



Leadership competency model for public safety mid-level managers

Sherwin M. Butil^{1a}, Jinnifer D Arroyo^{2b}, Alvin Q. Romualdo^{3c}

^a Philippine National Police, Police Regional Office 11, Philippines

^b Philippine Public Safety College-National Police College Davao, Philippines

^c Philippine Public Safety College-National Police College Davao, Philippines

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ABSTRACT

Keywords

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This study employed a quantitative research approach, focusing on numerical responses to establish competencies for adaptive leadership in the Public Safety Officers Advanced Course (PSOAC). A survey questionnaire gathered substantial quantitative data, analyzed through Exploratory Factorial Analysis (EFA) and Confirmatory Factorial Analysis (CFA). The study identified four criteria for designing the leadership competence model: Persuasive Vision, People Development Management, Resiliency, and Reflective Practice. The CFA results confirmed the well-fitting model, supported by NFI (.908), IFI (.982), TLI (.970), and CFI (.981) indices above .900, with a RAMSEA value of .046. The adaptive leadership competency model aims to establish clear competencies for the PSOAC, with potential ease of acquisition if the Philippine Public Safety College administration supports its implementation. Recommending the inclusion of this model in a standardized Program of Instruction (POI) can empower Police Captains to respond effectively to 21st-century public safety and security challenges.

I. Introduction

The Philippines faces challenging social concerns that have been evolving in terms of complexity and dimensions (Flynn & Herrington, 2015). New threats, technologies, crimes, and communities comprise the concerns of 21st-century policing (Pearson-Goff & Herrington, 2014). All these must be viewed as new challenges and opportunities for policing that public safety officers and agencies must contend with.

Similarly, public safety officers must adapt to these complex problems through effective leadership, exemplified by the ability to influence others and the system to address societal needs (Herrington & Millie, 2014). With evolving security threats and challenges, the country needs to upgrade and sustain the mindset of its public safety officers. Hence, the new National Security Policy (NSP) 2023-2028 was formulated to foster the country's national security (NSP, 2028).

Effective leadership is central to the success of community policing, promoting organizational strategies that aid problem-solving techniques to proactively address societal issues (Rosser, 2013). This is best manifested by mid-level managers who must apply a set of meta-competencies and competencies applicable to the current situation. These include leading oneself, providing strategic focus, connecting with others, leading others, and delivering results (Hiller, Novelli, & Ponnappalli, 2016). Identifying critical competency gaps and developing these

competencies to their maximum potential are crucial steps for organizations.

The Program of Instruction of the Public Safety Officers Advanced Course, designed to develop police captains' ability to assume leadership roles, encapsulates the adaptive leadership subject. It specifically aims to train mid-level managers to respond fully to delivering social services to the community.

Public safety practitioners must view their role as mobilizing people to tackle tough challenges (Herrington & Colvin, 2015). Recognizing the dire situation, collective learning and collaboration within the organization demonstrate success in adjusting to external changes. Effective adaptive leaders can promote and facilitate these processes by encouraging and facilitating these activities (Yukl, 2009; 2010).

For many years, the Philippine Public Safety College has succeeded in educating and training its personnel. However, like any other organization, it is being confronted with challenges that put the institution to the test. Reports circulate about unproductive and ineffective leadership skills manifested by public safety officers in the field, resulting in public mistrust and a lack of confidence towards community policing (Brillantes and Fernandez, 2011). This notion may be attributed to the lack of leadership skills and competencies acquired by public safety officers who have undergone mandatory courses with irrelevant or undefined adaptive leadership subjects.

Moreover, the lack of specificity and clarity of competencies causes the leadership subjects of mandatory courses to overlap, hence, there is a pressing need to establish a well-defined set of competencies specifically for the Adaptive leadership subject of the Public Safety Officers Advance Course.

II. Conceptual Framework

The conceptual framework of the study revolves around the competencies of mid-level managers in the context of the Public Safety Officers Advanced Course (PSOAC). At the core of this framework is the set of competencies expected from mid-level managers, acting as the central theme.

The four dimensions surrounding mid-level managers' competencies are key components that contribute to and enhance their overall effectiveness. These dimensions play integral roles in shaping the capabilities of mid-level managers within the framework of the PSOAC.

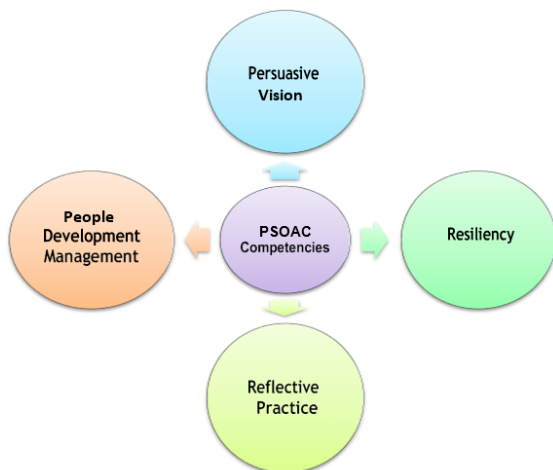


Figure 1. Conceptual Framework of the Study

III. Methods

A quantitative research technique was used in this study. To formulate the competency domain for adaptive leadership, the quantitative method focused on interpreting numerical responses provided by respondents along with their explanations. Additionally, a Key Informant Interview (KII) was conducted with administrators and curriculum specialists at the Philippine Public Safety College, supplementing existing literature and research. Before constructing the survey questionnaire, it was imperative to gather sufficient qualitative data to support the analytical aspects of the study.

Conversely, quantitative data were derived from the responses of selected participants in the survey. These methods yielded more comprehensive and substantive data for a thorough analysis of the study's outcomes. A descriptive design was employed, enabling direct information collection from individuals on various behavioral aspects.

The dimensions underwent analysis through exploratory factor analysis (EFA). This statistical tool was utilized to identify and extract the dimensions of the global knowledge enterprise of the fourth industrial revolution. The Principal Component Analysis (PCA) method was employed to extract the underlying structure during this process.

IV. Results and Discussion

Sampling Adequacy and Test of Sphericity

In examining the Kaiser-Meyer-Olkin measure of sampling adequacy and Bartlett's Test of Sphericity, an estimated Chi-square of 1043.407 and a p-value of .000 were obtained. According to Kaiser (1974), results exceeding 0.5 are considered barely acceptable, while values below this threshold necessitate further data collection. In this instance, the test resulted in a score of 0.978, signifying excellent sample adequacy.

Bartlett's test assesses the null hypothesis that the original correlation matrix is an identity matrix or that the data contains at least one significant correlation between two items, as evidenced by a p-value of .000. Given the test's high significance, the range indicates excellence, suggesting that factor analysis is an appropriate treatment for the data or that the data is factorable. This also implies that underlying factors likely contribute to the percentage of variance in the variables, affirming the applicability of factor analysis to the data.

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.843
Bartlett's Test of Sphericity	Approx. Chi-Square	1043.407
	df	190
	Sig.	.000

Table 1. KMO and Bartlett's Test

Dimensions of Adaptive Leadership Competencies for Public Safety Officers Advance Course (PSOAC)

The table below displays the results of exploratory factor analysis using Principal Factor analysis. As the sole component with an Eigenvalue exceeding the limit of one, the results suggest that there are four components in this data. These factors are as follows: (1) Persuasive Vision, (2) People Development Management, (3) Reflective Practice, and (4) Resiliency. Concerning data variance, the table reveals that Resiliency, achieving the highest result, explains 60.65 percent of the variability.

With ten (10) included indicators, Persuasive Vision (factor 1) accounted for 39.44 percent of the overall variance in the model. People Development Management (factor 2), on the other hand, contributes to 8.53 percent of the model's variation when five (5) indicators are considered. Reflective Practice (factor 3) was responsible for 7.14 percent of the model's variation with three (3) included indicators. Furthermore, Resiliency (factor 4) accounted for 5.55 percent of the total variance in the model, encompassing two (2) indicators of the research.

