

The Political Skills of the Deans and its relationship to Collegiate Interpersonal Relationship

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Abstract: *This paper ascertained the political skills employed by the deans and how these are assessed by both the deans and the faculty. Eventually, a comparison of the assessment was made. There were 365 respondents in this study who come from 42 colleges university-wide. The quantitative method was utilized in this study. Specifically, however, its methodology was qualitative by nature since it made use of descriptive correlation. The descriptive method was used considering that the study ascertains the profile of the college deans and the political skills used. On the other hand, the correlational part involves the investigation of significant difference on the political skills of College Deans as assessed by the teachers and College Deans themselves; the significant difference in the political skills of the College Deans according to their profile variables. Results revealed that the college deans are said to be politically skilled as shown by high degree level. Using their political skills, the college deans are able to understand their subordinates when in the workplace and facilitate the said skill to influence subordinates that they may act in ways geared towards the enhancement of one's personal objectives, eventually leading to the realization of organizational objectives. Significantly, college deans allow their subordinates to adjust their behavior in varying situations in order to draw desired feedback naturally. They also easily adapt their subordinates' behavior to a wide are of influence in diverse contexts to achieve personal and college goals. In short, they get along with their subordinates and ultimately they get the job done in their colleges.*

Significantly, the study also concludes that interpersonal skill influences to a great extent the political skill of the college deans. In other words, having good interpersonal skills allows them to have higher political skill. This happens considering that interpersonal skill forms a critical dimension of political skill. It is also concluded that age and the number of faculty supervised are factors that influence interpersonal skill. They possess high political skill and interpersonal skill which are essential competencies for an effective and productive organization. The researcher recommends that the deans must sustain their level of political skill and interpersonal skill as they are important and relevant to the realization of their colleges' goals and objectives. Further, the deans must utilize their level political skill and interpersonal skill in managing their subordinates, and linking with other internal and external linkages as they are beneficial to personal and organizational interests.

(Keywords: political skills, interpersonal relationship, productive organization)

INTRODUCTION

Political Skill refers to one's character that is pivotal in effecting achievable political goals in organizations. Mintzberg (2003) puts it as a natural sense of effectively using power effectively with due concentration on what is essential and possible. He further suggested that this skill is indispensable in becoming successful; thus, he recommended for the development of researches that would create a more educating piece of information about this certain skill.

As this is the case, it is the researcher's assumption that organizations are indeed political domains (Mintzberg, 2005) and while intelligence partly determines the quality and effectiveness of performance or success in careers, part of these domains are the abilities to relate with other people, to maintain wisdom about one's role and position in the society and to understand the responsibility that comes along with it.

The main stimulus for the conceptualization of this study is anchored on the personal observation of the researcher that different college deans. Some talk proudly about their experience, competence and qualifications to win the support of their subordinates. Others promote their power over their subordinates to win their approval. Still some use flattery or favors to win their subordinate's approval while others advertise their personal weaknesses to elicit the feeling that their subordinate's assistance is needed.

There is also a need to see their political skill considering that it is their tool to functionally understand subordinates in the workplace, and to utilize such an ability in leading others to perform beyond the goal of achieving personal goals but also to enhance organizational goals. Thus, it is also deemed a necessity to look into the political skills of college deans as they are important variables in the job of middle level managers. This is notwithstanding that contemporary organizations have acknowledged wide use and importance on group dynamics; therefore, it is imperative to regard the implications of this variable in the interpersonal relationships at the college level.

Specifically, the aim of this investigation is to determine the level of political skill of the college deans. It also ascertains the motives of the deans in the use of their political skills based on their profile variables. Similarly, relationships were investigated between political skill of the college deans with the end goal of determining implications to their interpersonal relationship with their faculty in the college.

The study assumed that all organizations are inherently political arenas where power and influence are exercised. Another assumption of the study was that quality of interpersonal relationship that may be developed in the college is fundamentally influenced by the college deans' political skills. In this case, the college deans do not simply negotiate with their subordinates to guarantee good interpersonal relationship. Instead, they employ consistent managerial style with their political skill to help in setting power within the college, which would lead to a kind of interpersonal relationships.

