One of the most important skill-set that an organizational administrator must possess is leadership. It enables one to inspire and assist others to be self-sustainable. Great leaders “model the way” so that others can follow and “achieve their own success (McPheat, 2010).” These leaders can be found in (though not limited to) organizations and institutions where human resources are present. Thus, leaders must thrive and blossom from educational institutions where the stakeholders are composed of human persons.

For years now, organizational success has been attributed to the leadership ability of its administrators. Apparently, a person’s leadership ability determines a person’s level of effectiveness (Maxwell, 1998) which translates to the organization’s potential impact to its stakeholders and the people in and out of it. Therefore, this skill is vital to the health of the organization.

Now, if leadership is this crucial, then administrators must know the skills a leader must imbibe. Haley (n.d.) identified seven key skills leaders need to muster and/or master, namely: communication, goal setting, motivating people, building teams and trust, leading change, conflict management, and coaching. Putting this skill-set into the context of the academe, educational managers, who are on top of the organization, have the foremost obligation to apply exhibit these important skills. However, it is not easy to master these skills. It takes time, patience, and passion to be able to put up a great deal of effort in mastering these skills. It needs constant application, practice, and vigilance to be able to accomplish the task of possessing this leadership skill-set.

Following this frame of mind and worldview, one can claim that leadership is not a passive skill. It is something that must be put into an active process. This is what I coined as “applied leadership.” This was emphasized by Maxwell (1998) as he shared
21 unchanging yet life-changing leadership principles for those aiming to become good leaders. Educational managers and administrators in the Department of Education may as well find wisdom in the practical laws he shared which he himself has tested by experience.

As aforementioned in the preceding paragraphs, one’s leadership ability determines that person’s level of effectiveness. Thus, the higher the leadership, the higher the effectiveness. This is particularly true in the real-life organization. Those who have the best communication skills and can motivate people and manage conflict are usually the most effective people in the organization.

Furthermore, one must realize that “the true measure of leadership is influence — nothing more, nothing less.” As aforementioned, good leaders model the way; and due to their positive influence, people follow the way they modeled.

Sure, one can say leaders are born, not made. But, apparently, as the experiences of famous world leaders will tell us, leadership is a process. It develops daily, not in a day. If anything, it is a tedious process that entails a great deal of patience and perseverance.

These are just but the first three leadership principles and laws that are verified, even by myself as an organizational leader in my own account, as reliable. It appears now, that if the rest of the laws and procedures (all 18 remaining – the law of navigation, the law of E. F. Hutton, the law of solid ground, the law of respect, the law of intuition, the law of magnetism, the law of connection, the law of the inner circle, the law of empowerment, the law of reproduction, the law of buy-in, the law of victory, the law of big Mo, the law of priorities, the law of sacrifice, the law of timing, the law of explosive growth, and the law of legacy) will be accomplished, realized, and actualized by organizational managers and administrators – and if they truly become leaders by heart and act – it will surely bring their organizations into the prospective success.
In sum, leadership is not an easy vagary. It entails passion and zeal to pull off. But bearing in mind these components and laws of leadership, educational administrators can now be guided on how “applied leadership” works and be truly influential and effective leaders in their respective workstations.

References:

