	4
8	2
9	2
10	3
Total Score	31

Table 23a: Strategic Thinking Questionnaire Responses of Leader A

Scoring and Interpretation:

A score of 42 to 50 suggests that you already think strategically, which should help you provide strategic leadership to others.

Scores 20 to 41 suggest a somewhat neutral, detached attitude toward thinking strategically.

Scores of 10 to 19 suggest thinking that emphasizes the here and the short term.

Item	Right Answer	Leader's Answer	Score
1	Mostly False	Mostly False	1
2	Mostly True	Mostly True	1
3	Mostly True	Mostly True	1
4	Mostly False	Mostly True	0
5	Mostly False	Mostly True	0
6	Mostly True	Mostly True	1
7	Mostly False	Mostly False	1
8	Mostly False	Mostly True	0
9	Mostly True	Mostly False	0
10	Mostly True	Mostly False	0
11	Mostly True	Mostly True	1
12	Mostly True	Mostly True	1
13	Mostly False	Mostly True	0
14	Mostly False	Mostly False	1
15	Mostly True	Mostly False	0
16	Mostly True	Mostly True	1
17	Mostly False	Mostly True	0
18	Mostly False	Mostly False	1
19	Mostly True	Mostly True	1
20	Mostly False	Mostly False	1
21	Mostly True	Mostly False	0
22	Mostly True	Mostly False	0
23	Mostly True	Mostly False	0
24	Mostly True	Mostly False	0
25	Mostly True	Mostly False	0
26	Mostly False	Mostly False	1
27	Mostly True	Mostly True	1
28	Mostly True	Mostly False	0
29	Mostly True	Mostly False	0
30	Mostly True	Mostly True	1
		TOTAL	16

Table 24a: Assertiveness Questionnaire Responses of Leader B

Scoring and Interpretation:

- 0 – 15 Nonassertive
- 16 – 24 Assertive
- 25 + Aggressive

Item	Response
1	Rarely
2	Rarely
3	Rarely
4	Rarely
5	Sometimes
6	Often
7	Rarely
8	Rarely

Table 25a: Flexibility Questionnaire Responses of Leader B

**Scoring and Interpretation:**

If you answered “rarely” to seven or eight questions, you are unusually adaptable. If you answered “sometimes” to at least five questions, you are on the right track, but more flexibility would benefit your leadership. If you answered “often” to more than four questions, you have a long way to go to improve your flexibility and adaptability. You are also brutally honest about your faults, which could be an asset.

Item	Right Answer	Leader’s Answer	Score
1	Mostly Disagree	Mostly Agree	0
2	Mostly Disagree	Mostly Disagree	1
3	Mostly Agree	Mostly Agree	1
4	Mostly Disagree	Mostly Disagree	1
5	Mostly Disagree	Mostly Disagree	1
6	Mostly Agree	Mostly Agree	1
7	Mostly Agree	Mostly Agree	1
8	Mostly Agree	Mostly Agree	1
9	Mostly Agree	Mostly Agree	1
10	Mostly Agree	Mostly Agree	1
11	Mostly Disagree	Mostly Disagree	1
12	Mostly Agree	Mostly Agree	1
13	Mostly Agree	Mostly Agree	1
14	Mostly Disagree	Mostly Agree	0
15	Mostly Agree	Mostly Agree	1
		Score	13

Table 26a: Personality Resiliency Questionnaire Responses of Leader B

**Scoring and Interpretation:**

- 13 + Very resilient. You are remarkably effective in bouncing back from setback, or being resilient. Your resiliency should help you lead others when setbacks arise.
- 4 – 12 Moderately Resilient: Like most people, you probably cope well with some type of adversity but not others.
- 0 – 3 You are the type of individual who has difficulty coping with the adversity. Focusing on learning how to cope with setbacks and maintain a courageous outlook could help you in your development as a leader.

Item	Score
1	2
2	1
3	5
4	5
5	5
6	5
7	5
8	1
9	1
10	5
11	5
12	1
13	4
14	1
15	1
16	3
17	1
18	3



19	3
20	2
<b>Total Score</b>	<b>59</b>

*Table 27a: Emotionality Expressiveness Questionnaire Responses of Leader B*

**Scoring and Interpretation:**

- 90 – 100 Your level of emotionality could ne interfering with your charisma. Many others interpret your behavior as being out of control.
- 70 – 89 Your level of emotionality is about right for a charismatic individual. You are emotionally expressive, yet your level of emotional expression is not so intense as to be bothersome.
- 20 – 69 Your level of emotionality is probably too low to enhance your charisma. To become more charismatic and dynamic, you must work hard at expressing your feelings

<b>Item</b>	<b>Fits Me</b>	<b>Does not fit me</b>
1	X	
2	X	
3	X	
4	X	
5		X
6	X	
7	X	
8	X	
9		X
10	X	
11	X	
12	X	
13	X	
14	X	
15		X
16	X	
17	X	
18	X	
19	X	
20	X	
<b>Total Score</b>	<b>17</b>	<b>3</b>

*Table 28a: Trustworthiness Questionnaire Responses of Leader B*

**Scoring and Interpretation:**

These statements are mostly for self-reflection, so no specific scoring key exists. However, the more of the above statements that fit you, the more trustworthy you are.

