Leadership brand and management effectiveness during the COVID-19 pandemic: Basis for management development plan

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Abstract

The study, which is anchored on the contingency theory of leadership, explored the implementation and association of leadership brand and management effectiveness of school leaders and managers during the height of COVID-19 pandemic. It utilized self-structured questionnaires to the two groups of respondents- school leaders and managers and their subordinates. It also determined profile of respondents in terms of age, gender, educational attainment, and length of service. Significant differences on the responses of the two groups of respondents were also determined. This study also determined predictor of management effectiveness from profile variables, and the leadership brand. Female employees dominate the working force; majority of the leaders belong to age group of 46-55; and majority of respondents have stayed in LPU for more than ten years. Leadership brand is well implemented; the highest score is on credibility. Management effectiveness is also well implemented in all aspects. Feedback obtained the highest score, followed by communication. Leaders have better assessment if the leadership brand compared to their subordinates. There is no significant difference on the responses of the two groups of respondents on the implementation of management effectiveness. There is a significant relationship that exists between variables leadership brand and management effectiveness; the better the implementation of the leadership brand, the more management effectiveness can be experienced by the organization. Credible leadership brand appeared to be the predictor of management effectiveness.

Keywords: leadership brand, management effectiveness, COVID-19 pandemic

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1. Introduction

The theory of contingency or situational leadership proposes that leaders, to be effective, must be able to adapt to the changing situations, and transform subordinates and teams to effective organizational members that work towards business goals (Khan et al., 2016). This theory on leadership is most applicable during the biggest disruption in the history of education worldwide as brought about by the COVID-19 pandemic and which required higher education institutions to manage and lead under untenable conditions (Menon, & Motola, 2021). Leaders and managers of higher educational institutions needed not only courage and strong determination to lead and manage smoothly the academic and non-academic programs and services during this pandemic times; they also need to adopt to volatile and uncertain situations affecting health, economic, and social well-being of their stakeholders. The restrictions of COVID-19 pandemic also heightened the digitization of business operations of schools and universities, and which greatly challenged the educational leaders and managers (Kotula et al., 2021).

This phenomenon needed a leadership brand from among educational leaders and managers for them to appropriately adapt to the sudden unforeseen situations. Leadership brand is a reputation for developing exceptional managers with a distinct set of talents that are uniquely geared to fulfill customers' and investors' expectations. Leadership brand is implemented to ensure a uniform leadership style that can be cascaded by all leaders across organizational units that is intended to promote strong harmonious teams working together towards organizational goals. Leadership brand when implemented well can also achieve customer satisfaction (Novitasari et al., 2022).

Management effectiveness on the other hand can be manifested in so many ways. This can be measured in terms of achieving desired goals while promoting clear communication across work units, and deciding correctly towards change and innovations even during turbulent times. Management effectiveness is also a way of assessing performance of leaders and managers on how they promote feedbacks to stakeholders, and importantly gaining outputs or results, such retaining loyal satisfied customers. Generally, management effectiveness refers to the capability of the managers and leaders of the business enterprise to achieve the desired targets in the specified time. The COVID-19 pandemic has created extraordinary challenges for education sectors and school leaders. These leaders and managers, together with the school systems have had to deal with this crisis for extended periods, with changing parameters that caused confusion and ambiguity (Beauchamp et al., 2021). Although risk management strategies are often developed, the COVID-19 pandemic continued to stretch the management effectiveness of school leaders, as well as stretch school's institutional resiliency (Trinidad, 2021).

Lyceum of the Philippines University, a 4-QS Star- rated private educational institution located in the Southern Tagalog region of the Philippines formally launched its leadership brand in 2008. The leadership brand started with 3 C's, which means that all LPU leaders should possess Competence, Commitment, and Caring attitude. Under each C are appropriate indicators that best describe the attributes and attitude required from every LPU leader and manager. A year later, or in 2009, another C which is Credible was added to the leadership brand. Last July 15, 2015, the LPU Leadership Brand was revisited with the LPU leaders and managers and faculty members as participants. The LPU leadership brand is displayed in all bulletin boards in the main LPU campus, and is being used as a performance evaluation instrument by all LPU employees.

