

# Leadership Competencies in Higher Education: Global Models and a Case Application in Eastern Visayas State University

Timoleon S. Lianza

Associate Professor V, Eastern Visayas State University, Tacloban City, Philippines

DOI: <https://doi.org/10.5281/zenodo.15525960>

Published Date: 27-May-2025

---

**Abstract:** Leadership competencies are essential for effective governance and transformation in higher education institutions. This paper explores the applicability of global leadership competency frameworks within the context of Philippine State Universities and Colleges (SUCs), using Eastern Visayas State University (EVSU) as a case study. Drawing from prior empirical data and employing a qualitative framework analysis, the study maps EVSU faculty leadership competencies against four global models: Kouzes and Posner's Five Practices, the ACRL Leadership Competency Framework, the IAU Global Framework, and Avolio and Bass's Transformational Leadership Theory. Results reveal strong alignment in ethical leadership, collaboration, and role modeling, highlighting faculty strengths in interpersonal and values-driven leadership. However, gaps were identified in areas such as visionary leadership, change management, and global sustainability, underscoring the need for locally grounded yet globally informed leadership development strategies. This study contributes to academic discourse by showing how global frameworks can be contextualized to strengthen faculty leadership in developing country settings. It advocates for targeted capacity-building programs that align with international benchmarks while addressing unique institutional challenges. By integrating global best practices with local realities, SUCs can better prepare faculty leaders to drive educational excellence and institutional resilience.

**Keywords:** Leadership Competencies, Higher Education, State Universities, Global Frameworks, Faculty Development, Philippines.

---

## I. INTRODUCTION

Leadership competencies are critical for the effective governance and continuous improvement of higher education institutions worldwide. In the context of Philippine state universities and colleges (SUCs), faculty leaders play a pivotal role in shaping academic programs, managing resources, and fostering institutional growth. However, these institutions often face challenges related to limited resources, evolving educational demands, and the need for capacity building among faculty leaders.

Existing global leadership competency frameworks provide comprehensive models that outline essential skills and attributes required for successful academic leadership. These frameworks have been widely adopted to guide leadership development, assessment, and succession planning in universities internationally.

This paper aims to review key leadership competency frameworks applicable to higher education and apply them to a local case study of Eastern Visayas State University (EVSU). Based on a prior research study assessing the leadership competencies of faculty members at EVSU, this article seeks to illustrate how global models can be adapted and utilized to identify competency gaps and inform leadership development strategies in Philippine SUCs.

## II. REVIEW OF RELATE LITERATURE

### 2.1 Global Leadership Competency Frameworks

Global leadership competency frameworks offer structured insights into the skills necessary for effective academic governance. Kouzes and Posner's (2017) *Five Practices of Exemplary Leadership*—modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart—highlight personal and collective responsibility as central to leadership. These practices underscore not only the technical but also the relational aspects of leading within academic environments.

Similarly, the ACRL Leadership Competency Framework (2018) focuses on competencies such as strategic visioning, effective communication, and organizational change—skills imperative for navigating the dynamic landscape of higher education. The IAU framework (2020), meanwhile, introduces a global dimension, emphasizing sustainability, ethical leadership, and intercultural understanding, aligning leadership with global academic goals.

Avolio and Bass's (2004) transformational leadership theory brings forward the psychological and motivational dimensions of leadership, including intellectual stimulation and individualized support. Together, these models present a holistic view of leadership that incorporates strategy, ethics, innovation, and emotional intelligence—traits increasingly demanded in academic settings.

### 2.2 Relevance to Higher Education Institutions

The competencies emphasized by global frameworks resonate strongly with the demands of academic leadership. Bolden et al. (2009) note that leadership in universities is increasingly distributed and collaborative, requiring strategic thinking, stakeholder engagement, and ethical governance. Leadership is not confined to positional authority; instead, it involves influence, vision, and a commitment to institutional transformation. These needs are magnified in higher education, where change is constant and the balance between academic freedom and accountability must be maintained.

### 2.3 Application in Developing Countries and the Philippine Context

In developing countries like the Philippines, applying global leadership frameworks requires contextual adaptation. Salazar-Clemeña and Almonte-Acosta (2007) emphasize that leadership in Philippine higher education must navigate resource limitations, bureaucratic structures, and varying levels of faculty preparedness. While the Commission on Higher Education (CHED, 2019) promotes continuous faculty development, it has yet to institutionalize a standardized leadership competency framework tailored to the local academic environment.

