

Attributes of Women Leaders of State Colleges and Universities in Eastern Visayas, Philippines

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ABSTRACT

Attributes of women come from their inner selves. These are both inherent and learned characteristics which are closely associated with their personal and professional well-being. The descriptive study supported by interview examined the attributes of women leaders about their leadership practices and their profile to develop a perceptual model for current and future women leaders of SUCs in Eastern Visayas, Philippines. The collected data from the 92 women leaders were analyzed and considered as the basis in the formulation of the perceptual model. Pearson- r was used to determine the correlation between the variables. The results showed that the prevailing personal attributes of women leaders are integrity, humility, and communication while empathy, self-evaluation, and time management are their professional attributes. These attributes are strongly influenced by their dominant leadership practices which are enabling others to act, modeling the way, and encouraging the heart. Women leaders' age, educational attainment, academic rank, the number of years in a leadership position, and the number of leadership training attended indicated strong influence with the attributes. However, they will probably become effective in performing leadership tasks if they are strong in these aspects on attributes.

Keywords – Education, attributes of women leaders, descriptive design, Eastern Visayas, Philippines

INTRODUCTION

Women play an essential role in the society. They have slowly, but steadily gained access to boardrooms, courtrooms, higher education, and even the country's presidential seats (Carli & Eagly, 2012). To mention few of the Top Ten World's Most Powerful Women 2015, Forbes list ranked according to their spheres of influence, impact, media momentum, and money which reaches nearly \$1 trillion net worth annually are German Chancellor Angela Merkel, Hillary Clinton, Melinda Gates and Sheryl Sandberg. Merkel is 61 years old and married. She continues her reign as the most powerful woman on the planet for 10 years running because she clinched a third four-year term of Europe's most vibrant economy in December 2014. She is tenacious to help Greece revive its economy. Hillary Clinton, the first and only first lady to become a U.S. Senator, 68 years old, is the presumptive Democratic front-runner in the 2016 presidential race. Her bestselling 2014 memoir, "Hard Choices," which chronicles her time as enduring secretary of state, reportedly earned her a high-seven-figure advance. Following is Melinda Gates, 51 years old, and married. She has cemented her dominance in philanthropy and global development to the tune of \$3.9 billion in 2014. Finally, Sheryl Sandberg is 46 yrs old and widowed. She is the current Facebook chief operating officer and author of best-selling book "Lean In: Women, Work, and the Will to Lead" which has sold more than a million copies in 2014 and has been optioned as a film, inspired by a global community group as well. She is now asking men and women to "Lean In Together" to promote gender equality at home and work.

Other women whose spheres were in higher education who belonged to the Top 10 Best College Presidents in TIME's list 2013 are Mary Sue Coleman and Juliet V. Garcia. Coleman has been the president of the University of Michigan since 2002 to 2009. Since the state only provides less than 10% of her school budget, she developed non - public sources of revenue to maintain as a competitive school. From 2000 to 2009, the school raised \$3.2 billion, beating its goal of \$2.5 billion. Juliet V. Garcia, the first Mexican-American woman in the nation to become president of a college or university, in her 18 years of leading, advocated the increasing access to higher education through innovation and experimentation. Also, Helena Z. Benitez was the first alumnae president of Philippine Women University and became the chairperson of the Board of Trustees in 1980. She is a former Senator as well pioneered and effortlessly promoted the Filipino culture with Philippine National Artist for the Music and

the Arts (Senator’s Profile, 2016). Lourdes R. Quisumbing was the first woman Secretary of Education, Culture and Sports (1986-1990) and later the Secretary-General of the UNESCO National Commission of the Philippines (1990-1998). Her commitment to education is clearly manifested in her educational background and professional experience (Biography, 2015). All their efforts have transformed the world into their inner selves, influence and money.

With the different views of literature about the attributes and challenges that women leaders have, and their capability of leading higher educational institutions, the researcher believes that not only these attributes and challenges motivate them but also the perception they possess in academic roles which lead them to the road of successful leadership.