It is noteworthy to note that this leadership brand was highlighted by the various accrediting bodies such as Investors in People (IiP); Philippine Quality Award (PQA) and the local accrediting body of the institution, the Philippine Association of Colleges and Universities- Commission on Accreditation (PACUCOA) as one of the

institution's best practices (Javier, 2019). In the context of LPU education, LPU. Leadership Brand has the following purposes: to have a uniform leadership style that would differentiate LPU branding from other educational institutions; to be used as foundation and guide to Strategic Management intended to attract more loyal customers (students) and employees towards management effectiveness and organizational growth; and the last but not the least purpose is to serve God and country (Pro Deo Et Patria) through a uniform Leadership style that is LPU Leadership Brand.

To give life and meaning to the LPU Leadership Brand, this is now being used as an instrument in the performance evaluation of the employees- comprised of leaders and managers, and the teaching and non-teaching staff. During the COVID-19 pandemic when the institution uses online evaluation system, the performance evaluation tool does not include the indicators in each of the C of the Leadership Brand. This paper intended to evaluate and assess the status of the implementation of the leadership brand by LPU leaders and managers on the specified indicators under each C- which means Competent; Committed; Caring; and Credible, particularly during the height of the COVID-19 pandemic.

The last revisit of the leadership brand was in 2019 and no formal evaluation on the leadership brand has been conducted yet to this date. This paper, hopefully, would not only be historical and timely; it will also inform the LPU management and its stakeholders of the implementation of its leadership brand, particularly during this challenging COVID-19 pandemic crises. As this paper also tries to connect or associate the leadership brand with management effectiveness, results would also be deemed beneficial not only to business managers and academe professionals; this will also benefit the educational strategists and educational policy makers. Starting January 2020, at the onset of the dreaded corona virus 19, a robust body of research has been emerging from the medical disciplines; it is observed, however, that there is very little scholarly work from non- medical disciplines, particularly on leadership and management in education during the COVID-19 pandemic (Grogan et al., 2022).

Objectives of the study - This paper investigated the LPU leadership brand and the extent of its association with management effectiveness. The specific objectives of this study include determining the profile of the respondents in terms of sex, age, educational, attainment, and length of service; investigate the implementation of the leadership brand in terms of competence, commitment, caring skills, and credibility; determine the management effectiveness of LPU leaders and managers in terms of goal setting, communication, interaction influence, decision-making, innovation/change, control, feedback, and output; identify the significant differences, if any, in the responses of the two groups of respondents, such as leaders and managers and their subordinates composed of the teaching and non-teaching staff; determine the extent of relationship between the two constructs leadership brand and management effectiveness; identify the predictor of management effectiveness in terms of profile variables age; gender; educational attainment; length of service; and sub variables of the leadership brand such as: competence; commitment; caring skills; and collaborative skills, and lastly, based on the results of the study, propose a management development plan for leaders and managers of LPU-B.

2. Methods

This paper utilized the quantitative descriptive analysis method. This method is the appropriate procedure for quantifying sensory descriptive perceptions, as this paper quantified the perceptions of respondents, and eventually described the implementation of major variables of this study- leadership brand and management effectiveness. There were two groups of respondents in this present study. They are the leaders and managers composed of Senior Vice President, Vice President for Academics and Research, and the Deans and Department Heads, and their respective subordinates composed of the teaching and non-teaching staff.

