

PROMOTING LEADERSHIP COMPETENCIES IN HIGHER EDUCATION

Carmen Delia DÁVILA*, José-Ginés MORA** and Luis E. VILA***

**University of Las Palmas de Gran Canaria*

***Institute of Education, University of London*

**** MC2, University of Valencia*

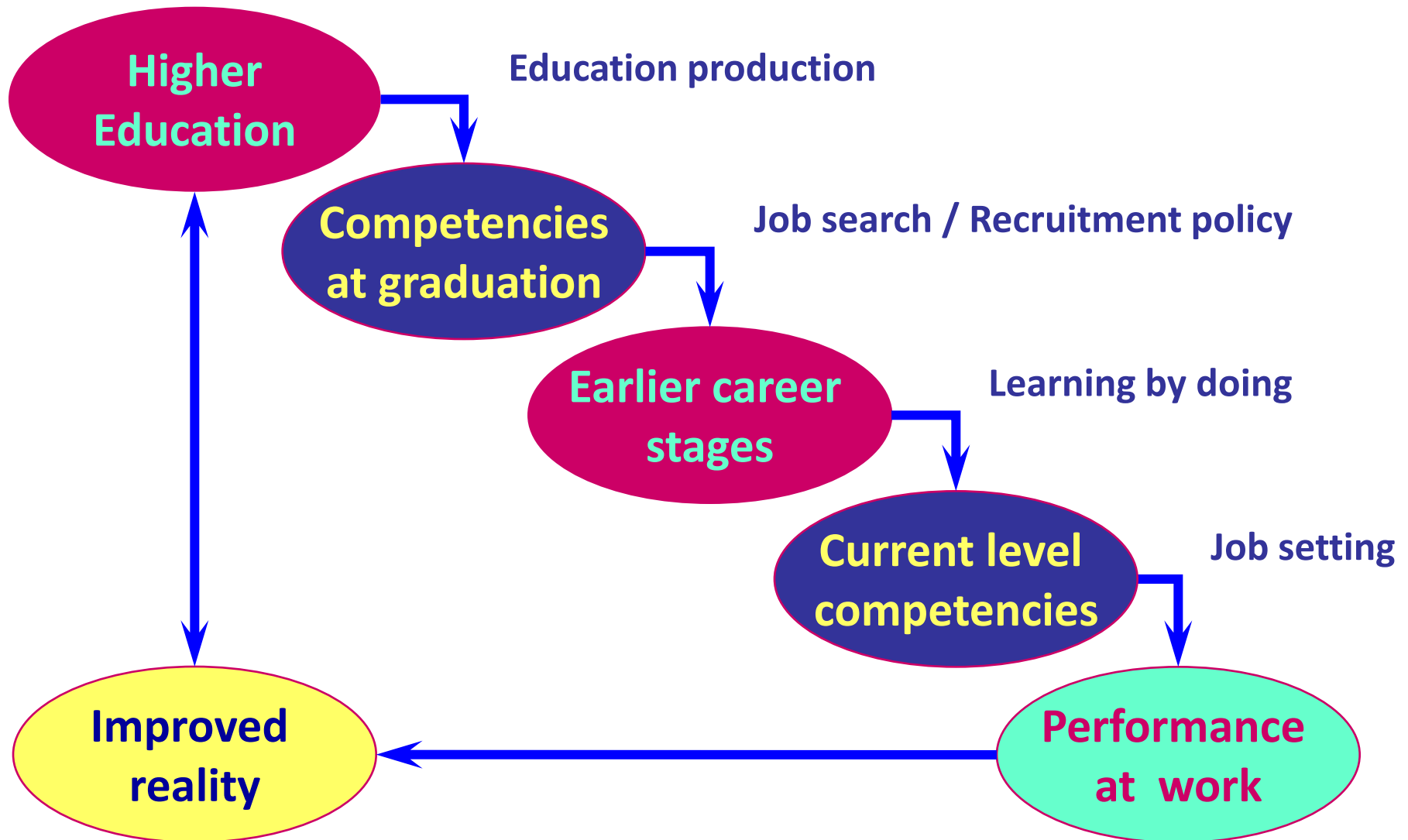
Scope and purpose

- To gain insight on the relevance of teaching and learning modes used in HE regarding later leadership behavior at the workplace
- Competency profile as transmission mechanism
 - Profile at the time of graduation
 - Profile at work, five years later