FRAMEWORK

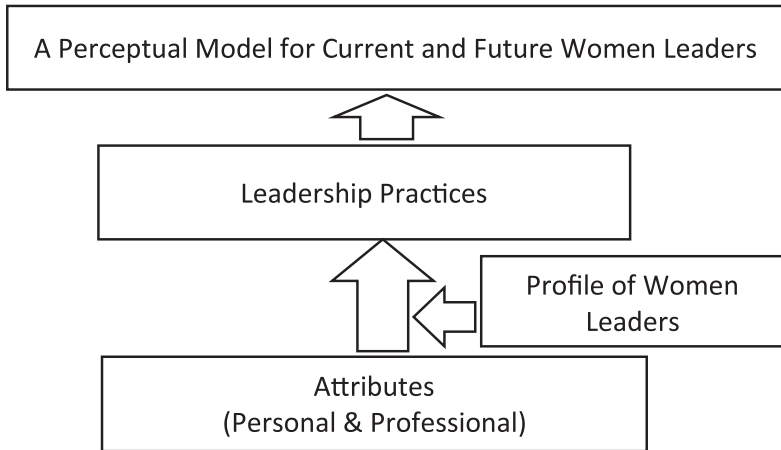


Figure 1. Conceptual Framework of the Study

OBJECTIVE OF THE STUDY

The study examined the attributes of women leaders about their leadership practices in higher education to develop a perceptual model that will enhance their leadership potential and competence.

METHODOLOGY

The descriptive survey and correlation methods of research supported by interview were utilized in this study. The collected data from all women leaders of 92 faculty-ranked holding administrative positions in SUCs of Eastern Visayas were analyzed and examined and served as the basis for the formulation of the perceptual model. The responses from the eleven (11) women leaders that were randomly chosen as to their availability (by appointments or spontaneous agreement), their willingness to participate, and their knowledge and experiences as women leaders in educational institutions supported as well.

The survey questionnaire consisted of three parts: 1) women leaders' profile; 2) their personal and professional attributes; and, 3) their leadership practices. The interview guide had five items of which the responses were recorded both in note taking and voice recording. It was then reflected on a running file of ideas as per item on the interview guide and summary was done in the researcher's reflective journal. Descriptive statistics (frequencies and percentages) were used to describe the rate of the profile, personal and professional attributes, and the leadership practices of women leaders. Pearson- r was used to determine the correlation between the variables. The researcher sought permission from the respondents who were surveyed and interviewed.

RESULTS AND DISCUSSION

Personal Attributes of Women Leaders

The most common personal attributes of women leaders are integrity (68.5%); followed by humility (62%); and communication (52.2%). All are interpreted as strongly agree. The result implies that women leaders strongly possessed these attributes in leading their functional areas in the academe. Maxwell (2004) supports this finding that one must show the qualities of a good leader for him to influence others and it is done if you display integrity, humility, and articulate in communications. Evidently, the result is confirmed by their mean grades of 4.67, 4.61, and 4.48, respectively. The tenacity with a value of thirty-nine (42.4%) ranked last. This result is followed by the second to the last rank of which confidence constitute 47 (51.1%). These are both interpreted as agree. Their mean grades are 3.95, and 4.14, respectively. The viewpoint of Sandberg (2013) conforms this result that women leaders lack self-confidence and are not tenacious in leading their functional areas due to internal barriers

such as not liking the role assignments, have difficulty in performing the dual role responsibilities (i.e. family-work responsibilities).

Professional Attributes of Women Leaders

Most of the women leaders possessed empathy (68.5%) followed by self-evaluation (58.7%) and thirdly, time management (51.1%). All are interpreted as strongly agree. The result implies that being matured, experienced, and well-trained help leaders evaluate, understand their strengths and weaknesses, and freely show empathy. Toler (2006) shed light on the perception on self-evaluation, which says that what happens to a man is less significant than what happens within him. Evidently, the result is supported by their mean of 4.68, 4.59, and 4.48, respectively.

