



Appreciative Inquiry on Leadership Commitment of Deans in State College Towards Attainment of “TEAM: Together Everyone Achieves More” Advocacy

Jesus S. Huelva III*

¹ Aroroy Municipal College – Aroroy, Masbate, Philippines

*Corresponding author: jesushuelvaiii@gmail.com

Abstract - This study focuses on the leadership commitment of Deans to realize “TEAM: Together Everyone Achieves More” advocacy of the new administration of a state college in Mandaon, Masbate, Philippines. In particular, it aims to: (1) summarize the Deans’ understanding of the advocacy; (2) enumerate the best practices of the Deans in terms of administration, human resource relation, academics, and financial resource management; (3) reveal the Deans’ vision for the academic unit and the state college in the coming years in relation to the advocacy; and (4) list the plans and concrete steps by the Deans to realize the advocacy. This study uses the method of appreciative inquiry (AI), focusing only on the four steps, namely, (1) definition, (2) discovery, (3) dream, and (4) design, through interviews with three Deans. Results show that: (1) the Deans’ general understanding of the advocacy is that “more” organizational link and “more” organizational development happen when all work together; (2) the best practices of the Deans are: (a) administration [administrative communication and articulation, shared success, etc.]; (b) human resource relation (faculty participation in decision-making, conflict resolution as a professional opportunity, etc.); (c) academics [accreditation, curriculum evaluation, and conscious academic collaboration]; and (d) financial resource management [fairness, fiscal delegation, etc.]; (3) Deans’ vision for the academic unit and for the state college are reinforced research and extension, employed professional alumni, etc.; and (4) Deans’ provocative propositions to realize the advocacy are: (a) “championing achievement and support;” (b) “timely input for a solid output;” and (c) “start as humble, finish as proud.” These can be related to the necessity for broader education goals and the concept of “co-agency” where learners and educational leaders are empowered, engaged, and inter-related.

Keywords: appreciative inquiry; co-agency; deans as educational leaders; education goals; leadership commitment

I. INTRODUCTION

There is a necessity for broader education goals in the coming years to achieve collective well-being of all involved in the educative process (Organization for Economic Co-operation and

Development [OECD], 2018). This requires the formulation of clear and purposeful academic goals through multi-perspective collaboration and recognition of potentialities or opportunities. The report of OECD (2018) also emphasizes the concept of “co-agency” where learners and educational leaders are empowered, engaged, and inter-related underscoring mutual support to each other. In relation to this, the advocacy of the new administration of Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT) is stated succinctly as “TEAM: Together Everyone Achieves More.” Accordingly, under the new leadership, the individual potentials and collective efforts of the members of the institution shall be valued, recognized, and respected (Millesca, 2023). The new administration’s advocacy encourages collaboration, open communication, and diversity of ideas towards overcoming challenges, stimulating creativity, and generating transformative change. The advocacy also states that out of humility and service, an academic community shall flourish in shared achievement.

One means to realizing the substance of the “TEAM: Together Everyone Achieves More” advocacy is to focus on the leadership commitment of Deans. The leadership styles and efforts of Deans impact also the organizational commitment of personnel and the general adequacy of a higher education institution (Quainoo, Chunga, & Lukoko, 2020). Aside from leading the faculty members and managing academic programs, deans also significantly lead in supplementing the accomplishment of the president’s vision (Bradford, 2010, as cited by Quainoo, et al., 2020). Deans can be effective leaders who generate direction towards the accomplishment of the institution’s vision (Jones & Rudd, 2008). This can be successfully implemented through shared strategic leading which involves: (1) people skills [to build trust, promote sense of community, and capacitate both faculty and staff]; (2) loyalty to the institution [resulting to institutional commitment and investment by stakeholders]; and (3) continued learning in leading the organization (Tantoco & Yasa, 2022).

Objectives

This research focused on the leadership commitment of Deans to realize “TEAM: Together Everyone Achieves More” advocacy. In particular, this study aimed to:

1. summarize the Deans’ general understanding of the advocacy “TEAM: Together Everyone Achieves More;”
2. enumerate the best situations or the success stories in the college and best practices the Deans have as educational leaders, in terms of administration, human resource relation, academics, and financial resource management;
3. reveal the Deans’ vision for the academic unit and the state college in the next 4 years or more in relation to “TEAM: Together Everyone Achieves More” advocacy; and
4. list the plans and concrete steps by the Deans to realize “TEAM: Together Everyone Achieves More” advocacy.