Outline

- Conceptual framework
- Research hypotheses
- Empirical approach: Constructs and indicators
 - Graduates' effective behavior as leaders
 - Competencies behind leadership at work
 - Teaching and learning modes in HE oriented to promote leadership behavior at the workplace
- Structural Equation Model (SEM)
- Some estimation results
- Concluding remarks

Conceptual framework



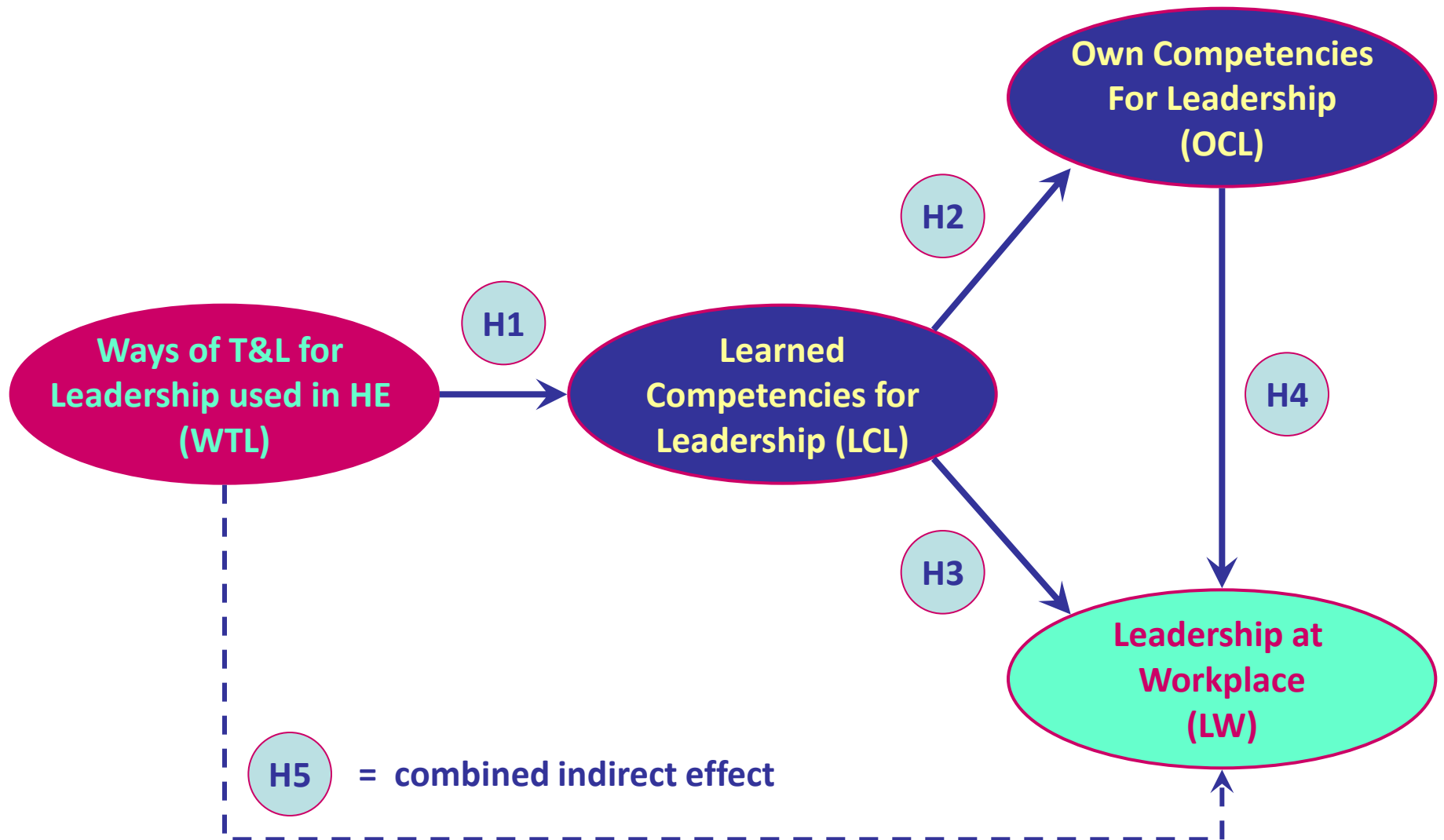
Leadership and leadership development

- Leadership (many definitions) always involves to choose the right ways of doing things along with other people to achieve common objectives
 - Project: Success, better results
 - Organization: Higher achievement, benefits
 - Country: Social development, wellbeing
- Research in leadership development focuses on identifying the competencies (knowledge, skills, abilities and behaviours) of individuals that exert leadership functions on their working environments

