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MAPPING THE LEADERSHIP COMPETENCIES OF TEACHING FACULTY IN ARTS AND SCIENCE COLLEGES IN CHENNAI CITY

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ABSTRACT Competencies are the foundation for effective performance in any job or position. It is a combination of knowledge, skills and behaviours that each employees of a specific category need to exhibit in order to carry out their task and responsibility successfully. A business may possess extremely capable human resources, but they may not work in the position that suits them. Therefore, it is necessary to analyze the job and the competencies required to perform the job effectively. Subsequently, when it comes to the fact of leadership, an utmost care to be taken as it is a fact of team values towards organization effectiveness. Therefore, an attempt is made to map the leadership competencies of teaching faculty in Arts and Science Colleges. The major idea is to study the demographic profile, existing leadership competency level of the faculty and the influence of experience on leadership competencies. The leadership competence of the study focuses on seven leadership variables namely, personality, communication, social competence, professional ethos, team values, interpersonal skills and continuous learning. The data were analyzed and interpreted using the statistical tools namely, percentage analysis method, mean, standard deviation, mean rank and ANOVA.

KEYWORDS : Competence, Competency Mapping, Leadership Competencies, Teaching Faculty, Organizational Effectiveness.

INTRODUCTION

Human Resource Management is a specialized functional area that attempts to develop the individual, organization and environment to satisfy their needs. A competency is a combination of knowledge, trait, skills, attitude and personalities. Hence, for any successful activity the competencies of the employees are essential. The organization and mapping of the aforementioned competencies are required in order to enable us to prepare a systematic learning plan in any context of business towards their performance for organizational effectiveness. Leadership is one of the most critical factors for effective work relationship. The need for leadership skills is not confined to only a few employees but to every individual. Therefore, the organization do not simply wait for leaders to come along but actively try to develop them by seeking out persons with leadership potential and exposing them to career experiences that are designed to develop their leadership skills. Competence can effectively, efficiently and sufficiently lead change in their organization and departments **(Thrash, 2012)**[1].This is supported by **Jones, et al., (2012)**[2] who argue that higher education management has become complex and requires collective or distributed leadership rather than hierarchical leadership. Subsequently, a detail review of related literature is done to identify the leadership competence factors to analyze and interpret the results.

REVIEW OF RELATED LITERATURE

Gruban (2003)[3] defines "Competencies as the ability to use knowledge and other capabilities, necessary for successful and necessary for successful and efficient accountability of an appointed task, transaction of work, goal realization, or performance of a certain role in the business process. Trait is needed for effective leadership style. It was investigated that teacher's personality traits influence their leadership styles and insist that personality variables are sociability, cooperativeness, morality, assertiveness and conscientiousness are show people oriented leadership behaviour **(Aslam T.M et al, 2012)**[4].

Ellstrom (2008)[5] distinguishes a competence from a qualification. He considers competence as an attribute of an employee refereeing to "a kind a of an human resources that can be transferred into productivity" while qualification is understood as "requirements of a certain class of work task (a job). **Milan et.al., (2008)**[6], in their research on leadership competencies for successful change management, stressed that the following competencies like multicultural skills, understanding, innovation, emotional intelligence, self-control, people skills and changing the organization. Further, planning and decision making skills were associated with fear and resistance to change. Focus on control, especially the beliefs in powerful others and chance, training has positive effects above and beyond its impact up on the competencies. **Bennis (2002)**[7] views that the leadership competencies that have been proven time and again as mandatory for effective leadership. These include competency clusters of vision and goal-setting, interpersonal skills, self-knowledge and technology competence regarding the specifics of the business in which the leader works.

Anderson (2012)[8] views that people related competencies, incorporate the leaders ability to build relationships with other people. **Ng et. al., (2008)**[9] observed that in the category of task-related competencies, we included leaders achievements, orientation, problem solving and problem analysis skills. Leadership self-efficiency represents the confidence that a person has in his or her own ability of being effective in the position of the leader. **Reave (2005)**[10], showing respect for others, expressing caring and concern, listening responsibly, recognizing the contribution of others are all related to criteria of leader effectiveness such as motivation, job satisfaction, work performance, perception of leader or corporate sustainability. **Smutney et al., (2013)**[11] studied that the leader may delegate his or her powers to the sub-ordinates, though he or she has the final word on decisions. For eg when deciding on corporate strategy, organizational structure, distribution of work, salary and financial bonuses and during layoffs and recruitment.