<b>Item</b>	<b>Score</b>
1	1
2	1
3	1
4	1
5	1
6	1
7	1
8	1
9	1
10	1
11	1
12	1
13	1
14	1
15	1
16	1
17	1
18	1

19	1
20	1
21	1
22	1
23	1
24	1
25	1
26	1
27	1
28	1
29	1
30	1
Total	30

Table 29A: Integrity Questionnaire Responses of Leader B

Scoring and Interpretation:

- 30 – 35 very ethical: If you scored in this range, your self-image is that you are trustworthy and highly principled. If your answers are accurate, it could mean that your high ethics could be an asset to you as a leader.
- 36 – 61 moderately ethical: Scores in this range mean that your impression is that you sometimes engage in slightly unethical behavior. You might strive to be more consistently ethical.
- 62 – 120 very unethical: The range describes leaders who may be perceived as engaging in practices that are unethical, dishonest, unfair and unprincipled. Although many unethical leaders are successful for a while, your unethical attitudes and behavior could be career limiting factors.

Item	Score
1	1
2	4
3	5
4	3
5	1
6	1
7	1
8	1
9	3
10	1
Total Score	21

Table 30A: Propensity for Taking Risks of Leader B

Scoring and Interpretation:

- 46 – 50. You are a heavy risk taker, bordering on reckless at times. You are most likely not assessing risk carefully enough before proceeding.
- 38 – 45 You probably are a sensible risk taker and an adventure some person in a way that enhances your leadership appeal to others.
- 5 – 37 You have a propensity to avoid risks. Your conservation in this regard could detract from an entrepreneurial leadership role.

Item	Score
1	4
2	4
3	5
4	1
5	1
6	5
7	5
8	4
9	4
10	5
Total Score	39

Table 31A: Team Player Questionnaire Responses of Leader B

Scoring and Interpretation:

- 41 – 50 You have strong positive attitudes toward being a team member and working cooperatively with other members.
- 30 – 40 You have moderately favorable attitudes toward being a team member and working cooperatively with other members.
- 10 – 29 You much prefer working by yourself to being a team member. to work effectively in a company that emphasizes teamwork, you may need to develop more positive attitudes toward working jointly with others.

Item	Score
1	5
2	5
3	5
4	5
5	5
6	5
7	5
8	5
9	1
10	1
Total Score	42

Table 32A: Strategic Thinking Questionnaire Responses of Leader B

Scoring and Interpretation:

- A score of 42 to 50 suggests that you already think strategically, which should help you provide strategic leadership to others.
- Scores 20 to 41 suggest a somewhat neutral, detached attitude toward thinking strategically.
- Scores of 10 to 19 suggest thinking that emphasizes the here and the short term.

Item	Right Answer	Leader's Answer	Score
1	Mostly False	Mostly False	1
2	Mostly True	Mostly True	1
3	Mostly True	Mostly True	1
4	Mostly False	Mostly False	1
5	Mostly False	Mostly True	0
6	Mostly True	Mostly True	1
7	Mostly False	Mostly True	0
8	Mostly False	Mostly False	1
9	Mostly True	Mostly True	1
10	Mostly True	Mostly True	1
11	Mostly True	Mostly False	0
12	Mostly True	Mostly False	0
13	Mostly False	Mostly False	1
14	Mostly False	Mostly True	0
15	Mostly True	Mostly True	1
16	Mostly True	Mostly True	1
17	Mostly False	Mostly False	1
18	Mostly False	Mostly False	1
19	Mostly True	Mostly False	0
20	Mostly False	Mostly False	1
21	Mostly True	Mostly True	1
22	Mostly True	Mostly True	1
23	Mostly True	Mostly True	1
24	Mostly True	Mostly False	0
25	Mostly True	Mostly False	0
26	Mostly False	Mostly False	1
27	Mostly True	Mostly True	1
28	Mostly True	Mostly False	0
29	Mostly True	Mostly True	1
30	Mostly True	Mostly True	1
	TOTAL		21

Table 33A: Assertiveness Questionnaire Responses of Leader C

## Scoring and Interpretation:

- 0 – 15 Nonassertive
- 16 – 24 Assertive
- 25 + Aggressive

Item	Response
1	Sometimes
2	Rarely
3	Sometimes
4	Rarely
5	Sometimes
6	Often
7	Rarely
8	Rarely

Table 34 A: Flexibility Questionnaire Responses of Leader C

Scoring and Interpretation: If you answered “rarely” to seven or eight questions, you are unusually adaptable. If you answered “sometimes” to at least five questions, you are on the right track, but more flexibility would benefit your leadership. If you answered “often” to more than four questions, you have a long way to go to improve your flexibility and adaptability. You are also brutally honest about your faults, which could be an asset