On the other hand, the least women leaders' professional attribute is strategy (56.5%), followed by vision (52.2%). Both are interpreted as agree. The result implies that most of the women leaders are less strategic and weak in envisioning the future because they are never aggressive to develop strategic perspective (Zenger & Folkman, 2012) into reality. This was supported by Iacocca (1984) that one can have brilliant ideas, but if you can't get them across, your ideas won't get you anywhere. Ideas alone cannot harness a group of people. We can only move to accomplish a goal when the vision is cast clearly, creatively, and consistently.

Leadership Practices of Women Leaders

The prevailing leadership practices exhibited by the women leaders are enabling others to act (78.3%) followed by encouraging the heart (75%) and modeling the way (67.4%). This result implies that women leaders strongly involve others in the planning process, develop relationships based on mutual trust and set good examples to their members through consistent behavior and helping to keep projects on course, and recognize contributions to the usual vision, and nurture team spirit (Kouzes & Posner, 2003). Maxwell (2013) as well supported these findings and said that building relationships develop a foundation for effectively leading others. Trust is build when you value people and treat them well. People automatically follow you because they want to; they "want to" be involved in of a certain task voluntarily not because of your position.

Meanwhile, inspiring a shared vision (58.7%) and challenging the process (52.2%) ranked fourth and fifth, respectively, which are interpreted as "frequently." This result implies that women leaders have less concern in envisioning the future

and not courageous enough in searching for opportunities, taking risks and experiments.

Relationship between Women Leaders' Personal Attributes and Each of the Leadership Practices

Table 1. Relationship between Women Leaders' Personal Attributes and Each of the Leadership Practices

Organizational Leadership Practices	Confidence	Humility	Integrity	Communication	Passionate	Tenacity	Visibility
Challenging the Process	.405**	.353**	.401**	.344**	.358**	.318**	.213*
Inspiring A Shared Vision	.393**	.486**	.437**	.444**	.436**	.331**	.234*
Modeling The Way	.275**	.396**	.417**	.427**	.447**	.210*	.283**
Enabling Others to Act	.232*	.216*	.240*	.201	.270**	.118	.168
Encouraging the Heart	.224*	.120	.152	.332**	.304**	.152	.218*

** Correlation is significant at 0.01 level (2 tailed)

* Correlation is significant at 0.05 level (2 tailed)

As described by Kouzes and Posner (2003), leaders are pioneers. They innovate, experiment and explore ways to improve the organization. Thus, women leaders need to consider these personal attributes as part of their landscape in leading. Otherwise, they are complacent. The result also showed that in terms of shared vision, women leaders' inner selves (i.e., personal attributes) must be enhanced to compete with the identified male visionary attribute, as mentioned by Folkman and Zenger (2012) in their study. Men scored high on developing a strategic perspective.

Women leaders possessed all personal attributes and they were clear about their business values and beliefs. They modeled the way through consistent behavior and helped in keeping projects on course. The finding reveals that the personal attributes are essential in enabling others to act. Leaders develop relationships based on mutual trust. They involve others in the planning process, provide them the opportunity to make their decisions, make sure people are strengthened, and encourage collaboration. Lastly, in terms of encouraging the

heart, the finding implies that these personal attributes quietly and strongly influence with encouraging the heart (Kouzes & Posner, 2003).