Prasad (2003) proved that managers involved themselves in politics to urge others in making decisions. One way by which this happens is with the use of different techniques in managing impressions to facilitate decision-

making. This in itself is politics and be it positive or negative towards a certain organization, there is restriction that it does when it comes to productivity (Kacmar et al. 1999).

Furthermore, several researches revealed that in organizations, there are social factors related to the management of impression that really affect performance. This can be supported by a significant relationship found to exist between organizational politics and negative individual outcomes such as on the loyalty and efficiency issues of employees (Harris et al., 2005).

When employees trace that there exists high political interference within their organization, tendency would be, these employees would think that their performance would not merit promotions and that might lead them to stop working efficiently.

Political skill is seen by many experts as the power to facilitate on relationships within an organization. It is a mechanism that helps every member achieve personal goals and eventually organizational goals. Ferris et al. (2005) emphasize that political skill should be a daily display among leaders. With so much expectations laid upon the shoulders of leaders, they are challenged to understand, motivate and influence their subordinates to work on the direction and the commitment of the organization they belong to. Collaboration with other employees across agencies or sections can be one of the challenges inside an organization. And this in itself requires maximum facility on relationship, advancing it to more productive relationship. That is political skill.

Dimensions of Political Skill

Assessing politics in organizations require careful notice on relevant areas. These areas can be traced through the following dimensions of political skill: 1) *Social astuteness*. This dimension tells that everyone in the organization has to act as smart eyes of others. This means that all individuals therein are understand well what is happening inside and how relationships are going with everyone. While they are consciously and naturally practicing this, they also maintain high level of self-awareness. This is referred to as sensitivity by Pfeffer (2002) and according to hum, this is crucial in achieving standards to level up oneself from the organization standards. And people who do this are often considered smart socials. 2) *Interpersonal influence*. Individuals who have this influence are usually persuasive by nature and they exert natural ability to influence others. This is captured by the term flexibility. 3) *Networking ability*. This ability is among individuals who are able to develop wide area of network connections with people. And those who have such kind of ability are assets in achieving success within organizations as they are believed to be creative in terms of making opportunities. 4) *Apparent sincerity*. Individuals who have definite sense of integrity such as being sincere and authentic in all ways possible are politically skilled. This is important because sincerity is what drives influence to be convincing. And influence in an organization is very much critical in initiating action.

Manager's Political Skills

In the early 2000s, both Pfeffer (2001) and Mintzberg (2003) recommended the need for political skills in order to be effective in political environments. Scholars drew a large scope of interest from organizational politics for the past decades. However, researches about this in the recent times are still found to be few except when scholars developed a research program for it (Ferris et al. 2005).

Political skill is considered a factor that affects the perception of others towards a leader or a manager. Subordinates who have high political skills are perceived among supervisors as reputable employees since they do not make use of their ability to manipulate or wheedle their superiors for personal political gain (Treadway et al. 2007). This, according to Blass & Ferris, (2007) is a good skill from other employees' perspective. But the dilemma is that recent studies only made use of self-reports. Thus, it was noted that to objectively set standard and credibility, other reports on political skills should also have been used (Perrewé et al., 2004). Furthermore, amidst the deemed effect of political skills in organizations, researchers are scarce on this aspect.

Pfeffer (2001), being the first to use political skill as a scholarly term, articulated that it is an important factor to determine success in organizations. That is the reason why he proposed for the development of a research that would feed a more informative sense of it.

There may be considerable number of researches conducted about politics in organizations but a serious focus on political skill has not yet elicited efforts. And the present researches on organizational politics do not discuss or inform about what influences the phenomenon. Hence, it is needed to still assess the political skill of any entity that eliminates influence and how it affects the organization (Ferris et al. 2002).