RESEARCH GAP

After a detailed study of competency through various literatures and by referring various articles on the same, an effort is made to understand various measurement and application precisely for the assessment of leadership competencies of an individual performance towards the organizational effectiveness in the current research.

SCOPE OF THE STUDY

The study has involved the job analysis, job description (Competencies) of teaching faculty in Arts and Science Colleges, Chennai in particular to their leadership competencies. It appraises the current job competence of the respondents towards their performance. Further, it analyzes the influence of experience of the respondents on the leadership competencies towards organizational effectiveness.

OBJECTIVES OF THE STUDY

The objectives of the study are as follows:
- To study the demographic profile of the respondents towards leadership competencies.
- To map the level of leadership competencies possessed by the teaching faculty towards their performance.
- To evaluate the significance level of experience on leadership competencies towards organizational effectiveness

HYPOTHESIS OF THE STUDY
- There is no significant relationship between experience and

leadership competencies of teaching faculty in Arts and Science Colleges.

METHODOLOGY
The study on the Leadership competency of the teaching faculty in the Arts and Science colleges was undertaken to study the demographic profile of the respondent towards leadership competencies, to identify the existing competency level towards their performance, the influence of experience on leadership competencies and to suggest measures to improve their leadership competencies for organizational effectiveness. 90 samples were selected on a stratified random basis for the study. The data was collected through a structured questionnaire and was analyzed with the help of simple percentage method, mean, standard deviation, mean rank and ANOVA.

DATA ANALYSIS AND INTERPRETATION
The leadership competency of respondents has been measured with the help of percentage analysis, mean score, standard deviation, mean rank and ANOVA.

• Percentage Analysis
Percentage Analysis has been made for each element to measure the demographic profile towards leadership competency of the respondents in Arts and Science Colleges.

TABLE 1 Demographic Profile of the Respondents

Variables	Options	Frequency	Percentage
Gender	Male	32	36
	Female	58	64
Age	Below 25	12	13
	26-35	30	33
	36-45	24	27
	45 and above	24	27
Designation	Professor	14	16
	Asso. Prof	31	34
	Asst.Prof	45	50
Total Years of Experience	Upto 5 years	24	26
	6- 15 years	58	64
	Above15 years	18	20
Name of the Department	Arts	65	72
	Science	25	28

(Source: Primary Data –Computed)
Interpretation
Table 1 brings out the demographic profile of the respondents through percentage analysis. The sample consists of a sizeable 64% of female respondents over male 36% respondents. The respondents are mostly spread between the ages of 26 to 35 of 33% and above 36 is 27%. As regards to the position/designation of the respondents, Assistant professors are high with 50% followed by Associate professor of 34% and remaining 16% are professors, HOD etc. The faculty members experience are mostly spread between the 6 to 15 years of 64%. The majority of the respondents are from Arts Department 72% and remaining from 28% from Humanities department.

Inference
The above table infers that the majority of the respondents are female. Further, the respondent lies in the middle age group with assistant professors post. Hence, the faculty members can learn the leadership quality from their higher officials for their future proceedings.

• Mapping the Level of Leadership Competencies
Mean is the simplest measurement of central tendency to summarize the essential features of a series and to compare the enable data. A team score for a particular characteristic can also be measured by taking the average, or mean, of all the respondents score. Using this method the amount of each trait for individual member is combined to form a group-level measurement of that trait. It is more reliable, especially in economic and social studies where direct quantitative measurements are possible. The levels of Leadership Competencies are measured through Mean, Standard Deviation and Mean Rank known as Score value analyses.

A five point scale, Failed to Attain (FA), Almost Attained (AA), Attained (A), Surpassed (S), Greatly Exceeded (GE) has been used to measure the competency level of the employees.