Research Questions

This study specifically used the following questions:

1. What is the Dean's general understanding of the "TEAM: Together Everyone Achieves More" advocacy?
2. What are the best situations or the success stories in the college and best practices the Dean have as an educational leader, in terms of:
 - a. administration;
 - b. human resource relation (faculty & conflict resolution);
 - c. academics (programs, research, & evaluation of instruction); and
 - d. financial resource management?
3. What is the Dean's vision for the academic unit, in particular, and for the state college, in general, in the next 4 years or more when the "peak moments" or best practices become the norm, i.e. in relation to "TEAM: Together Everyone Achieves More" advocacy?
4. What are the Dean's provocative propositions (plans) and concrete steps, based on best practices, to realize "TEAM: Together Everyone Achieves More" advocacy?

II. LITERATURE REVIEW

Otara (2015) stated that academic deanship is the least studied position in the academy. There is a dearth of researches conducted to understand the nature and significance of the Dean in a higher education institution.

Deans generally perform leadership activities such as setting directions, empowering others, and building academic community (Gmelch and Wolverton, 2002, as cited by Otara, 2015). They have various functions including governance and management, program development and implementation, research endeavors, and external affairs. They lead in vision and goal orientation and faculty and student overseeing. They are also involved in program compliance, institutional research thrust adherence, and promotion of the educational institution to public and private stakeholders. In addition, they are responsible in organizational planning, financial management, and other reporting duties.

Current challenges to deans' functions involve focusing on strategic leadership initiatives to develop a modernized educational programs and innovative curricula and to foster creativity and entrepreneurship (Otara, 2015). Also, in response to changes in higher education such as enrolment increase and administrative and faculty demands, deans need to develop skillsets in emotional intelligence to lead more effectively (Tabors, and Brewer, 2020). Yet, with the presence of economic and political pressures, limited resources management, and accountability for student achievement and faculty performance, the deans' leadership effort could be tainted with role ambiguity and frustration, which could also result to indifference to creating positive outcomes (Wepner, Henk, &

Lovell, 2015). Interpersonal and negotiation skills should be developed to cope with these professional burdens.

In relation, Otara (2015) opined that deanship is the least understood position in academic institution because most works are normally focused on departmental or faculty level. He added that deans usually assume position with less training, experience, and awareness of the role, yet they are expected to lead the faculty and the students (Otara, 2015). Deans are key to successfully develop and implement the transformative structural and institutional changes (English & Kramer, 2017, as cited by Coll, Niles, Coll, Ruch, and Stewart, n.d.). It is thus important that the vision, plans, and concrete strategies of deans be explored so as to bolster their significance in transforming a higher education institution. This study aims to do an appreciative inquiry (i.e. define, discover, dream, and design) on the leadership commitment of deans concerning the “TEAM: Together Everyone Achieves More” advocacy. Appreciative inquiry attempts to develop novelty; it is an orientation towards positive changes or philosophy of optimism that brings to mind organizational development (Cooperrider & Srivastva (1987), as mentioned by Macpherson (2015). Appreciative inquiry states that in the introduction and implementation of change, there must be high level of involvement and commitment among participants, especially the school leaders (Shuayb, Sharp, Judkins, & Hetherington, 2009). In the context of this study, it is imperative to appreciatively evaluate the involvement and commitment of the deans in a State College.

III. METHODOLOGY

This study used the method of appreciative inquiry (AI) which explores new possibilities and gives value to the strengths and successes of other people (Adanza, Bermudo, and Rasonabe, 2009), in the present context the Deans of different academic units in a state college. The use of appreciative inquiry (AI) in educational research is effective in identifying best practices that empowers the participants, in introducing and implementing change successfully through high level of participant involvement (Shuayb, Sharp, Judkins, & Hetherington, 2009). In relation, this appreciative inquiry on the leadership commitment of Deans towards the attainment of “TEAM: Together Everyone Achieves More” Advocacy primarily utilized the four of the five AI steps (Acosta & Douthwaite, 2005), namely: (1) definition, (2) discovery, (3) dream, (4) design, and (5) destiny, or as Serrat (2008) puts it, delivery.