Effects of Political Skill on the Self and Organization

Political skill demonstrates significant effects on both the self and the organization at a whole. Specifically, it affects self-evaluation. This is so because individuals who are politically skilled are adept at identifying situations and at reading how people act; hence, they are able to develop personal sense of security resulting to favourable self-assessment. With constant feedback generated from encounters with other groups of people, these politically skilled individuals gain control over others from the workplace (Ferris, Davidson, & Perrewé, 2005). Moreover, self-evaluation has an effect towards attitude in the workplace, though they could be hardly deciphered. In fact, there are prominent researches which characterized it as complex construct (Schneider, Ackerman, & Kanfer, 2006). Self-evaluation also affects stressor-strain relationships yet political skill is deemed a neutralizer that reduces the potential of stressors in the workplace. This can be subsumed under political will which can come in two components such as intrinsic motivation and need for achievement (Treadway et al. 2005).

Similar with the previous notions on organizational politics which is self-serving in nature, a goal that is directed to pursue personal interests and competencies is intrinsic motivation (Deci & Ryan, 1995). Moreover, Treadway et al. (2005) argued that since there are individuals who need high achievement levels, then it is expected that they would be expanding political capital in order to gain more power (Mowday, 2008). According to Treadway et al. (2005), the power to influence another fellow to move towards organizational goals is needed. Moreover, McClelland & Burnham (2006), together with other scholars, pointed that power motive closely relates to one's ability of detecting the motives of others and check it with his power (if he may be the superior) in order that he can modify incentives due the other person (Heckhausen, 2001). Hence, a heightened need for power makes political skill more likely active.

Organizational politics and political skill

Experts claim that there exists a certain pattern on manager's ability to relate with others and influence them. Many scholars have been arguing about the inherent nature of politics among organizations (Mintzberg, 2005). Accordingly, in order for supervisors or leaders to increase advantage, develop resources, and settle conflicts, they must be politically skilled (Pfeffer, 2001). While positive meanings of political skill may have been described such as for negotiation or persuasion, those who exercise it differently than how it should be have birthed negative connotation on it (Mintzberg, 2005). As many would perceive, politics is always associated with conflict (Cyert and March, 2003) and those who are skilled with political games are those who can already grant sponsorship, built empires, etc. (Mintzberg, 2005) which will later allow them to overcome conflicts.

However, from a most recent perspective, these constructs have slowly been losing their negative connotation. During these present times, politics has been viewed as a social activity that cater to broad kind of interest such as advocacy campaigns (Doldor and Singh, 2008). Entertaining the prevalence of of political behaviors in the midst of any organization does not speak of the effectiveness of power. So, it must be recognized that the effectiveness of managers or leaders can be gauged with the level of political skill they have.

Political skill has distinction from other skills and it is often considered as an interpersonal tool that bridges awareness and ability to communicate well (Ferris et al., 2000). In their more recent definition, they define it as one's ability to understand other individuals in the workplace. Other scholars posit that political skill can be a predictor of organizational commitment, support and trust (Treadway et al., 2004), and can actually combat unfavourable effects of stressors in the workplace (Perrewé et al., 2000). From the standpoint of Ferris et al. (2004), it showed that political skill is useful among all kinds of managers; however for Zahra, (2005), it is only for top-grass managers. It is true that managers who lie in the middle of the system were noted to have been applying political skill on an upward approach to gain resources (Floyd and Wooldridge, 2002); but, no effort has been done to look at how they apply it even in a downward approach.

Political skill is found to be a significant predictor for job performance ratings.(Todd, Harris & Wheeler, 2009). People who are skilled politically are believed to have empowered with social capacities that make them able to improve with their personal selves in order to materialize personal goals and the organization's goal at a whole. They are well-aware, not only about themselves but also about others; hence, they have the capacity to adjust their behavior when needed. And through that, they easily expand on their sphere of influence, making them develop wide scope of networks. Therefore, political skill is an asset that empowers a leader, a manager or an employee to influence others no matter how diverse their orientations and interests may be. According to Blickle et al. (2011) there have been found positive relationship between and among leaders and employees and this was assumed to provide support for the development of political skill (Smith, 2009).