Relationship between Women Leaders’ Professional Attributes and Each of the Leadership Practices

Table 2. Relationship between Women Leaders’ Professional Attributes and Each of the Leadership Practices

Organizational Leadership Practices	Vision	Opportunity-Drive	Empathy	Decisiveness	Time Management	Empowerment	Strategy	Entrepreneurship	Endurance	Self-Evaluation
Challenging the Process	.410**	.493**	.202	.225'	.253'	.212'	.373**	.270**	.300**	.245'
Inspiring A Shared Vision	.300**	.438**	.281**	.366**	.402**	.306**	.376**	.398**	.420**	.416**
Modeling The Way	.005	.241'	.327**	.272**	.337**	.106	.107	.264'	.374**	.259'
Enabling Others to Act	-.033	.077	.210'	.210'	.207'	.121	-.036	.027	.240'	.307**
Encouraging the Heart	-.046	.095	.224'	.224'	.222'	.068	.029	.103	.283**	.099

** Correlation is significant at 0.01 level (2 tailed)

* Correlation is significant at 0.05 level (2 tailed)

The result indicates that the professional attributes of women leaders are necessary for searching for opportunities and taking risks so that somehow they would be prepared to meet challenges in the academe. All professional attributes reveal a strong significant association at 0.01 levels with inspiring a shared vision. It can be said that envisioning a bright future needs attributes which are both innate and acquired. Innate, in the sense that attributes come from within (inner qualities) while acquired attributes are obtained through self-learned and experience. Indeed, inspiring a shared vision practice requires exceptionally skilled and potential women leaders.

The also result implies that by setting good examples, women leaders must possess the preceding professional attributes. They help others to achieve the goals while focusing on key priorities. To develop relationships based on mutual trust; leaders should have the above-mentioned professional attributes. They can accept pain and disappointment in stride (Toler, 2006).

On Profile of the Women Leaders

Out of ninety-two (92) women leader respondents, most of them were 50 to 59 years old (39); and married (73). They had dependent children of 1 and below (41) and a family income of Php 60,000 and above. They were doctorate degree holders (59) the remaining seven were BS degree holders.

Furthermore, majority of the women leaders have ranked academically as associate professors and designated as department chair or head in a certain college. They mostly had number of years in leadership position/designation of 2 and below (37). Also, most of the women leaders obtained 2 and below on the number of memberships in professional association while majority (63) of the women leaders were regular members. Finally, half of the women leaders had a limited number of leadership trainings attended (46). These indicate that most of them are mature enough in leading their respective departments and are best suited for a leadership position because they have partners/spouses who help their family and work responsibilities. Also, having dependent children did not create a barrier in accomplishing the leadership role in higher education. They were able to balance the family and work responsibilities particularly on giving enough monetary support to the children. Sandberg (2013) supported these results that once you have a child at home, your job will be better good to go back. The job needs to be challenging and needs to be rewarding.

On Influence of Women Leaders' Profiles with their Personal Attributes

Table 3. Relationship between Women Leaders' Profiles and their Personal Attributes

Profiles	Confidence	Humility	Integrity	Communi- cation	Passion	Tenacity	Visibil- ity
Age	.141	.170	.268**	.223*	.190	.189	.214*
Educational Attainment	.052	.063	.134	.232*	.157	-.031	.077
Academic Rank	.088	.221*	.146	.305**	.287**	.080	.232*
No. of Years in Leadership Position	.132	.263*	.139	.200	.130	.145	.116
No. of Leadership Trainings Attended	.226*	.261*	.279**	.234*	.222*	.239*	.076

** Correlation is significant at 0.01 level (2 tailed)

* Correlation is significant at 0.05 level (2 tailed)

Results showed that integrity ($r = 0.268$) at 0.01 levels, and communication ($r = 0.223$), and visibility ($r = 0.214$) at 0.05 levels are significantly correlated with the profile on age. This result implies that mature leaders had strong integrity, articulation, and good communicators, and were always available to be seen and heard.

Communication was significantly associated with the profile on educational attainment. This result indicates that they were highly educated as they were strongly influenced by the profile above. Toler (2006) said that there’s no point in having a good idea if you cannot express it. Like giving a gift, leaders learn how to take a thought, wrap it in words, and present it to one or more of their associates.