Participants

The Deans of three academic units (College of Arts & Sciences [CAS], College of Industrial Technology [CIT], and College of Engineering (CEng) in Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT), as of academic year 2023-2004 were able to participate of this appreciative inquiry. Unfortunately, three other Deans were not interviewed due to unavailability and conflict of schedule.

Instruments of the Study

To collect data, this study used interview guide following the steps in appreciative inquiry (AI) as described by Acosta & Douthwaite (2005) and Serrat (2008):

1. **Definition.** This is where establishment of the focus and scope happened, particularly about the Dean's leadership understanding of "TEAM: Together Everyone Achieves More" advocacy.
2. **Discovery.** The Deans were interviewed about the best situations or the success stories in the college and the best practices they have as educational leaders which can help realize "TEAM: Together Everyone Achieves More" advocacy; this was done with particular focus on key quotes or outstanding insights and common themes that can be gathered.
3. **Dream.** The Deans were asked to create and articulate a vision or a future state for the academic unit, in particular, and for the state college, in general, in the next 4 years or more when the "peak moments" or best practices become the norm.
4. **Design.** The Deans, as educational leaders, were asked to formulate provocative propositions (plans) and concrete steps, based on best practices, to realize the dream phase.
5. **Destiny/Delivery.** This the phase of the piloting of, implementation of, and improving on the design. But considering time constraints, this last step was deliberately omitted.

Procedure

Separate one-on-one interviews of the Deans were done because, although they have similar duties and responsibilities, they have different specific administrative, academic, and other goals. Written answers were solicited first before in-depth interview/clarification; this was to give ample time to the Deans to reflect on their leadership commitments. The schedule of the interview was pre-arranged.

The responses by the Deans to the interview questions were treated accordingly:

- For the Dean's general understanding of the advocacy "TEAM: Together Everyone Achieves More", their answers were compared and analyzed, i.e. the similarities and differences were noted so as to arrive at a generalized understanding of the administrative advocacy.
- As regards the best situations, success stories, and best practices in the academic unit the Deans are presently serving, these were treated individually and collectively for the purpose of arriving at a list of successful events that could be appreciated and emulated in relation to "TEAM: Together Everyone Achieves More" advocacy. In the case of newly designated Deans, the relevant best situations, success stories, and best practices from their former offices were listed. The pre-coded categories/themes to be analyzed were administration, human resource relation, academics, and financial resource management.
- Comparison was again used in looking into the Deans' visions for the academic unit, in particular, and for the state college, in general, in the next 4 years or more when the "peak moments" or best practices become the norm. These data were related to the "TEAM: Together Everyone Achieves More" advocacy.
- And with regard to the Deans' provocative propositions (plans) and concrete steps, based on best practices, to realize "TEAM: Together Everyone Achieves More" advocacy, there was a

listing method according to pre-coded categories/themes on administration, human resource relation, academics, and financial resource management.

Ethical Consideration

The main participants of this study were formally asked for permission through a letter of consent. The participants were also informed about the steps in appreciative inquiry, about the conduct of one-on-one interview, and about the use of audio-recording device. In addition, the participants were made aware of any monetary or material benefits that could be received from participating. The identities of the main participants shall remain confidential.

IV. RESULTS AND DISCUSSION

In appreciatively inquiring about the leadership commitment of Deans in a State College to attain “TEAM: Together Everyone Achieves More” advocacy, the results showed that:

1. Definition. The Deans’ general understanding of the “TEAM: Together Everyone Achieves More” advocacy is that “more” organizational link (i.e. unity of purpose and commonality in orientation) and “more” organizational development (i.e. participation and support to leadership) happen when all work together;
2. Discovery. The best situations or the success stories in the college and best practices the Deans have as educational leaders, in terms of the following categories are:
 - a. administration (administrative communication and articulation; attention to detail; administrative cooperation/camaraderie; and shared success);
 - b. human resource relation (faculty: faculty participation in decision-making, valuing the faculty, and intrinsic relation; & conflict resolution: conflict as a professional opportunity [human-to-human approach], immediate yet procedural response to conflict, and inevitable momentum of competition);
 - c. academics (accreditation, curriculum evaluation, and conscious academic collaboration); and
 - d. financial resource management (fairness of prioritization and distribution, fiscal delegation, and budget utilization affects academic instruction);
3. Dream. The Deans’ vision for the academic unit, in particular, and for the state college, in general, in the next 4 years or more when the “peak moments” or best practices become the norm, i.e. in relation to “TEAM: Together Everyone Achieves More” advocacy are (1) enhanced learning experience, (2) experience-based instruction, (3) reinforced research and extension, and (4) employed professional alumni; and
4. Design. The Deans’ provocative propositions (plans) and concrete steps, based on best practices, to realize “TEAM: Together Everyone Achieves More” advocacy are: (a) “championing achievement and support” [prioritize, consolidate, present, activate, and implement]; (b) “timely input for a solid output” [consult and decide, and aim for university-hood]; and (c) “start as humble, finish as proud” [mind one’s attitude, move bottom-up, stay curious, acquire equipment, and account overall progress].