Higher Education & the Capacity to Lead

- Competency models offer the means to learn from the abilities, attitudes and experiences of actual leaders, producing evidence about the competency equipment required to become one of them
- Since competencies are an outcome of HE, specific teaching/learning modes in HE might help students to develop further those competencies that would enable them to act as effective leaders in their work environment once graduated

Research hypotheses



Empirical approach

- REFLEX-Spain data base (www.reflexproject.org)
- Exploratory multivariate analysis
- SEM specification: Constructs and indicators
 - Convergent validity of constructs
 - Correspondence between indicators and factors
 - Confirmatory PCA
- SEM estimation (EQS 6.1 & AMOS v.18)
 - Standardized parameter estimates
 - Goodness of fit analysis

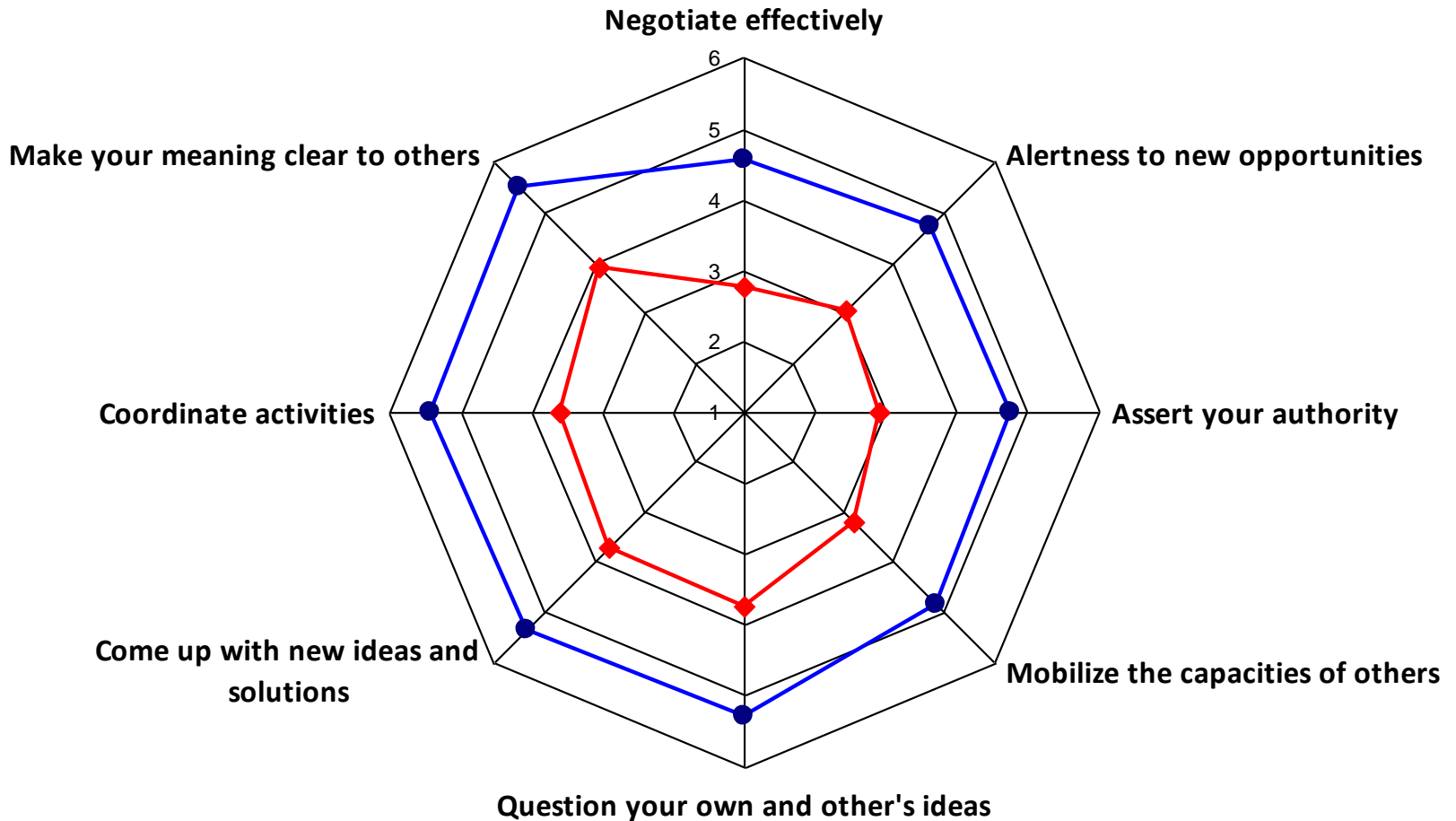
Leadership at workplace (LW)