The study utilized two instruments in the form of questionnaires to gather the data needed in the attainment of the research objectives. The questionnaire pertaining to the leadership brand will have first part and second part. The first part was about the profile variables of the participants, and the second part will be about the main focus of the study on construct leadership brand. The second questionnaire on management effectiveness will not

contain the first part on profile variables. For the leadership brand, the research instrument was a self-structured questionnaire which assessed the implementation of the leadership brand based on the specified indicators in each of the Cs (Competent, Commitment, Caring, and Credible). A minor revision on the indicators was done to highlight specific situations during the COVID-19 pandemic crises. This instrument, which underwent validity and reliability test care of LPU Statistics Office, are tailored-fit for the leaders and managers and their subordinates. For the management effectiveness, this study will use the Organizational Performance Scale, which is a validated reliable questionnaire for management effectiveness of schools (Javier, 2004) with dimensions such as: goal setting, communication, interaction influence, decision-making, innovation, control, feedback, and output.

The reliability and validity of the instruments used in this study are detailed below:

Indicators	Cronbach Alpha	Remarks
Leadership Brand	0.985	Excellent
Management Effectiveness		
A. Goal setting	0.860	Good
B. Communication	0.872	Good
C. Interaction influence	0.886	Good
D. Decision-making	0.885	Good
E. Innovation	0.831	Good
F. Control	0.855	Good
G. Feedback	0.846	Good
H. Output	0.898	Good

A letter requesting for approval to field the questionnaires to the target respondents was forwarded to the President thru the Senior VP and VP for Academics and Research. After approval, another letter was also forwarded to HRMDO to request for the list of the target respondents. Since there were still restrictions on the face to face conduct of questionnaire distribution, this study used the google form or any form of online questionnaires distribution, through the assistance of the Human Resource Management and Development Office and the Center for Research, Innovation and Data Management.

The study used two levels of statistical treatment, namely descriptive and inferential. For treatment of the descriptive data, the frequency counts, percentages, means, and standard deviations were used. Correlation and logistic stepwise analyses was used to determine the relationship of independent variable leadership brand with dependent variable management effectiveness. T test shall be used to analyze the significant differences on the responses. Regression analysis was used to determine the predictor/s of management effectiveness.

Respondents were ensured that all their responses would be treated with utmost confidentiality. These respondents were chosen as they are the appropriate individuals who can provide the honest and factual information required by the objectives of this study. The respondents were also assured that participation in the survey is purely voluntary, and that this will not in any way, affect their job performance evaluation. This paper obtained approval of the President, through channels of authority in LPU, and is therefore free of any unethical considerations.

3. Results and discussion

Table 1 presents the profile of respondents in terms of gender, age, educational attainment, and length of service. In terms of sex, there are 64.9% or 34 female leaders and managers, and 59.3% or 137 female members of the teaching and non-teaching staff. This is an indication that LPU-Batangas is dominated by female employees for both groups of leaders and teaching and non-teaching staff. This confirms the study of Bongco and Ancho (2020) that teaching appears to be a "woman's work" in the Philippine setting. In terms of age, majority or 51.4% of leaders and managers belong to the age group of 46-55, while there are 68.4% or 158 of the teaching and non-teaching group who comprise the majority of age bracket 25-45 years of age. This suggests that leaders and managers tend to be more mature in age compared to the teaching and non-teaching staff.

Table 1

Percentage distribution of the respondents profile

	Leaders		Teaching and Non-Teaching	
	Frequency	Percentage	Frequency	Percentage
Gender/Sex				
Male	13	35.1	94	40.7
Female	24	64.9	137	59.3
Age				
25-45	6	16.2	158	68.4
46-55	19	51.4	56	24.2
56-65	8	21.6	11	4.8
66 and above	4	10.8	6	2.6
Educational Attainment				
Bachelor's Degree	3	8.1	118	51.1
Master's Degree	20	54.1	82	35.5
Doctorate Degree	14	37.8	29	12.6
Length of Service				
Less than 5 years	4	10.8	92	39.8
5 to 10 years	5	13.5	52	22.5
11 to 20 years	17	45.9	65	28.1
above 20 years	11	29.7	22	9.5