Table 1. Summary of the Results Including the Emerging Themes

AI Steps	Pre-coded Categories	Deans' Leadership Commitment	
		Coded Responses	Emerging Themes
I. Define	General understanding of “TEAM: Together Everyone Achieve More” advocacy	<p>>D1: working together in unison >D2: when there is unity, there is strength >D3: everybody moves everybody >D3: when there is a weak part, the chain will break</p>	“more” organizational link: unity of purpose and commonality in orientation
		<p>>D1: achieving the same goals >D1: setting the best for DEBESMSCAT as a team >D2: all members in the academe have a common goal >D2: “participative” (in performance) and “supportive” (in intent)</p>	“more” organizational development: participation and support to leadership
Best Situations/Success Stories:			
II. Discover	Administration	<p>>D1: communicate with your [direct reports] >D2: proper communication >D2: articulate well the message and the goals</p>	Administrative communication and articulation
		<p>>D1: cope up with small problems</p>	Attention to detail
		<p>>D1: involve the students and the faculty through “cooperation” and “camaraderie” >“when all of the members of our organization cooperate,” success can be attained</p>	Administrative cooperation/camaraderie
		<p>>“...our success here in the organization is not my success; it the success of the individual, that is within the organization</p>	Shared success
Human Resource Relations			
Faculty		<p>>D1: always ask for suggestions in every decision</p>	Faculty participation in decision-making
		<p>>D3: accommodates “...those neglected in the other colleges....” >D3: “let[s] them select the college [i.e. his leadership]</p>	Valuing the faculty
		<p>>D1: I see the minds, the ideas coming from</p>	Intrinsic relation

	<p>those people >D3: individuals as inherently good. >D3: focuses more on the “positive [attributes]” of these faculty members, “their own skills or their own talent[s].”</p>	
Conflict Resolution	<p>>D1: conflicts should not be considered “as an obstacle but...a guide on how to handle things properly and professionally.” >D2: yet the “way [the dean] approach[es] [the] personnel should be humanitarian (i.e. humane) >D3: [I]t’s a matter of absorbing...how [the dean] handle[s the situation]</p>	Conflict as a professional opportunity (Human-to-human approach)
	<p>>D2: conflicts among personnel “should be acted upon immediately,” >D3: Decisions should be made in accordance to a “procedure.”</p>	Immediate yet procedural response to conflict
	<p>>D3: inevitability of conflict in the organization like “the law of momentum >D3: conflicts are born out of “competition.”</p>	Inevitable momentum of competition
Academics	<p>>D1: programs under the (college) undergoing accreditation</p>	Accreditation
	<p>>D1: assessing and evaluating the curriculum... state-of-the-art facilities and...the needs of the students (skills and learnings)</p>	Curriculum evaluation
	<p>>D3: “...needs...collaboration and [its] success [needs] to [be] relate[d] [to] the team.”</p>	Conscious academic collaboration
Financial Resource Management	<p>>D1: allocate budget: ...purchasing of additional ICT equipment [for] students; desktop with a printer [for faculty] >D1: everybody should receive equally and fairly: office equipment and office supplies</p>	Fairness of prioritization and distribution
	<p>>D3: delegates the financial decisions and tasks to his coordinators >D2: department heads should be involved in the input generation</p>	Fiscal delegation
	<p>>D2: “budget utilization” and how it can affect academic instruction >D2: “procurement activities should be well-planned, making sure that everything is accounted for, and delivery of instruction is not affected</p>	Budget utilization affects academic instruction