Thus, adopting global models without contextualization may risk misalignment with local realities. Philippine SUCs, such as Eastern Visayas State University, must bridge this gap by adapting these frameworks to their unique institutional culture, strategic goals, and human resource challenges.

## III. METHOD

This study adopted a qualitative descriptive case study design that integrates conceptual analysis with the application of global leadership competency frameworks to a local institutional context. Specifically, the study used secondary data analysis by drawing upon findings from a previously conducted research study that assessed the leadership competencies of faculty members at Eastern Visayas State University (EVSU).

### 3.1 Research Design

The paper employs a case study approach to contextualize global leadership models within a Philippine State University. As Stake (1995) explains, case studies are valuable for exploring complex phenomena within specific real-life contexts, particularly when the boundaries between the phenomenon and context are not clearly evident. Here, the case of EVSU serves to illustrate how globally recognized leadership competency frameworks can be applied to assess and enhance leadership development efforts at the institutional level.

### 3.2 Source of Data

The study draws from the findings of the research titled “Assessing Leadership Competencies of a State University in Eastern Visayas” by Timoleon S. Lianza (2025), which utilized the Leadership Competency Inventory (LCI) to assess faculty leadership competencies at EVSU. This prior study, which used a quantitative survey approach, provided empirical data on the current competency levels among faculty leaders. The findings were made available for conceptual analysis with the consent of the original researcher.

### 3.3 Analytical Procedure

This study employed a qualitative **framework analysis** to examine and interpret the leadership competencies identified in a prior assessment conducted at Eastern Visayas State University (EVSU). Framework analysis is particularly suitable for applied policy research and for studies that seek to evaluate data against pre-existing models (Ritchie & Spencer, 1994). In this case, the leadership competencies from the EVSU study were analyzed in relation to four global leadership competency frameworks:

- Kouzes and Posner’s Five Practices of Exemplary Leadership (2017),
- ACRL Leadership Competency Framework (2018),
- IAU Global Leadership Framework (2020), and
- Avolio and Bass’s Transformational Leadership Theory (2004).

The analysis followed the five systematic steps of framework analysis as outlined by Ritchie and Spencer (1994):

1. **Familiarization** – The researcher reviewed and immersed in the original dataset from the EVSU study, including competency scores and descriptive responses, to gain an in-depth understanding of the local context.
2. **Identifying a thematic framework** – Themes were derived from the core domains of the four global leadership models. These included dimensions such as visionary leadership, ethical governance, collaboration, innovation, communication, and transformational influence.
3. **Indexing** – Leadership competencies from the EVSU study were systematically categorized under the identified thematic domains of the global frameworks. This step enabled the researcher to match local indicators with global standards.
4. **Charting** – A matrix was developed to chart each EVSU competency area against the global leadership dimensions. This allowed for visual comparison of overlaps, gaps, and unique areas.
5. **Mapping and Interpretation** – Patterns and insights were drawn from the charted data. This final step enabled the identification of: (a) areas of convergence between EVSU findings and international models, (b) gaps where SUC leadership development may be enhanced, and (c) recommendations for adapting global leadership strategies to the Philippine SUC context.

This analytical procedure ensured methodological rigor and facilitated a meaningful cross-comparison between local empirical findings and established international leadership frameworks.

## IV. RESULTS AND DISCUSSION

### 4.1 Convergence with Global Frameworks

The thematic mapping process compared the faculty leadership competencies identified in the EVSU study against the core elements of four established global leadership models. The aim was to determine the extent to which local leadership traits align with internationally recognized standards and to assess the applicability of these models in the context of a Philippine SUC. The analysis revealed strong alignment in several core leadership domains.

- **Model the Way** (Kouzes & Posner, 2017) and **Idealized Influence** (Avolio & Bass, 2004) were reflected in EVSU faculty members’ emphasis on ethical leadership, modeling professional behavior, and setting a positive example for both colleagues and students. These traits signify the presence of value-driven leadership that builds trust and respect within the academic environment.