In terms of educational attainment, only 8.1% or 3 of the respondents-leaders and managers obtained Bachelor's degree, while the rest or majority of 91.9% have obtained Masteral degrees. Out of the 91.9%, 37.8% or 14 are doctorate degree holders. This can be considered as a good profile, since educational attainment, aside from experience are crucial element for school leadership and management functions (Macadatar, 2020). In terms of length of service, 17 or 45.9% of the leaders and managers have 11-20 years of service in the institution, while 24.3% or 9 of them have less than 0 to 10 years of service. There are 11 or 29.7% of leaders and managers who have more than 20 years of service. This is an indication that this group of respondents have loyalty to the institution as they opted stay longer. Meanwhile, 92 or 39.8% of the teaching and non-teaching staff have less than five years of service, and 52 of them or 22.5% have obtained 5 to 10 years of service. 87 teaching and non-teaching staff have more than 10 years of service. Employee loyalty and job satisfaction are crucial for organization's survival, development, and success (Vasumathi et al., 2021).

Table 2

Summary table on the level of implementation of leadership brand

	Leaders		Teaching & Non-Teaching		Over-all		
	WM	VI	WM	VI	WM	VI	Rank
1. Competence	4.75	SA	4.6	SA	4.68	SA	4
2. Commitment	4.73	SA	4.66	SA	4.69	SA	2.5
3. Caring	4.78	SA	4.59	SA	4.69	SA	2.5
4. Credible	4.85	SA	4.61	SA	4.73	SA	1
Composite Mean	4.78	SA	4.62	SA	4.70	SA	

Legend: 4.50 – 5.00 = Strongly Agree; 3.50 – 4.49 = Agree; 2.50 – 3.49 = Moderately Agree; 1.50 – 2.49 = Disagree; 1.00 – 1.49 = Strongly Disagree

Table 2 presents the summary of implementation of leadership brand in terms of the four C's such as Competence, Commitment, Caring, and Credible. It is very interesting to note that leadership brand Credible is rated the highest score of 4.73, followed by Commitment and Caring which obtained similar composite means of 4.69, while Competence obtained the lowest rating of 4.68. These results could mean that present leaders in this institution possess credibility which they have exhibited during the Covid-19 pandemic times. By being credible means they are honest, fair, and can be trusted as advisor, who can confidently execute a high level of expertise in their respective fields. Credibility is the product of other leadership brand commitment, caring and commitment; they will not be perceived as credible leaders if they lack the other 3 C's of the leadership brand. They possess the leadership brand reputed for developing exceptional managers with a distinct set of talents that

are uniquely geared to fulfill stakeholders' expectations.

Table 3

Summary of Level of Management Effectiveness

	Leaders		Teaching & Non-Teaching		Over-all		
	WM	VI	WM	VI	WM	VI	Rank
Goal setting	4.48	A	4.43	O	4.45	O	4
Communication	4.58	A	4.43	O	4.51	A	2
Interaction Influence	4.50	A	4.43	O	4.47	O	3
Decision-Making	4.41	O	4.43	O	4.42	O	7
Innovation	4.51	A	4.35	O	4.43	O	6
Control	4.39	O	4.40	O	4.40	O	8
Feedback	4.62	A	4.43	O	4.53	A	1
Output	4.34	O	4.54	A	4.44	O	5
Composite Mean	4.48	O	4.43	O	4.46	O	

Legend: 4.50 – 5.00 = Always (A); 3.50 – 4.49 = Often (O); 2.50 – 3.49 = Sometimes (S); 1.50 – 2.49 = Rarely (R); 1.00 – 1.49 = Never (N)

Table 3 shows the summary of the level of management effectiveness in an organization. Ranked number 1 is management effectiveness in terms of feedback. Leaders and subordinates in LPU recognize the feedback mechanisms that are already institutionalized. The feedback mechanisms include the 360-degree performance evaluation, where subordinates assess the leadership of their immediate superiors with reference to the way they implement the leadership brand. Another feedback mechanism is the VIEWS, which means Very Important Expressions of Wise Suggestions. There are VIEWS boxes located on the conspicuous places of the LPU Campuses, where employees and students can drop their valid suggestions regarding services being offered by the school. The suggestions and ideas are being processed periodically by the Quality Assurance Office. Effective school leaders are always open for feedbacks of people around them because they know data gathered can help them for informed decision-making (Macadatar, 2020).