Also, the finding indicates that stable academic rank has something to do with the preceding personal attributes. Maxwell (2004) said that if you do not possess the humility and desire to be seen by others and give them credit for their success, you will be unpleasant and, therefore, handicapped in your leadership. On the other hand, Llopis (2014) viewed women leaders as not satisfied with the status quo; they still want to make things better. They are passionate explorers in the pursuit of excellence.

Only the personal attribute on humility ($r = 0.263$) was significantly associated with the number of years in a leadership position at 0.05 levels. This result indicates that the number of years in leadership position is strongly influenced with humility, and it is extremely crucial on women leadership. All women leaders’ personal attributes are significantly associated with the number of leadership training attended other than visibility. Once women leaders are more trained professionally, they are courageous in leading.

On Influence of Women Leaders’ Profiles with their Professional Attributes

Table 4. Relationship between Women Leaders’ Profiles and their Professional Attributes

Profiles	Vision	Opp. Drive	Empathy	Decisive ness	Time Managemnt	Em- power- ment	Strat- egy	Entre- preneur- ship	Endu- rance	Self- Eval- uation
Age	.122	.136	.000	.105	.230*	.224*	.157	.063	.018	.210*
No. of Yrs in Leader- ship Position	.201	.203	.064	.066	.095	.226'	.237'	.032	.029	.036

Position Served in Prof. Asso.	.190	.152	.155	.225*	.166	.148	.171	.169	.082	.116
No. of Leadership Trainings Attended	.260*	.213*	.191	.211*	.255*	.295**	.321**	.164	.213*	.240*

** *Correlation is significant at 0.01 level (2 tailed)*

* *Correlation is significant at 0.05 level (2 tailed)*

Professional attributes on time management, empowerment, and self-evaluation influenced the profile on age. This result means that leadership is not an easy task; leaders should be mature enough not only in age but also on their leadership experience so that they can professionally manage time, empower people and assess their leadership capabilities. Maxwell (2004) said that leadership is not wielding authority-it is empowering people. To become an empowered strategic leader, you need to equip yourself by accepting other work-related assignments and broad-minded to new ideas.

Decisiveness alone influenced the position served in professional association. The idea of Toler (2006) supports this finding that leaders are great decision makers as their position in other professional association counts. The position served in professional association helps a lot in making good decisions in the academe. They never flinch when confronted with a choice. It is their job to make decisions.

Also, the result indicates that the number of leadership training attended was crucial for women leadership as it influenced the professional attributes. Leadership is the capacity to translate vision into reality (Maxwell, 2004).

On Qualitative Aspect

An interview was conducted by the researcher to the 11 women leaders in the SUCs of region 8. This qualitative inquiry focused on their self-perceptions towards their present leadership position, their personal and professional responsibilities in spite of being married, their career path, their first three strong personal and professional attributes, and their first three strong leadership practices.

The Manner of Answering the Questions mentioned earlier. Only four of the women leaders (WL) agreed that academic preparation is of prime importance in getting a leadership position, particularly, obtaining the topmost educational

attainment. WL3 said, “Being a Doctor of Philosophy, majoring educational management, made me qualify as Dean of the College.”

WL5 pointed out, “getting where I am now is should I say, a career plan with myself- a paradigm shift. Having this position coming from the grassroots as cash clerk 2 in 1977-1982, then appointed as college registrar III for sixteen years. From 1998 to present I have held various positions in this good institution... became a director for special program, designated as Chair for the Social Science Department, Director of Student Affairs, Director of External Affairs, Dean of the College of Technology and Engineering, and Dean of the College of Advanced Education. Actually, at the start, I really established a career plan with myself... a desire to make a paradigm shift from administrative group to the faculty. In the year 1998, I successfully shifted to faculty group, and now a vice president for academic affairs holding an academic rank of Professor 3.”