III. Dream	<p>Deans' Vision for the Academic Units/for the State College</p> <p>>D1: state-of-the-art facilities in the classrooms to enhance...students' [learning] experience.... >D1: providing quality education to everybody,</p> <p>>D1: giving the best [instruction] that we have for the benefit of the students >D2: instructors have industry experience</p> <p>>D2: strengthen our research and extension activities</p> <p>>D2: must make sure that our graduates are employable >D3: all graduates of this college shall pass the board examination and become professionals themselves</p>	<p>Enhanced learning experience</p> <p>Experience-based instruction</p> <p>Reinforced research and extension</p> <p>Employed professional alumni</p>
	<p>Provocative Propositions vis-à-vis “TEAM: Together Everyone Achieves More” Advocacy</p> <p>>D1: “championing achievement and support” >D1: [aim] towards [being champions] in everything that we do >D1: concrete steps: (1) “setting...and listing down...priorities, particularly instruction, research, and extension; (2) consolidat[ing] those priorities and reaching out [to] the administration for help; (3) presenting to the faculty the things that we need to achieve; (4) we will come up with...activities that are anchored to those priorities; and (5) implementing activities to achiev[e] the goals</p>	<p>“championing achievement and support”</p> <p>1. prioritize 2. consolidate 3. present 4. activate 5. implement</p>
	<p>>D2: we need timely consultation with the faculties in terms of decision-making >D2: We need their input to form a solid output >D2: pursue the aim] that the DEBESMSCAT will become a university within this year or in the next years</p>	<p>“timely input for a solid output”</p> <p>1. consult and decide 2. aim for university-hood</p>
	<p>>D3: “I’m always telling them that we have to go down [i.e. be humble]...because there will be no success...if [we] are already looking [at] ourselves [on] the top >D3: [W]e have...to start [from] the bottom, [and] run [upwards] >D3: “...I always look after the students' attitudes, even towards the street sweeper; I try to test the students' politeness towards these employees. I want them to realize that</p>	<p>“start as humble, finish as proud”</p> <p>1. mind one’s attitude 2. move bottom-up 3. stay curious 4. acquire equipment 5. account overall progress</p>

	<p>learning should be out of curiosity and acceptance of ignorance.</p> <p>>D3: acquiring various laboratory equipment and machines because I value very much the what we call learning by experience.</p> <p>>D3: unified accounting of the percentage of specific outputs in relation to the overall goals</p>	
--	--	--

The results of interview show that two of the three participant Deans were new to their current responsibility: one had 4 years' experience, whereas the other had been designated for more than a couple of months. Most deans are usually designated and expected to lead a particular college with little to no leadership training and executive experience which could result to ambiguity of their roles and could take a toll to their personal and academic lives (Otara, 2015).

Yet in spite of the burdensome and ambiguous leadership role of Deans, they seem to thrive as middle managers. In connection to this, Coll & Ruch (2021) concluded that, in relation to the post-pandemic challenges in terms of focus, resources, and organization, the implementation of the responsibilities of deans can only be executed if it is understood as the role of a CEO in education. They must show commitment to the vision and mission of the institution at large and the minute duties and responsibilities in a particular academic unit. And the results of this study revealed the emergent themes related to the leadership commitment based from the responses given by the Deans in a state college (as shown in Table 1).

The Deans in this study emphasized the significance of unity of purpose and commonality in orientation towards achieving the goals set by a higher education institution. In setting direction, there must be clear sense of priorities oriented towards action and transformation rather than settling for the status quo (Gmelch and Wolverton, 2002). There should be close alignment with institutional mission, innovation/redesign of goals, and tactical/cyclic or scenario-based planning (Coll & Ruch, 2021). The deans also give premium to the values of participation and support to leadership because these contributes to the organizational development. A study by Tantaco and Yasa (2022) stated that shared strategic leading can be extrinsically demonstrated by the deans' (and other personnel's) loyalty to the institution. Hence, every member of the organization is linked to each other, and the success or failure of one affects all. As specific achievements of individuals ripple through the organization, they produce "more" than what is intended. Thus, the general understanding (i.e. "definition") is that, when there is "more" organizational link and organizational development "everyone achieves more" (as stated by Millesca, 2023).