Least in the ranking of management effectiveness in control. Under control are indicators which pertain to the openness of opinion across levels of the organization. In LPU B, those in the low level of the organization who could not express their views openly during group discussions. There is always that sense of respect of the lower ranks to those in the upper ranks of the organizational ladder, and it has become a culture that those in the lower level could not openly oppose the opinions of their respective heads. Strong managers must always seek inputs, encourage teamwork and share credit with their team members and everyone in the organization (Meador 2020).

Table 4

Difference of responses between the two groups of respondents on implementation of leadership brand

	Group	N	Mean	t-value	p-value	Interpretation
Leadership Brand	Leaders	37	4.78	2.057	0.041	
	teaching-non-teaching	231	4.62			Significant

Legend: Significant at p-value < 0.05

Table 4 presents the comparison of responses between leaders and their subordinates on the implementation of leadership brand. It was observed that the computed p-value of 0.041 was less than the alpha level which indicates that there was a significant difference on the responses of the two groups. Based on the descriptive result, leaders have better assessment of their leadership brand compared to their subordinates composed of teaching and non-teaching staff. This result could mean that leaders and managers perceive a higher level of implementation of the leadership brand compared to their respective subordinates. This is maybe due to the fact that leaders and managers need more efforts to influence the behavior of people under them. This is shown also in the result on leadership brand commitment where the third item which obtained the lowest score of strongly agree (4.65) pertains to being able to *influence the behavior of people under the leaders and managers (including the students in case of Deans) through regular supervision which includes coaching, mentoring, timely feedback*

and recognition of good performance and behavior. This is an indication that present leaders may need to implement more coaching, mentoring and providing feedback and recognition for good performance and behavior that are exhibited by their respective subordinates in the workplace. Every organization wants the best performance from its employees so that defined goals can be properly achieved. In this sense, leaders and managers must provide an honest assessment or feedbacks of the work performed by its employees, which is also aimed at correcting mistakes made by employees in carrying out their duties (Iskamto, 2020).

Table 5

Difference of responses between two groups on the implementation of management effectiveness

	Group	N	Mean	t-value	p-value	Interpretation
Atotal	management	37	4.48	0.358	0.72	
	teaching-non-teaching	231	4.43			Not Significant
Btotal	management	37	4.58	1.252	0.212	
	teaching-non-teaching	231	4.43			Not Significant
Ctotal	management	37	4.50	0.645	0.519	
	teaching-non-teaching	231	4.43			Not Significant
Dtotal	management	37	4.41	-0.223	0.823	
	teaching-non-teaching	231	4.43			Not Significant
Etotal	management	37	4.51	1.466	0.144	
	teaching-non-teaching	231	4.35			Not Significant
Ftotal	management	37	4.39	-0.041	0.967	
	teaching-non-teaching	231	4.40			Not Significant
Gtotal	management	37	4.62	1.724	0.086	
	teaching-non-teaching	231	4.43			Not Significant
Htotal	management	37	4.34	-1.482	0.139	
	teaching-non-teaching	231	4.54			Not Significant

Legend: Significant at p-value < 0.05

Table 5 above disclosed the comparison of responses of the two groups of respondents composed of leaders and their subordinates on management effectiveness. Based on the results, all computed p-value were all greater than the alpha level, thus there was no significant difference observed. Result implies that the responses do not differ significantly. This could mean that leaders and managers and their respective subordinates are of the same opinion as regards the present implementation of management effectiveness based on the identified sub variables. This particular results could also mean that leaders and their subordinates believe that this institution ensures that processes of goal setting, communication, interaction influence, decision-making, innovation, control, feedback and output are present in this organization. Management effectiveness is ensuring that the goals of the organization and the needs of the organizational members are met (Sharma, & Singh, 2019).