WL7 remarked, “Being a woman of relationship is grateful with what I have now as a Director of Research Development and Extension... Academic preparations especially in aiming the highest position, is of course, necessary. However, because of the big and massive responsibilities that you will be having once you are on the top, I likely prefer to stay in the middle level position. A robust and firm in decision making is highly needed in the topmost position.”

WL10 pronounced, “Being a woman leader in an academe is an opportunity for advancement in women’s career... not dreaming of it, especially if you are academically qualified. Of course, educational qualification is very essential as your highest degree qualifies you even to the topmost position... once you are chosen or designated for a leadership position, you have no choice but to accept the challenge or else it is insubordination. My ambition is to become a lawyer but because of uncontrolled circumstances, now, I am a Vice President for Planning, Research, and Extension.” Meanwhile, other seven women leaders believed that being in a position came along with the highest educational attainment.

Time management is the key success to leadership particularly in handling personal (family) and professional (work) responsibilities. Five out of eleven women leaders were interviewed regarding time management. A noteworthy attribute in balancing personal and professional responsibilities was considered by them. WL3 stated, “to balance these work responsibilities; one has to do multi-tasking... time management matters. One has to learn how and when to prioritize your work. WL10 and WL11, likewise, agreed that being women leaders, they must learn how to manage time. This finding is supported by Brian Tracy (2007) that time management can be looked upon as a vehicle that can bring us from wherever we are to wherever we want to go; a vehicle that can carry us to family

and work concerns and lead us to a balanced life. The rest of the women leader respondents viewed themselves as committed to their work.

Eight of the women leaders agreed that the family is the foremost reason why women leaders have their position now. While WL10 likely confirms that her family influenced her career path, however, she toughly said, “I admit, I am secretive to my husband especially on decisions about my work. I am a woman by principle... Yes is yes, and learn to say no.” This result is supported by the idea of Sandberg (2013) who said that family influences or causes women leaders to make a difference.

The first three personal attributes possessed by eleven women leaders are likely similar compared to the results shown in the survey questionnaires. They were communication, integrity, and humility. On the other hand, time management, decisiveness, and empathy were considered by the women leaders’ influential factors on professional attributes.

On the first three organizational leadership practices explored by women leaders, nine out of 11 women leader interviewees supported the results as revealed in survey questionnaires on enabling others to act, modeling the way, and encouraging the heart. The findings of Maitra (2007) also showed similar results.

CONCLUSIONS

Women leaders’ strong attributes are integrity, humility, communication, empathy, self-evaluation and time management. Keeping these together would draw us to recall the natural self of women – the God - given attributes. These attributes helped them to translate vision into reality through enabling others to act, modeling the way, and encouraging the heart. Women leaders were weak in challenging the process such as taking risks and experiment, as well as inspiring a shared vision. Evidently, internal barriers for women leadership still exist today.

Women can equate men in some ways like intelligence, potentials, skills and even strength. However, they differ in role assignments. They need to work together to provide a solid foundation for the activity of leading. Indeed, vision in the academe can be put into reality if the gifted people will work hand in hand.

PROPOSED PERCEPTUAL MODEL FOR CURRENT AND FUTURE WOMEN LEADERS

Introduction

Referred to as Perceptual Model for Current and Future Women Leaders, such model has contents that are based on the results of this study revealing women leaders who had remarkable attributes and organizational leadership practices.

Objectives

1. Improve the women leaders' visionary attribute through strategic and effective communication, constructive feedback, and envisioning a bright future.
2. Enhance the women leaders' feminine power guided by the tenet of God's ways, the tenet of service to humanity with commitment, conviction, and integrity.
3. Develop the women leaders' holistic being, their potential and competence in leading their functional areas in the academe.

Components to be followed by Aspiring Women Leaders

This perceptual model consists of seven qualities which may be used as a guiding tool for women aspiring for leadership role as well as women leaders who want to move up to the next career ladder; or to lead and transcend their academic functional areas that will result to a legacy of positive impact within institutions of higher education.