The Deans in this study also view their administrative function as that it could be effectively executed when there is proper communication and articulation of purpose. Yet this function could be efficiently delivered when there is cooperation and camaraderie from the direct reports and the students. And there should be a constant effort to act immediately upon small problems. In short, the credit belongs not only to the Dean but to everybody in the college. In summary, the Deans "discover" that in their organization there is: administrative communication and articulation, attention to detail, administrative cooperation/camaraderie, and shared success. Deans should be able to communicate clearly and democratically in the spirit of collaboration and active transformation

(Gmelch and Wolverton, 2002). Deans, as academic leaders, should facilitate effective and reciprocal communication, and teamwork and collaboration to solidify mutual respect and trust (Otara, 2015).

In terms of human relations, specifically with regard to faculty, the Deans value the suggestions of the faculty through faculty participation in decision-making. Deans empower the faculty by making them feel significant and part of the academic unit and by valuing their competence (Gmelch and Wolverton, 2002). The participating Deans of this study also appreciate individuality by valuing the faculty through intrinsic relation. This soft skill of emotional intelligence (Tabors, and Brewer, 2020) applied to the faculty leads to a more trusting relationships within the academic unit. With regard to conflict resolution, the Deans handle the situation properly and professionally; they view it as a professional opportunity through human-to-human approach. According to them, arising conflicts, as an inevitable momentum of competition, should be responded to immediately and procedurally. One of the ways of shared strategic leading by the deans that is intrinsically influential is the people skills (Tantoco & Yasa, 2022).

Aside from assessing the performance of faculty and staff, Deans also manage internal matters such as program and curriculum development and handling of budget (Wepner, et al., 2015). Concerning the participating Deans' academic best situations, they focus more on curriculum evaluation and accreditation to promote quality education. The key to advancing the potentials of learners, and subsequently advancing the socio-economic progress, is through quality teaching in the higher education (Otara, 2015). And this needs conscious academic collaboration with students, faculty, and the school administration. Also this requires providing for the facilities and the learning needs of the students. The program offerings should have to be market-driven and geared towards technology; remote, hybrid, or on-campus learning modality should also be incorporated, especially in response to post pandemic challenges (Coll & Ruch, 2021).

As regards the Deans' financial resource management efforts, they focus on the fairness of prioritization and distribution such as of ICT equipment and office supplies. Fiscal delegation is also a practice which involves faculty and department heads in input generation concerning budget. This is borne out of the belief that proper budget utilization affects the quality of instruction given to learners. The dean as a CEO in higher education must focus budget on attaining the mission (and vision) of the institution (Coll & Ruch, 2021).

Based from their best practices and success stories, the "dreams" of the Deans for the academic institution are varied. They envision an "enhanced learning experience" for the students through state-of-the-art facilities inclusive of everybody. They also envision an excellent "experience-based instruction" geared towards maximum benefits by the students through the industry experience by the instructors. This can be enhanced by "reinforced research and extension activities." Lastly, they aspire for the graduates of the college to be board-exam passers and "employed professional alumni."

And from these "dreams," the Deans thus "design" their individual provocative propositions and concrete steps towards the realization of "TEAM" together everyone achieves more" advocacy. One proposed for "championing achievement and support." This can concretize the advocacy by: (1) prioritizing instruction, research, and extension, (2) consolidating these priorities as guided by the administration, (3) presenting the priorities to the faculty, (4) activating personnel and resources, and (5) implementing the set activities. Another Dean proposed a "timely input for a solid output." Consultative decision-making is being emphasized. Also, the aim for the university-hood of the state

college should be the only orientation. The other Dean provokes everybody to “start as humble, finish as proud.” This Dean suggested that everyone should (1) mind one’s attitude, e.g. politeness; 2) move bottom-up, i.e. think and act with humility; (3) stay curious, i.e. accept ignorance; (4) acquire equipment i.e. for practical learning; and (5) account for the outputs in relation to goals. As Millesca (2023) stated, the advocacy “TEAM: together everyone achieves more” requires greater sense of humility and promotion of service so that an academic community may flourish in shared achievement.