- **Enable Others to Act** and the ACRL's emphasis on **Collaboration and Empowerment** (ACRL, 2018) found clear resonance in the data through faculty members' demonstrated competencies in team-based decision-making, mentoring junior staff, and promoting participatory governance. This reflects a strong orientation toward inclusive leadership that values capacity building and shared responsibility.
- **Global Responsibility and Ethical Leadership** (IAU, 2020) were evident in faculty initiatives tied to community involvement, service learning, and programs that advocate for equity and inclusivity. These competencies indicate an awareness of broader societal impact, consistent with the mission of public universities.

These convergences suggest that EVSU faculty leaders already demonstrate several globally recognized leadership competencies, particularly in interpersonal and ethical domains. The alignment highlights the potential of integrating global models into local development programs and affirms that faculty leadership in EVSU operates with principles consistent with international expectations for higher education governance.

#### 4.2 Identified Gaps and Development Needs

While the thematic mapping revealed convergence in several leadership domains, it also brought to light notable gaps in the leadership competencies of EVSU faculty members.

- **Inspirational Motivation** (Avolio & Bass, 2004) and **Inspire a Shared Vision** (Kouzes & Posner, 2017) were not strongly represented in the EVSU data. This suggests a need to strengthen visionary leadership and strategic goal-setting, particularly in articulating long-term institutional goals and motivating collective action.
- There was also limited alignment with **Change Management** and **Innovation** domains as identified in the ACRL framework (ACRL, 2018). This implies challenges in effectively leading through educational reform, technological adoption, and evolving pedagogical practices, which are critical in today's dynamic academic environment (Fullan, 2001).
- Additionally, the **Sustainability** and **Global Perspective** components of the IAU framework (IAU, 2020) were underdeveloped. This may reflect the need for more globally oriented leadership initiatives and a greater integration of sustainability principles in institutional planning, as called for by UNESCO (2019) and the Sustainable Development Goals (SDGs).

These gaps emphasize the importance of adopting a holistic and future-facing approach to leadership development in SUCs, one that prepares academic leaders to respond not only to local challenges but also to global imperatives.

#### 4.3 Implications for Philippine SUCs

The findings underscore the value of contextualizing global leadership competency models within the realities of Philippine State Universities and Colleges. While there is demonstrable overlap with internationally recognized competencies, local institutions operate under constraints such as limited funding, bureaucratic complexity, and uneven access to professional development opportunities (Salazar-Clemeña & Almonte-Acosta, 2007; CHED, 2019).

To bridge the identified gaps, SUCs must invest in leadership development programs that are both **globally informed** and **locally grounded**. Initiatives should emphasize **visionary leadership**, **change agency**, **strategic innovation**, and **global engagement**, all while being sensitive to cultural values and institutional limitations. Doing so can better equip academic leaders to navigate complex reforms and align institutional goals with national development and international benchmarks (Bolden et al., 2009; UNESCO, 2019).

### V. CONCLUSION

This study sought to bridge global leadership competency frameworks with local academic leadership realities by analyzing the alignment of Eastern Visayas State University (EVSU) faculty competencies with four internationally recognized models: Kouzes and Posner's Five Practices, the ACRL Leadership Competency Framework, the IAU Global Framework, and Avolio and Bass's Transformational Leadership Theory. The thematic mapping revealed areas of convergence—particularly in ethical leadership, collaboration, and role modeling—demonstrating that EVSU faculty leaders already embody several core competencies recognized globally.

However, significant gaps were also identified, particularly in visionary leadership, change management, innovation, and global sustainability perspectives. These findings emphasize the need for context-sensitive leadership development that adapts global standards to the specific challenges faced by Philippine State Universities and Colleges (SUCs), such as resource limitations, shifting educational demands, and evolving student expectations.

This research contributes to the broader discourse on academic leadership by demonstrating how global models can inform local leadership capacity building. It underscores the importance of not merely adopting international frameworks wholesale but engaging in thoughtful contextualization to enhance their relevance and impact.

## VI. RECOMMENDATION

Based on the study's findings, the following recommendations are proposed:

### 1. Develop Contextualized Leadership Training Programs

SUCs should design faculty leadership development initiatives that incorporate both global standards and local realities. Tailored programs may include modules on visionary leadership, innovation management, and sustainability—areas identified as gaps.