- Leadership at the workplace (LW) is a latent factor to be explained by the SEM model
- Graduates are considered to act as leaders at work when their current job tasks include the responsibilities for
 - Setting goals for the organization
 - Deciding work strategies for the organization

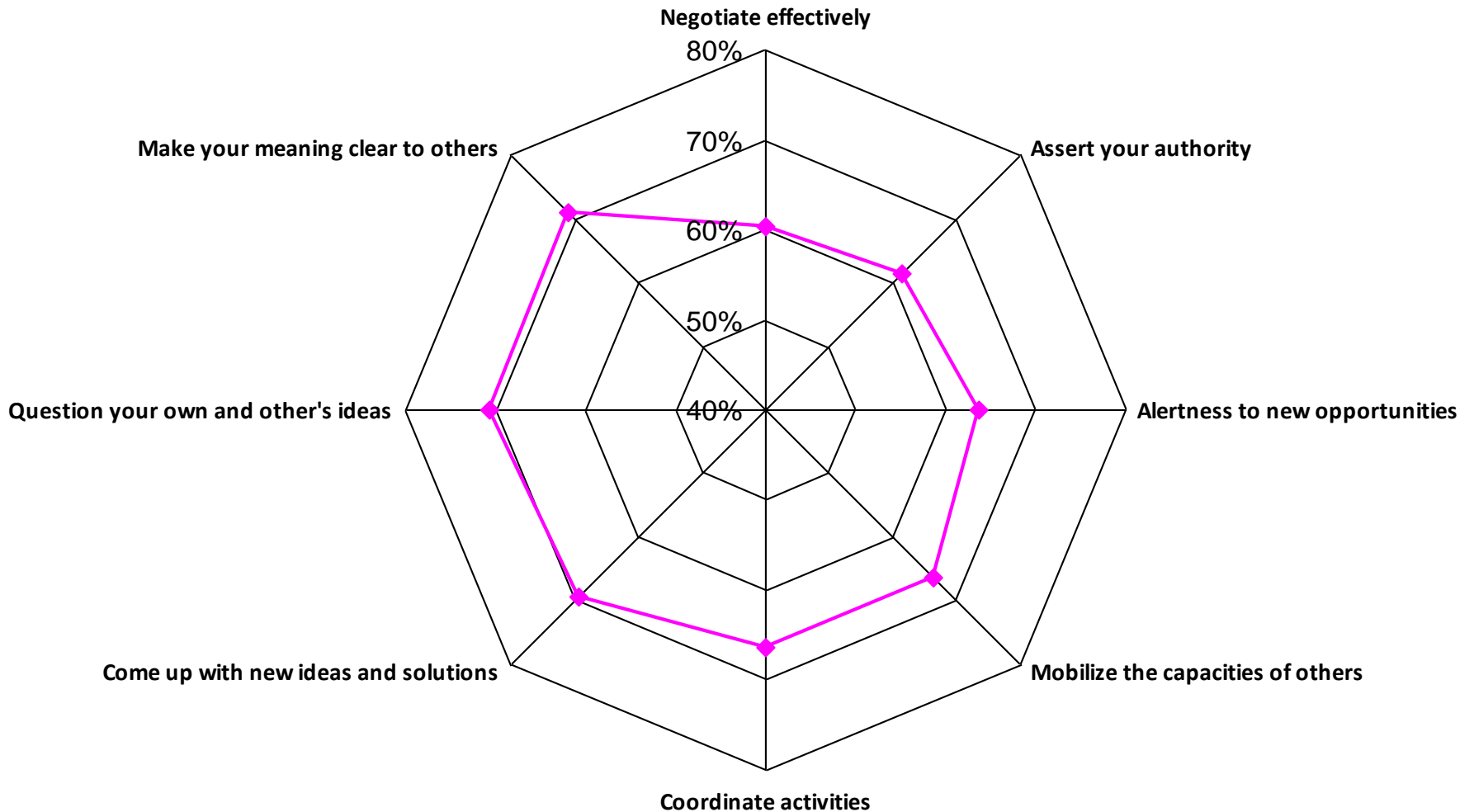
Competencies for leadership (LCL and OCL)