Factor	% of Variance	Cumulative %
1	39.440	39.44
2	8.528	47.968
3	7.138	55.105
4	5.55	60.656

Table 2. Total Variance Extracted from the Rotated Component Matrix of Exploratory Factor Analysis

The rotated component matrix illustrates the number of factors and the covered dimensions. Specifically, in factor 1, referred to as Persuasive Vision, items 2, 3, 4, 5, 6, 10, 17, 1, 19, and 7 are included (Polden, 2012; Stam, et al., 2014; Lado, Boyd, & Wright, 1992; and Zaccaro & Banks 2001). In factor 2, named People Development Management, items 9, 18, 16, 11, and 8 are covered (Marchington & Wilkinson, 2002; Noe et al., 2017; and Sisson & Storey, 2000).

For factor 3, known as Reflective Practice, the results suggest that items 14, 13, and 12 should be included (Sisson & Storey, 2000; Brown, Fry, & Marshall, 1999; Atieno Okech, 2008; and Day, 2000). Lastly, in factor 4, termed Resiliency, items 20 and 15 should be included (Maddi & Khoshaba, 2003; Peterson et al., 2009; Fullan, 2005; and Violanti et al., 2008).

The Adaptive Leadership Model for Public Safety Officers Advanced Course (PSOAC)

Confirmatory Factor Analysis (CFA) was conducted to ascertain the correct identification of variables and to establish a foundational model of skills of the public safety mid-level managers taking Public Safety Officers Advanced Course (PSOAC). The p-value of 0.198 in the figure above indicates that the model does not significantly deviate from reality or the data. It is plausible that some of one indicator's measurement error is related to another indicator's measurement error. This correlation might be due to chance, or it could result from a factor impacting both indexes. According to Brown (2014), some non-random measurement errors that should be connected can be caused by the questionnaire or fundamental observer ratings.

The results of the confirmatory factor analysis also revealed that factor 4 (Resiliency) may not be included in the proposed competency model, as variance 15 and variance 20 have not been emphasized as a result of the survey. Hence, this dimension may not be necessary to receive attention as these indicators are already practiced in the PNP. Thus, the study demonstrated significant results supporting the claim that the proposed leadership competency model will equip the PSOAC with the necessary skills for their scope of duty.

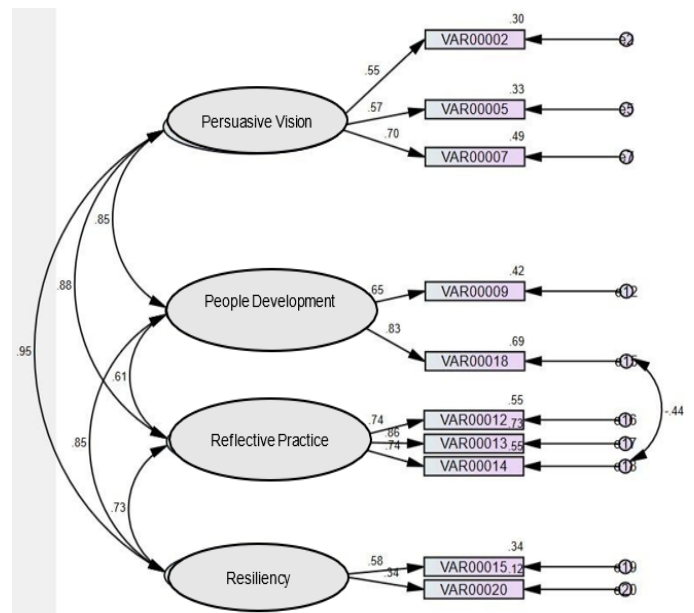


Figure 2. Leadership Competency Model for Public Safety Mid-Level Managers

The findings from Hair (2010), Forza & Filippini (1998), Greenspoon and Saklofske (1998), and Awang (2012) demonstrate a satisfactory fit, reflected in the value of .198. The Comparative Fit Index (CFI) also surpasses .981, along with other indices, affirming the model's acceptability.