### 2. Institutionalize Leadership Competency Frameworks

The Commission on Higher Education (CHED) may consider establishing a national leadership competency model specific to SUCs, drawing from global models and localized research findings like this study. Such a framework can guide succession planning, professional development, and performance evaluation.

### 3. Promote Cross-Institutional Learning

Establish collaborative learning opportunities across SUCs for sharing best practices and innovations in leadership development. Faculty exchanges, joint workshops, and research symposia can foster leadership growth and cross-cultural awareness.

### 4. Integrate Leadership Assessment into Faculty Evaluation

Incorporating leadership competencies into existing performance review processes can help identify faculty members with leadership potential and direct resources toward their development.

### 5. Encourage Further Research

Future studies should expand the scope to other SUCs in different regions of the Philippines, employ mixed methods for richer data triangulation, and explore the impact of leadership competencies on institutional performance outcomes.

## REFERENCES

- [1] ACRL. (2018). *ACRL Leadership Competencies for Academic Librarians*. Association of College and Research Libraries. <https://www.ala.org/acrl/standards/leadershipcompetencies>
- [2] Association of College and Research Libraries (ACRL). (2018). *ACRL Leadership Competencies for Academic Librarians*. American Library Association.
- [3] Avolio, B. J., & Bass, B. M. (2004). *Multifactor Leadership Questionnaire: Manual and sampler set* (3rd ed.). Mind Garden.
- [4] Bolden, R., Petrov, G., & Gosling, J. (2009). *Academic leadership competencies*. Centre for Leadership Studies, University of Exeter. <https://doi.org/10.1177/1741143208100301>
- [5] CHED. (2019). *Strategic Plan 2017–2022*. Commission on Higher Education. <https://ched.gov.ph>
- [6] Commission on Higher Education (CHED). (2019). *CHED Memorandum Order No. 26, series of 2019: Policies and Guidelines on Faculty Development*. CHED.
- [7] Day, D. V. (2000). Leadership development: A review in context. *Leadership Quarterly*, 11(4), 581–613. [https://doi.org/10.1016/S1048-9843\(00\)00061-8](https://doi.org/10.1016/S1048-9843(00)00061-8)

- [8] Flores, M. R., & Ramos, J. M. (2018). Faculty leadership in Philippine state universities: Challenges and prospects. *Philippine Journal of Higher Education*, 12(2), 45-60.
- [9] Fullan, M. (2001). *Leading in a culture of change*. Jossey-Bass.
- [10] International Association of Universities (IAU). (2020). *IAU global leadership framework*. <https://iau-aiu.net>
- [11] Komives, S. R., Lucas, N., & McMahon, T. R. (2013). *Exploring leadership: For college students who want to make a difference* (3rd ed.). Jossey-Bass.
- [12] Kouzes, J. M., & Posner, B. Z. (2017). *The Leadership Challenge* (6th ed.). Wiley.
- [13] Lianza, T.S., & Sanchez, J. (2025). *Assessing Leadership Competencies of a State University in Eastern Visayas*. Unpublished manuscript.
- [14] Northouse, P. G. (2021). *Leadership: Theory and practice* (9th ed.). Sage Publications.
- [15] Ritchie, J., & Spencer, L. (1994). *Qualitative data analysis for applied policy research*. In A. Bryman & R. G. Burgess (Eds.), *Analyzing qualitative data* (pp. 173–194). Routledge.
- [16] Salazar, R. C. (2017). Capacity building for academic leaders in Philippine higher education institutions. *Journal of Education and Development*, 6(3), 1-12. <https://doi.org/10.5539/jed.v6n3p1>
- [17] Salazar-Clemeña, R. M., & Almonte-Acosta, S. A. (2007). *Developing research culture in Philippine higher education institutions: Perspectives of university faculty*. UNESCO Forum on Higher Education, Research and Knowledge.
- [18] Stake, R. E. (1995). *The Art of Case Study Research*. SAGE Publications.
- [19] UNESCO. (2019). *Education for Sustainable Development: A roadmap*. <https://unesdoc.unesco.org/ark:/48223/pf0000370215>
- [20] Yukl, G. (2013). *Leadership in organizations* (8th ed.). Pearson.