1. Education, Experience, and Skills

These include the career plans of women such as academic preparation, participation in small groups, helping others by sharing skills and expertise. The succeeding actions can be done:

- Expect that the breadth of their educational and professional experiences that expose them to a variety of complex problem-solving strategies will help them embrace in balancing the situational complexities and the way(s) to resolve the situation without losing touch with themselves.
- Establish a career plan for themselves by pursuing graduate studies such as master's and doctorate degrees as these are the primary requirements for leadership positions in an academe.

- Appreciate and accept administrative support responsibilities. It is an opportunity to discover and develop their leadership potentials.
- Help others by sharing their expertise and develop skills in a particular area to accomplish small wins.

2. Strategic Visionary

Women in leadership positions will possess a global vision for the department and the institution as a whole. These are the following items:

- Facilitate this vision by effective communication nurtured by listening, receiving constructive feedback and envisioning a brighter future. These traits will allow the women leaders to create higher learning liaisons with other leaders to achieve the mission and vision of the institutions.
- Display openness by listening to others' point of view, a mindset of reaching out to subordinates to challenge and yet provide support to ensure their success, and ability to cooperate, communicate, and a model that will ensure the success of future women leaders.

3. Deepening of the Training and Readings on Leadership Concerns

Women leaders will have sufficient leadership training and will be inspired by reading more leadership concern publications to become well-rounded and competitive leaders. In having these, the following items can be done:

- Equip themselves by participating capability-building activities such as leadership training, team building, and management training. They will likewise read more on leadership concerns, particularly, on leadership strategies and approaches. Aspiring leaders may enroll in online tutorials which are accessible on the web.
- Embrace and conduct leadership researches so that their leadership potentials will be deepened and strengthened.
- Enrich their spiritual life and show ideal professionalism so that production and empowerment will be established and deepened.

4. Believe their Feminine Power

Women leaders will believe in their feminine power and guided by the tenet of God's ways, the tenet of service to humanity with conviction, commitment, and integrity. In possessing these, the following items can be done:

- Internalize that they wonderfully created as unique beings possessing a unique role in the society; to become a helpmate of man even in a

leadership position.

- Appreciate that they have qualities that can equate man in some ways such as intelligence, potentials, skills and even strength.
- Embrace the tenet of service to humanity as they are created for a certain purpose- a purpose to serve God through people with conviction, commitment, and integrity.
- Immense deeply that only they can be “she”; that is, they are uniquely designed and shaped with no duplication in the world. They have qualities with a special area of expertise even for leadership.

5. Operate from Inner Self

Women leaders will understand and clearly assess the true nature of leadership position while keeping in touch with their inner self. These are the following:

- Operate from their inner self-attributed by strong integrity, remarkable humility, and articulate pleasing communications.
- Show empathy, proper time management, and will assess their leadership potentials and competence while practicing work ethics in performing their task responsibilities.

6. Express attributes outwardly with effective leadership practices

Women leaders express their inner selves outwardly with effective leadership practices. As revealed in this study, such effective leadership practices are enabling others to act, modeling the way and encouraging the heart. These are the following:

- Involve others in the planning process, provide them the opportunity to make their decisions and encourage collaboration.
- Clearly present the organization’s business values and beliefs. They model the way through consistent behavior and help keep projects on course. They assist to plan, break goals into achievable steps, and create opportunities to have positive outcomes.
- Encourage people by linking recognition and accomplishments. They recognize contributions to the common vision and nurture team spirit. They appreciate others for their contributions and show pride in her team’s accomplishments.

7. Foster Mutual Trust and Respect

They foster mutual trust and respect among people whom they interact with by being ethical and by fostering good values.

TRANSLATIONAL RESEARCH

The outcome of this study will be disseminated through Gender and Development fora and symposia. It will be focusing on Women Leadership in higher education. Further studies of other perceptions (aside from self-perception) are recommended to establish relatedness of the generalizations.

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