V. CONCLUSION

The leadership commitment of Deans in a State College to attain “TEAM: Together Everyone Achieves More” advocacy relates to the idea that “more” organizational link and “more” organizational development happens when all collaborate. As educational leaders, they practiced administrative communication and articulation, attention to detail, administrative cooperation/camaraderie, and shared success in terms of administration. They relate to their direct reports through faculty participation in decision-making, valuing the faculty, and intrinsic relation, and considering conflict as a professional opportunity and an inevitable momentum of competition which requires immediate yet procedural response to conflict. In terms of academics, they accomplished accreditation, curriculum evaluation, and conscious academic collaboration. And as regards financial resource management they exercised fairness of prioritization and distribution, fiscal delegation, and budget utilization affects academic instruction. The Deans’ vision for the academic unit, in particular, and for the state college, in general, in the next 4 years or more were enhanced learning experience, experience-based instruction, reinforced research and extension, and employed professional alumni. Consequently, the Deans’ devised provocative propositions to realize “TEAM: Together Everyone Achieves More” advocacy, were: “championing achievement and support;” (b) “timely input for a solid output;” and (c) “start as humble, finish as proud.” This study then recommends for the actualization of the provocative propositions and concrete steps, based on best practices, to realize the advocacy. Other personnel in the state college should also participate in an appreciative inquiry concerning their commitment to the realization of “TEAM: together everyone achieves more” advocacy.

REFERENCES

Acosta, A. & Douthwaite, B. (2005). *Appreciative inquiry: An approach for learning and change based on our own best practices* (ILAC Brief No. 6). <https://cgspace.cgiar.org/items/4aa3a777-f534-4d59-919b-50d21d76f054>

Adanza, E.G., Bermudo, P.J.V., & Rasonabe, M.B. (2009). *Methods of research: A primer*. Rex Book Store.

Coll, K.M., Niles, S.G., Coll, K.F., Ruch, C.P., and Stewart, R.A. (n.d.). Education deans: Challenges and stress. *Journal of Organizational & Educational Leadership*, 4(1), Article 2. <https://digitalcommons.gardner-webb.edu/joel/vol4/iss1/2>

Coll, K.M. & Ruch, C.P. (2021). Academic deanship in a post-pandemic institution. *International Journal of Higher Education*, 10(5), 132–140. <https://doi.org/10.5430/ijhe.v10n5p132>

Gmelch, W.H., & Wolverton, M. (2002). *An investigation of dean leadership*. Paper presented at the American Educational Research Association, New Orleans. <https://eric.gov/?id=ED465343>

Jones, D. & Rudd, R. (2008). Transactional, transformational, or laissez-faire leadership: An assessment of college of agriculture academic program leaders' (deans) leadership styles. *Journal of Agricultural Education*, 49(2), 88-97.

Macpherson, A. (2015). *Introduction to appreciative inquiry*. https://www.researchgate.net/publication/276093904_Introduction_to_Appreciative_Inquiry

Millesca, A. (2023). Message from the President. *Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology*. <https://www.debesmstcat.edu.ph>

Organization for Economic Co-operation and Development (OECD). (2018). *The future of education and skills: Education 2030*. <https://www.oecd.org/education/2030-project/>

Otara, A. (2015). Academic dean and the challenges of meeting changing expectations within a competitive higher education environment in Africa. *Creative Education*, 6(2), 134–143. <http://dx.doi.org/10.4236/ce.2015.62012>

Quainoo, E.A. Chunga, J.O., & Lukoko, H.O. (2020). Deans' leadership and organizational commitment in higher education: A review of literature. *International Journal of Social Science and Humanities Research*, 8(3), 167–174.

Serrat, O. 2008. Appreciative inquiry. *Knowledge Solutions* (No. 21). Asian Development Bank. <https://www.adb.org/publications/appreciative-inquiry>

Shuayb, M., Sharp, C., Judkins, M., & Hetherington, M. (2009). *Using appreciative inquiry in educational research: Possibilities and limitations*. National Foundation for Educational Research.

Tabors, C.M. and Brewer, J.F. (2020). Deaning from the middle: Academic deans' emotional intelligence and leadership effectiveness. *Journal of Educational Leadership in Action*, 6(3), Article 5. <https://digitalcommons.lindenwood.edu/ela/vol6/iss3/5>

Tantoco, N.C. & Yasa, T.P. (2022). Shared strategic leading: The leadership of academic deans of centers of excellence in the Philippines. *The Asian Conference on Education 2022: Official Conference Proceedings*. The International Academic Forum. <https://doi.org/10.22492/issn.2186-5892.2023.20>

Wepner, S.B., Henk, B. & Lovell, S. (2015). Developing deans as effective leaders for today's changing educational landscape. *Journal of Higher Education Management*, 30(1), 51–64.

Article History

Received: April 30, 2024; Revised: May 15, 2024; Accepted: June 20, 2024