Item	Right Answer	Leader's Answer	Score
1	Mostly Disagree	Mostly Disagree	1
2	Mostly Disagree	Mostly Disagree	1
3	Mostly Agree	Mostly Agree	1
4	Mostly Disagree	Mostly Disagree	1
5	Mostly Disagree	Mostly Agree	0
6	Mostly Agree	Mostly Agree	1
7	Mostly Agree	Mostly Agree	1
8	Mostly Agree	Mostly Agree	1
9	Mostly Agree	Mostly Agree	1
10	Mostly Agree	Mostly Agree	1
11	Mostly Disagree	Mostly Disagree	1
12	Mostly Agree	Mostly Agree	1
13	Mostly Agree	Mostly Agree	1
14	Mostly Disagree	Mostly Disagree	1
15	Mostly Agree	Mostly Agree	1
		Score	14

Table 35A: Resiliency Questionnaire Responses of Leader C

## Scoring and Interpretation:

- 13 + Very resilient. You are remarkably effective in bouncing back from setback, or being resilient. Your resiliency should help you lead others when setbacks arise.
- 4 – 12 Moderately Resilient: Like most people, you probably cope well with some type of adversity but not others.
- 0 – 3 You are the type of individual who has difficulty coping with the adversity. Focusing on learning how to cope with setbacks and maintain a courageous outlook could help you in your development as a leader.

Item	Score
1	2
2	4
3	2
4	2
5	2
6	4
7	4
8	4
9	3
10	2
11	4
12	4
13	4
14	3
15	2
16	4
17	4
18	4
19	4
20	4
Total Score	66

Table 36A: Emotional Expressiveness Questionnaire Responses of Leader C

Scoring and Interpretation:

- 90 – 100 Your level of emotionality could ne interfering with your charisma. Many others interpret your behavior as being out of control.
- 70 – 89 Your level of emotionality is about right for a charismatic individual. You are emotionally expressive, yet your level of emotional expression is not so intense as to be bothersome.
- 20 – 69 Your level of emotionality is probably too low to enhance your charisma. To become more charismatic and dynamic, you must work hard at expressing your feelings

Item	Fits Me	Does not fit me
1	X	
2	X	
3	X	
4	X	
5	X	
6	X	
7	X	
8	X	
9	X	
10	X	
11	X	
12	X	
13		X
14	X	
15	X	
16	X	
17	X	
18		X
19	X	
20		X
Total Score	17	3

Table 37A: Emotional Expressiveness Questionnaire Responses of Leader C

Item	Score
1	1
2	2
3	2
4	1
5	1
6	1
7	1
8	1
9	1
10	1
11	1
12	1
13	1
14	1
15	1
16	1
17	1
18	1
19	1
20	1
21	1
22	1
23	1
24	1
25	1
26	1
27	1
28	1
29	1
30	1
Total	32

*Table 38A: Integrity Questionnaire Responses of Leader C*

Scoring and Interpretation:

- 30 – 35 very ethical: If you scored in this range, your self-image is that you are trustworthy and highly principled. If your answers are accurate, it could mean that your high ethics could be an asset to you as a leader.
- 36 – 61 moderately ethical: Scores in this range mean that your impression is that you sometimes engage in slightly unethical behavior. You might strive to be more consistently ethical.
- 62 – 120 very unethical: The range describes leaders who may be perceived as engaging in practices that are unethical, dishonest, unfair and unprincipled. Although many unethical leaders are successful for a while, your unethical attitudes and behavior could be career limiting factors.

Item	Score
1	3
2	2
3	4
4	1
5	4
6	2
7	2
8	2
9	3
10	2
Total Score	25

*Table 39A: Propensity to Take Risk Questionnaire Responses of Leader C*

## Scoring and Interpretation:

- 46 – 50. You are a heavy risk taker, bordering on reckless at times. You are most likely not assessing risk carefully enough before proceeding.
- 38 – 45 You probably are a sensible risk taker and an adventuresome person in a way that enhances your leadership appeal to others.
- 5 – 37 You have a propensity to avoid risks. Your conservation in this regard could detract from an entrepreneurial leadership role.

Item	Score
1	4
2	4
3	5
4	1
5	1
6	5
7	5
8	4
9	4
10	5
Total Score	39

*Table 40A: Team Player Questionnaire Responses of Leader C*

## Scoring and Interpretation:

- 41 – 50 You have strong positive attitudes toward being a team member and working cooperatively with other members.
- 30 – 40 You have moderately favorable attitudes toward being a team member and working cooperatively with other members.
- 10 – 29 You much prefer working by yourself to being a team member. to work effectively in a company that emphasizes teamwork, you may need to develop more positive attitudes toward working jointly with others.

Item	Score
1	5
2	4
3	5
4	5
5	5
6	4
7	5
8	4
9	3
10	5
Total Score	45

*Table 41A: Strategic Thinking Questionnaire Responses of Leader C*

## Scoring and Interpretation:

- A score of 42 to 50 suggests that you already think strategically, which should help you provide strategic leadership to others.
- Scores 20 to 41 suggest a somewhat neutral, detached attitude toward thinking strategically.
- Scores of 10 to 19 suggest thinking that emphasizes the here and the short term.