Table 6

Relationship Between Leadership Brand and Management Effectiveness

Competence	r-value	p-value	Interpretation
Goal setting	.525**	<.001	Highly Significant
Communication	.596**	<.001	Highly Significant
Interaction influence	.587**	<.001	Highly Significant
Decision-making	.546**	<.001	Highly Significant
Innovation/Change	.571**	<.001	Highly Significant
Control	.537**	<.001	Highly Significant
Feedback	.617**	<.001	Highly Significant
Output	.392**	<.001	Highly Significant
Commitment			
goal setting	.589**	<.001	Highly Significant
communication	.584**	<.001	Highly Significant
interaction influence	.608**	<.001	Highly Significant
Decision-making	.556**	<.001	Highly Significant
Innovation/Change	.603**	<.001	Highly Significant
Control	.549**	<.001	Highly Significant
Feedback	.632**	<.001	Highly Significant
Output	.428**	<.001	Highly Significant

Caring skills			
goal setting	.685**	<.001	Highly Significant
Communication	.690**	<.001	Highly Significant
interaction influence	.664**	<.001	Highly Significant
Decision-making	.609**	<.001	Highly Significant
Innovation/Change	.665**	<.001	Highly Significant
Control	.617**	<.001	Highly Significant
Feedback	.696**	<.001	Highly Significant
Output	.479**	<.001	Highly Significant
Credibility			
goal setting	.768**	<.001	Highly Significant
Communication	.770**	<.001	Highly Significant
interaction influence	.715**	<.001	Highly Significant
Decision-making	.662**	<.001	Highly Significant
Innovation/Change	.714**	<.001	Highly Significant
Control	.681**	<.001	Highly Significant
Feedback	.746**	<.001	Highly Significant
Output	.558**	<.001	Highly Significant

Legend: Significant at p-value < 0.001

Table 6 presents the association between leadership brand and management effectiveness. It was observed that the computed r-values indicates a strong direct correlation and the resulted p-values were all less than the alpha level. This means that there was significant relationship that exists between these two constructs of this study. This implies that the better the implementation of the leadership brand, the more management effectiveness can be experienced by the organization. This is a substantial finding of this study because this confirms that leadership brand is key to organizational effectiveness. Leadership brand is implemented to ensure a uniform leadership style that can be cascaded by all leaders across organizational units that is intended to promote strong harmonious teams working together towards organizational goals. Leadership brand when implemented well can also achieve customer satisfaction (Novitasari et al., 2022).

Table 7

Predictor of Management Effectiveness

	Unstandardized Coefficients	t	Sig.	Interpretation
	B			
(Constant)	*4.351*	*34.53*	*<.001*	
Sex	0.051	1.09	0.276	Not Significant
Age	0.105	1.95	0.052	Not Significant
Educ	-0.024	-0.44	0.664	Not Significant
Length	-0.053	-1.43	0.154	Not Significant
(Constant)	*0.689*	*2.82*	*0.005*	
Competence	-0.096	-0.80	0.424	Not Significant
Commitment	0.182	1.49	0.136	Not Significant
Caring	0.043	0.39	0.699	Not Significant
Credible	0.677	8.57	<.001	Highly Significant

Legend: Adj-r^2 = 0.007; $F_{(4,261)}$ = 1.456, p < 0.05; Adj-r^2 = 0.612; $F_{(4,263)}$ = 106.261, p < 0.001; Dependent Variable: management

Table 7 shows the predictor of management effectiveness from the identified profile variables of respondents, such as sex, age, educational attainment, and length of service, and from among the 4C's of the leadership brand such as Competence, Commitment, Caring and Credible. From the multiple regression analysis, it was found out that profile variables are not predictors of management effectiveness. This means that sex, age, educational attainment, and length of service have nothing to contribute on the effectiveness of management or on the overall management effectiveness of the leaders and managers. On the other hand, the same multi regression analysis revealed that only Credible of the leadership brand is found have significant association with management effectiveness. These results imply that being credible as a leader is very important to obtain management effectiveness. Leadership brand is about building the characters of leaders and a very important aspect of character is credibility. Credibility also is a vital aspect of influencing the behavior of the people in the organization, which is the very essence of leadership. A healthy interaction with associate, subordinates and importantly with clients and customers can also be achieved if leaders have credibility (MacKay, 2016.)