- Two latent factors, same components, evaluating graduates' competencies profile for leadership
 - At present survey time (five years after graduation)
 - In retrospective view (at the time of graduation)
- Competencies for leadership
 - Negotiate effectively
 - Alertness to new opportunities
 - Assert your authority
 - Mobilize the capacities of others
 - Question your own and other's ideas
 - Come up with new ideas and solutions
 - Coordinate activities
 - Make your meaning clear to others

Competencies for Leadership: Mean values



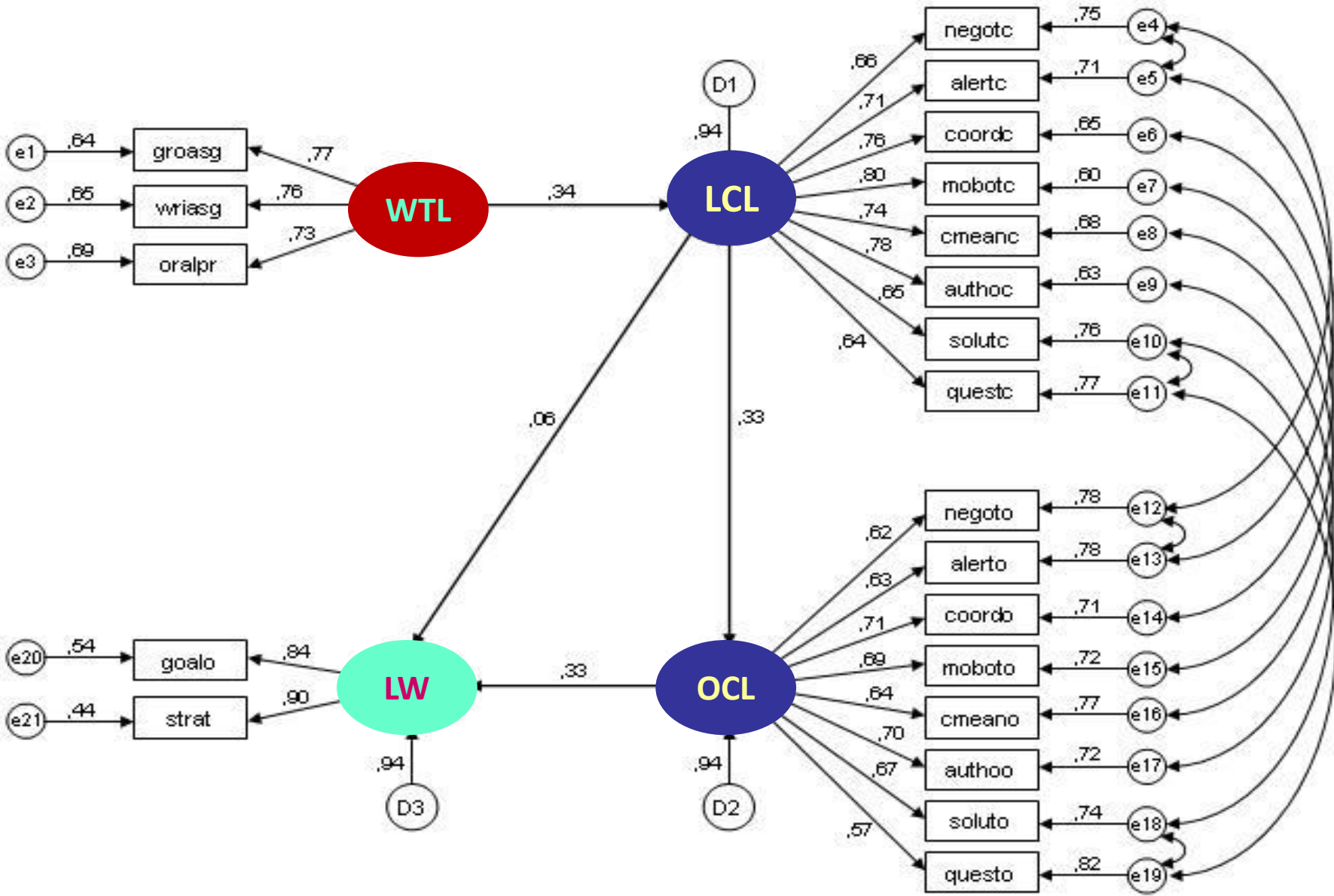
Relative contribution of HE to own levels



Ways of Teaching and Learning (WTL)

- Ways of Teaching and Learning (WTL) is a latent factor representing HE input into the generation of leaders by providing graduates with stronger initial profiles regarding competencies for leadership
 - Group assignments
 - Written assignments
 - Oral presentations by students

SEM standardized parameter estimates (N = 3856)