Statement of the Problem

This study is an investigation of the impression management tactics and political skill of the College Deans in the university. Specifically, the study seeks to answer the following questions:

1. What is the profile of the College Deans in terms of the following:
 - 1.1 Sex
 - 1.2 Age
 - 1.3 Civil Status
 - 1.4 Highest Educational attainment
 - 1.5 Academic Rank
 - 1.6 Number of Years as College Dean
 - 1.7 Number of Faculty supervised
 - 1.8 Number of designations previously held
 - 1.9 Number of trainings on management
2. What is the level of political skill of the College Deans along the following factors as assessed by the teachers and college deans themselves?
 - 2.1 Networking ability
 - 2.2 Interpersonal influence
 - 2.3 Social astuteness
 - 2.4 Apparent sincerity
3. What is the level of interpersonal skill of the College Deans as perceived by their teachers and themselves?
4. Is there a significant difference in political skill of the College Deans as assessed by the teachers and College Deans themselves?
5. Is there a significant relationship between interpersonal skill and political skill of the College Deans?
6. Is there a significant relationship between the political skill and interpersonal relationship and the profile of the College Deans?
7. What are the implications of the dean's political skill to their collegiate interpersonal relationship?

METHODOLOGY

This part of the research presents the methodology that was utilized in the conduct of the study. It includes the locale of the study, respondents and sampling procedures, research instruments, research design, data gathering procedures and data analysis.

Research Design

The study used the quantitative method of research. Specifically, it employed descriptive correlational research method which is quantitative in nature. The descriptive method was used considering that the study ascertains the profile of the college deans, the level of political skill. On the other hand, the correlational part involves the investigation of the significant difference in the political skill of the College Deans as assessed by the teachers and College Deans themselves; the significant difference political skill of the College Deans according to their profile variables; and the significant relationship between the political skill and interpersonal relationship of the college.

Locale of the Study

The study was conducted in the eight campuses of a university in the whole province of Cagayan. Forty two (42) colleges were used in the study. Four came from Andrews Campus, eight from Aparri Campus, seven from Carig Campus, six from Gonzaga Campus, three from Lallo Campus, three from Lasam Campus, four from Piat Campus, and seven from Sanchez Mira Campus. Finally, the study was conducted from December 2013 to March 2014.

Respondents and Sampling Procedures

The respondents are the different college deans and faculty members in the forty two (42) colleges in the whole university. Complete enumeration was done for the college deans and the faculty members. Only the regular faculty members were considered in the study for those Deans who have regular faculty under them but part-timers with more than three years of service were involved for those Deans who do not have regular faculty members. A total of 365 respondents was utilized for the study and the listing of the number of respondents per college is reflected in Table 1 below.

Table 1. Respondents of the Study

Campus	Colleges	College Deans	No. of teachers supervised
Andrews	College of Education	1	35
	College of Business, Entrepreneurship & Accountancy	1	10
	College of Hospitality Industry Management	1	09
	College Allied Health Sciences	1	10
Aparri	College of Business, Entrepreneurship & Accountancy	1	3
	College of Criminal Justice and Administration	1	3
	College of Information and Computing Sciences	1	11
	College of Teacher Education	1	5
	College of Fisheries	1	5
	College of Hospitality Industry Management	1	11
	College of Industrial Technology	1	6
	College of Nursing	1	3
Carig	College of Arts & Science	1	45
	College Engineering	1	36
	College of Technology	1	37
	College of Veterinary Medicine	1	07
	College of Public Administration	1	05
	College Information & Computing Sciences	1	23
	College of Human Kinetics	1	4
Gonzaga	College of Agriculture	1	6
	College of Business, Entrepreneurship & Accountancy	1	5
	College of Criminal Justice and Administration	1	3
	College of Teacher Education	1	6
	College of Hospitality Industry Management	1	3

	College of Information and Computing Sciences	1	5
Lallo	College of Agriculture	1	2
	College of Hospitality Industry Management	1	1
	College of Teacher Education	1	7
Lasam	College of Teacher Education	1	3
	College of Industrial Technology	1	3
	College of Information and Computing Sciences	1	3
Piat	College of Agriculture	1	7
	College of Criminal Justice and Administration	1	3
	College of Teacher Education	1	8
	College of Information and Computing Sciences	1	3
Sanchez Mira	College of Agriculture	1	6
	College of Arts and Sciences	1	3
	College of Criminal Justice and Administration	1	3
	College of Teacher Education	1	8
	College of Hospitality Industry Management	1	3
	College of Industrial Technology	1	3
	College of Information and Computing Sciences	1	3
	Total	42	365

Research Instrument

For this research, three (3) sets of questionnaires were used. The instruments for the measurement of political skill was adopted from a standardized test.