TABLE 2 Perception of Mean Score, SD and Mean Rank of Leadership Competencies

Sl. No.	Statements	Total Score	Mean Score	SD.	Mean Rank
1	Personality	382.00	4.24	.99	3
2	Communication	404.00	4.49	.65	1
3	Social Competence	404.00	4.48	.62	2
4	Professional Ethos	366.00	4.06	1.05	6
5	Ability to Motivate	362.00	4.02	.86	7
6	Team Values	375.00	4.16	.95	4
7	Continuous Learning	376.00	4.17	1.04	5
	Overall Mean Score	-	4.23	-	-

(Source: Computed)

Interpretation
The above table interprets the mean score, standard deviation and mean rank of each variable in leadership competencies. Following, communication (4.49, 1st rank), Social Competence (4.48, 2nd rank) and personality (4.24, 3rd rank) is found high among the respondents and it shows that these competence are the base for the leaders to exhibit their roles in their profession. Further, professional ethos (4.06, 6th rank) and motivation (4.02, 7th rank) are at the least, which indicate that their mean values are high but still they need to develop their professional skills and motivate their colleagues and students towards their development.

Inference
It is inferred from the above table is that, the mean score of overall leadership competence (4.23) describes that the individual (respondent) senses the need, clear about what should be done, give guidelines and foresee the conflicts and tries to minimize the same before it arises by taking necessary steps as a leader in their profession.

• Influence of Experience on Leadership Competencies
The one-way analysis of variance (ANOVA) is used to determine whether there are any significant differences between the means of three or more independent (unrelated) groups. It compares the means between the groups and determines whether any of those means are significantly different from each other. Specifically, it tests the null hypothesis.

In this study, a one-way between groups analysis of variance (ANOVA) was conducted to explore the significant difference among the experience of the respondents with respect to the perception on the variable of Leadership competencies in Arts and Science Colleges.

TABLE 3 ANOVA - Influence of Experience on Leadership Competencies

		Sum of Squares	df	Mean Square	F	Sig. (P)	
Personality	Bet. Groups	.455	2	.228	.582	.561	InSignificant
	Wit. Groups	34.034	87	.391			
	Total	34.489	89				
Social Competence	Bet. Groups	4.770	2	2.385	3.391	.038	Significant
	Wit.Groups	61.186	87	.703			
	Total	65.956	89				
Communication	Bet. Groups	5.916	2	2.958	7.900	.001	Significant
	Wit. Groups	32.573	87	.374			
	Total	38.489	89				
Professional Ethos	Bet. Groups	.841	2	.421	.380	.685	Insignificant
	Wit. Groups	96.314	87	1.107			
	Total	97.156	89				
Continuous Learning	Bet. Groups	.564	2	.282	.279	.757	Insignificant
	Wit. Groups	88.058	87	1.012			
	Total	88.622	89				
Team Values	Bet. Groups	4.019	2	2.009	2.286	.008	Significant
	Wit. Groups	76.481	87	.879			
	Total	80.500	89				
Motivation	Bet. Groups	3.740	2	1.870	1.697	.189	Insignificant
	Wit. Groups	95.860	87	1.102			
	Total	99.600	89				

(Source: Computed)

Interpretation

As the P value is lesser than Significant Value (0.05) in the variables like Communication (0.001), Social competence (0.038) and Team values (0.008) are highly significant, hence the Null Hypothesis is rejected. It shows that experience of respondents has a high influence on leadership competencies with these variables.

Further, Motivation (0.561), Professional Ethos (0.685) and Continuous learning (0.757) and hence the Null Hypothesis is accepted. Hence, it is concluded that there is statistically no significant difference among the experience the above factors of leadership competencies.

Inference

Thus, it is inferred that experience of the respondents with respect to leadership competence has high influence on communication, social competence and team values, when compared to the other factors towards organizational effectiveness.

CONCLUSION

Leadership is an interpersonal influence directed towards the achievement of a goal or goals. It needs to carry with utmost patience, by socializing among the team members, as per the expectation of the management and their colleagues in terms of communication, etc. The result emphasizes that majority of the respondent falls in middle age group with the experience of six to fifteen years. It also shows that their leadership competence levels are high with social competence, communication by considering the team values. Hence, as the respondent falls in the middle age group they can take measures or training to enhance their leadership competencies in which they lack to upgrade in their profession towards organizational effectiveness.

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