Fit statistics for measurement models

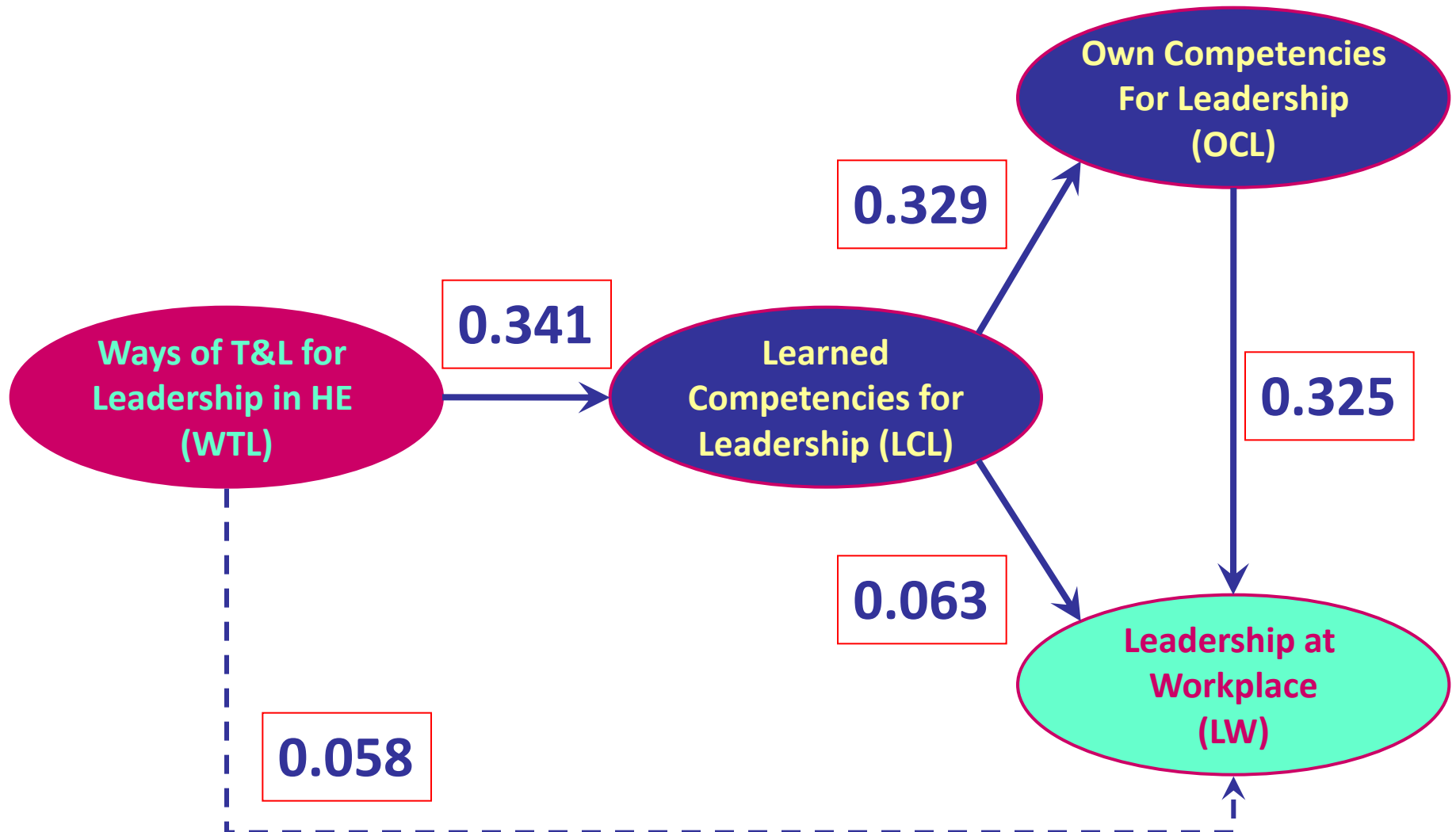
- Accepted SEM has significant parameter estimates and high goodness-of-fit measures

Adjusted Goodness of Fit Index	Normed Fit Index	Comparative Fit Index	Goodness of Fit Index	Root Mean Squared Error	Confidence interval for RMSE
AGFI	NFI	CFI	GFI	RMSE	(90%)
0.951	0.961	0.965	0.964	0.044	0.042 - 0.046

Direct, indirect and total effects

Relationship	Direct effects	Indirect effects	Total effects
WTL → LCL	0,341 (H1)		0,341
WTL → OCL		0,112	0,112
LCL → OCL	0,329 (H2)		0,329
LCL → LW	0,063 (H3)	0,107	0,170
OCL → LW	0,325 (H4)		0,325
WTL → LW		0,058 (H5)	0,058

Summary of main estimation results



Lasting influence of T&L modes

- Graduates relatively more exposed during higher education to WTL (group assignments, written assignments & oral presentations by students)
 - Acquired higher levels of competencies for leadership during studies
 - Developed further their own levels of competencies for leadership after graduation
 - Have higher propensity to serve as leaders in their current work activities

Concluding remarks

- Graduates' own equipment of competencies for leadership determined their propensity to be leaders at work five years after graduation
- Competencies for leadership acquired during studies promoted further competency development after graduation through learning by doing and training
- Emphasis on specific teaching and learning modes in HE does influence later performance of graduates regarding leadership at work

Thanks for your attention

luis.vila@uv.es