Theoretically, the provision of a leadership competency model for PSOAC endows Police Captains with a reality-based framework, assuming that the model's implementation adheres to the same standards (Payne et al., 2006). The increasing complexity of the world defines the evolving security issues of the country. Therefore, this model must be adaptable and flexible to address the constantly changing security landscape.

V. Conclusion

Results from the Exploratory Factor Analysis revealed four essential factors or dimensions that warrant consideration, namely: (1) Persuasive Vision, (2) People Development Management, (3) Reflective Practice, and (4) Resiliency. These factors should be prioritized for integration into the curricula for the Public Safety Officers Advanced Course (PSOAC). All these competencies exemplify the robust characteristics of an adaptive leader within the realm of public safety. By incorporating these dimensions into the development of a leadership competency model for PSOAC, Police Captains will be equipped with the necessary 21st-century leadership skills essential for their roles as mid-level managers.

The commitment to developing competent mid-level managers in the public safety paradigm through this study aims to provide a concrete leadership competency model for PSOAC. The intention is to enhance the effectiveness and efficiency of Police Officers at this level, ultimately transforming them into more effective and efficient public

servants. While the intent is genuine, the interpretation of different high-ranking PNP decision-makers may vary.

With the enactment of the new law, RA 11279, also known as the transfer of training to PNP, the development of this framework is still in its early stages in terms of implementation. The reception from PNP officials may vary, presenting a constraint and political hurdle for the study. Given favorable support, this proposed leadership competency model offers a pathway to cultivate competent and informed mid-level managers in the realm of public safety and security.

VI. Recommendations

The adaptive leadership competency model, as developed in this study, can be effectively emphasized when incorporated into the Program of Instruction (POI) and Standard Learning Package (SLP) of the Public Safety Officers Advanced Course. The existing syllabus for the course should highlight the inclusion of adaptive leadership competencies in the subject. This inclusion is crucial for students to familiarize themselves with the specific adaptive leadership competencies they need to acquire. Furthermore, it aids instructors in understanding the competencies required for development by the students, specifically as mid-level managers.

The Philippine Public Safety College, facilitated through the National Police College, should consider the competencies and leadership training of instructors as a prerequisite for accreditation and instructional delivery. This ensures that competencies are emphasized and appropriately learned throughout the instruction. Additionally, it is essential to empower the corps of professors with essential leadership styles through faculty enhancement training and seminars as part of the faculty development program.

To ensure the proper and complete implementation of these alternatives, monitoring and evaluation can be achieved through the identification of indicators for each alternative. This process should include indicators such as the inclusion of adaptive leadership competencies in the Standard Learning Package (SLP), leadership training as a requirement for instructor accreditation, and capacity-building for the faculty. Criteria must be established to assess the implementation of each alternative.

Incorporating the monitoring and evaluation process into the Client Satisfaction Feedback (CSF), customarily conducted by the Philippine Public Safety College annually for faculty, students, and personnel, can serve as an effective means of assessment. Rigorous monitoring and evaluation must be conducted to determine the success of the implementation and identify any gaps that need addressing during this stage. This approach can generate plausible alternatives and activities to rectify the identified gaps.

The primary goal of developing an adaptive leadership competence model for the Public Safety Officers Advanced Course was to provide specific capabilities for the adaptive leadership subject. However, as the model evolves, these competences may become more readily obtained, contingent on the support of the Philippine Public Safety

College administration throughout the planning, monitoring, and evaluation phases.

The competency model for adaptive leadership may not operate in a fully realized manner without specific mechanisms for its development. These mechanisms include administrative support, acceptance and understanding by implementers, and proper monitoring and evaluation. Therefore, administrators and implementers at the grassroots level must foster shared responsibilities to effectively implement the adaptive leadership competency model for the Public Safety Officers Advanced Course.

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