

Leadership Coaching Competencies of Public Secondary School Heads

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Abstract – This study was conducted to assess leadership coaching competencies of public secondary school heads in Pangasinan. The public secondary school heads in Pangasinan is dominated by females. Majority of them are in the age range of 46-55 and are married. Most of them have a promising professional growth as manifested by their post-graduate degrees. Further, most of them have short years of service and are exposed to seminars related to leadership coaching. Public secondary principals have high degree of manifestation on leadership coaching competencies and highly utilize leadership coaching techniques. The degree of manifestation of leadership coaching competencies of public secondary principals in Pangasinan has no correlation to their profile variables.

Keywords – Leadership coaching, coaching competencies, secondary school principals

INTRODUCTION

Leadership coaching is defined in several ways. It is defined as an individualized process that builds a leader's capability to achieve short- and long-term organizational goals (Nextlevelleadershipcoaching.com, 2014). Leadership coaching is also referred to as a developmental process where a leader gets tailored help from a coach to help them achieve a goal and become a more effective leader (Gounis, 2018). On the other hand, leadership coaching is a collaborative, individualised relationship between a leader and the coach — the leader could well be an executive, manager, supervisor, team leader or business owner for example — anyone in charge or responsible for a group of people (Leadership Coaching, n.d.).

When a leader happens to be almost perfect and manifested with all the desired knowledge, resources and technical excellence to attain the intended outcome, but failed to make a difference in general, additional training and seminars are not the solution. The said leader may need something that is more likely personal and involved — leadership coaching.

In the Philippines, school heads are among professionals who exercise the principles and values of leadership coaching. There are coaching and mentoring programs being utilized in several schools. Ateneo de Manila University's School of

Government established a distinct program for coaching and mentoring for their teachers. The program is said to be a separate mode of instruction for a more focused style of teaching. The aim of the program is to fast track the knowledge of the learners by conducting interactive sessions with teachers who are experts in different fields. The program also adapts to the learners' pace to ensure the retention of knowledge (Ateneo de Manila University, 2012).

In addition, the program uses a variety of learning strategies and modalities which includes face-to-face encounter, scheduled field meetings, inputs by the teacher, regular follow-up via electronic emails, web conference, phone call conversations and discussions, participation in group discussions or synonymous learning activities, and consistent processing of learning experiences with the assigned teacher.

In terms of the benefits of leadership coaching, it includes providing support to leaders in developing cohesive plans and sustaining the laser-like focus needed to move all stakeholders in the right direction and supporting leaders in establishing and reinforcing evidence-based processes and levers that will improve teaching and learning in schools and/or across districts (Colbertson, 2017).

To keep and grow effective school leadership, it's important to put coaching within the context of a larger set of wrap-around

School Leader Coaching Competencies A Research Synthesis

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
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