

## CONVINCE FOR CHANGE: CHANCES AND CONCEPTS ONTO LEADERSHIP PROCESS

*by:*

**Joel S. Castro**

*Head Teacher III, E.C. Bernabe National High School*

Planning and controlling are management functions that are inseparable. By planning, activities are put on rails, and by controlling they are kept in the right place. Planning and controlling are essential components of an organization since both are vital for an organization to run smoothly.

It is possible to identify the key functions which a leader performs into four different features identified as planning, organizing, leading, and controlling. For many of us, we only see the last two – leading and controlling – but we must know that there is still an equal percentage for every leadership behavior you see that you don't. Leaders pay a large amount of their time planning and organizing but behind the closed door of a leader, they can effectively perform the role of leading and controlling. Mintzberg (1994) argued that effective leaders spend considerable time interacting with their teams, leading and controlling behind closed doors, rather than solely focusing on planning activities.

I have to take on a managerial role as a future educational leader and need to acquaint myself with the fundamentals of management. Management functions are congruent whatever the type of school or organization for which a leader works. Heifetz and Linsky (2002) emphasized the need for leaders to adapt their management functions to suit the specific context they operate in.

All leaders execute the four key functions of planning, organizing, leading, and controlling, while some people will spend more time on some very core functions than

others and vary depending on their leadership role within an organization. It highlights the role of leaders in performing these functions and emphasizes that the time spent on each function may vary based on the specific leadership role and the organization's needs (Robbins, Coulter, and DeCenzo, 2017).

As a leader, I must know first how to create a plan, after which I organize the human resources as well as its target budget and delegate tasks according to the plan, then lead everyone to execute the plan effectively, and finally assess the implementation of the project as it is being implemented and make adjustments as needed.

Leadership is a sophisticated compendium of significant demand according to some great managers. Their statements on leadership would also be easy to connect together and generate an interpretation. But, considering the various backgrounds, this is not suitable and even less appropriate. As we analyze the academe closely, we have valid concerns that there is still an assurance of leadership success. Day, Harris, Hadfield, Tolley, and Beresford (2000) explored the role of leadership in managing organizational transformations and improving school performance. While the focus is on school leadership, the insights and strategies discussed can be applicable to leadership in the academe more broadly.

There really is no such thing as perfect leadership, since leadership is subjected to the inevitable outcome of proving itself in day-to-day organization again and again. Leadership is a dynamic process influenced by situational factors and evolving contexts. Perfect leadership does not exist due to the inherent complexities and uncertainties faced by leaders (Yukl, 2010). Humans have seen so many times that educational leaders are quickly lauded, and they are criticized and evaporated into obscurity just about as swiftly as they arise. Because of this, schools and educational leaders continue to look for a solution for successful leadership.

This is a time for technology development, resilience, and commitment. Educational leaders must reap the benefits of how much they are learning from the changes and challenges that the pandemic has brought about. Drop paradigms that are long-held. Maybe then you'll have the urgency to rethink your organization. Adopt what is working and toss away what is not. Options present volatility, uncertainty, complexity, and ambiguity. For some educational leaders, it will become everyone's finest moment when they reflect back into the profound deep abyss and their leadership emerge stronger than ever before. Sinek (2009) emphasized the importance of clarifying the purpose and vision that drive actions, enabling leaders to make decisions that align with their core values and inspire others to follow suit.

## *References:*

Mintzberg, H. (1994). *The Rise and Fall of Strategic Planning: Reconceiving Roles for Planning, Plans, Planners*. Free Press.

Heifetz, R. A., & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Harvard Business Press.

Robbins, S. P., Coulter, M., & DeCenzo, D. A. (2017). *Fundamentals of Management*. Pearson.

Day, C., Harris, A., Hadfield, M., Tolley, H., & Beresford, J. (2000). *Leading schools in times of change*. Open University Press.

Yukl, G. (2010). *Leadership in organizations* (7th ed.). Pearson.

Sinek, S. (2009). *Start with Why: How Great Leaders Inspire Everyone to Take Action*. Portfolio.