4. Conclusions and recommendations

Based on the results of this study, the following conclusions are drawn: Female employees dominate the working force which indicates that work in the academe is considered as a "woman's work" in the Philippine setting. Leaders and managers in this educational institution implemented very well the leadership brand of Competence, Commitment, Caring and Credible during the height of the COVID-19 pandemic; the highest leadership brand implemented by the identified leaders and managers is Credible. Leaders in this particular educational institution always implemented management effectiveness during the COVID-19 pandemic in terms of goal setting, communication, interaction influence, decision-making, innovation or change, control, feedback and output. Of all the management effectiveness indicators, leaders give better priorities to the feedback mechanism and communication which are important areas of management during the COVID-19 pandemic. Leaders have better assessment of their leadership brand compared to their subordinates which implies that leaders and managers perceive a higher level of implementation of the leadership brand compared to their respective subordinates. There is no significant difference on the responses of the two groups of respondents on the implementation of management effectiveness. The better the implementation of the leadership brand, the more management effectiveness can be experienced by the organization. Credible leadership is a predictor of management effectiveness. This paper concludes that credible leaders can propel organizations to attain success that ensures management effectiveness.

The following recommendation were crafted based on the findings of the study. Strengthen the credibility of the leaders and managers of the University, as this appeared to be the predictor of management effectiveness. This can be done through seminars, training, exposure to various programs that would touch their hearts and minds and nurture their spiritual nature that is key to credible behavior. Implementation of the proposed Management Development Plan. Continuously evaluate the leadership brand of the school leaders and managers on a periodic basis, using present indicators, and adding more indicators under credibility, and competence- for the technological skills. Future research on leadership brand and correlate this with actual performance evaluation of the leaders and managers.

Based on the findings of this study, the following Management Development Plan is being proposed:

Table 8

Proposed management development plan

KRA/ Objectives	Strategies	Key Performance Indicators	Office/Person Responsible	Logistics/ Budget
Leadership Brand Competence Build stronger technological skills from among leaders and managers to make them competent and proficient digital leaders and managers that support and implement virtual online environment for both students and employees.	Training, development, and coaching of managers and leaders to be digitally fluent in the online virtual learning environment.	100% of the leaders and managers are digitally fluent that support the online virtual environment	Director, MIS Director, Academic Learning Center Leaders and Managers President	Time Budget
Leadership Brand Commitment Fortify the passion and commitment of leaders and managers towards development of sense of urgency and willingness to be assigned to various tasks outside their present assignment.	Design a reward system for leaders and managers who exerts extra efforts to work on tasks outside their present assignment.	100% of the leaders and managers are committed and have sense of urgency to work outside their present assignments.	Human Resource Management and Development Office Leaders and Managers President	Time Budget
Leadership Brand-Caring Shape the heart and mind of leaders and managers for them to encourage others during time of crises.	Design a seminar or program that would touch the hearts and mind of leaders and managers for them to learn how to encourage others during times of crises.	At laast 80% of the leaders and managers know and implement techniques for encouraging others during crises.	Human Resource Management and Development Office Leaders and Managers	Time Budget

			President	
Leadership Brand Credible Instill into the heart and mind of leaders and managers the importance of professionalism in dress, language, and behavior.	Conduct seminar on the topic "*Professionalism through dressing, language, and behavior: Key to Personal and Professional Success*"	100% of the leaders and managers are professionals in the manner they dress, speak, and behave.	Human Resource Management and Development Office Leaders and Managers President	Time Budget

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