2. The deans' political skill was assessed using the Political Skill Inventory which is composed of 18 items from Ferris, et.al. (2002). There are four (4) dimensions that are measured in this scale namely networking ability, interpersonal influence, social astuteness and apparent sincerity. Items that measure networking ability are 1,6,9,10,11,and 15; interpersonal influence is measured by items 2,3,4 and 12; items 5,7,16,17 and 18 measure social astuteness; and apparent sincerity is measured by items 8, 13, and 14. Moreover, this standard instrument uses the following scale:

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Agree
- 4 - Strongly agree

3. Interpersonal Relationship was measured using the Interpersonal Relationships Questionnaire which is composed of 21 items and was developed by Antonio Tamayao, Ph.D. (2013). This standard instrument made use of the four-point likert scale:

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Agree
- 4 - Strongly Agree

Data Gathering Procedure

Permission was requested from the President of the university. After the approval, the questionnaires was floated to the college deans and their faculty members. Furthermore, interview with the college deans and their faculty members was done as a way of determining specific behavioral manifestation for the dean's political skill as well as the reasons for the utilization for such. This made the researcher to do more probing questions in order to unravel more information about the topics to be investigated.

Data Analysis

The data collected was analyzed using descriptive statistics. Specifically, frequency count and percentage was used to analyze the profile of the college deans. On the other hand, the political skill was presented using means measured in terms of the four point Likert Scale.

To determine whether there is a significant difference in the political skill of the College Deans as assessed by the teachers and College Deans themselves as well as the significant difference in political skill of the College Deans according to their profile variables, Chi square and T-test was used. On the other hand, Pearson Product Moment Correlation was used to look into the significant relationship between political skill of the College Deans and the interpersonal relationship of the college.

RESULTS AND DISCUSSION

Table 1. Profile of the college deans.

Category	Frequency	Percent
Campus		
Aparri	8	19.0
Andrews	4	9.5
Carig	7	16.7
Gonzaga	6	14.3
Lal-lo	3	7.1
Lasam	3	7.1
Piat	4	9.5
Sanchez Mira	7	16.7
College Affiliation		
AGRI	4	9.5
CAHS	1	2.4
CAS	3	7.1
CBEA	3	7.1
CCJA	2	4.8
CHK	1	2.4
CICS	1	2.4
CPA	1	2.4
CRIM	2	4.8
CVM	1	2.4

Academic Rank		
Instructor	3	7.1
Assistant Professor	15	35.7
Associate Professor	23	54.8
Professor	1	2.4
Number of Years as Dean		
1 – 2	11	26.2
3 – 4	14	33.3
5 – 6	10	23.8
7 & longer	7	16.7
Mean = SD = 3		
Faculty/Staff Size		
3 – 4	17	40.5
5 – 6	9	21.4
7 – 8	3	7.1
9 & more	13	31.0
Mean = SD =		
Number of Previous Designations		
1 – 2	33	78.6
3 – 4	5	11.9
5 – 6	4	9.5
Mean = SD =		

Number of Management Trainings Attended		
1 – 2	19	45.2
3 – 4	9	21.4
5 – 6	10	23.8
7 & more	4	9.5

Table 2 shows the profile of the college deans in the university. The profile of the college deans is essential in this study because it is a way of determining the impression management tactics and political skills. With respect to campus assignment, 8 or 19% deans assigned are in Aparri, 7 or 16.7% are working in Carig and Sanchez Mira and 6 or 14.3% are found in Gonzaga. Moreover, 4 or 9.5% deans are assigned in Andrews and Piat Campuses while 3 or 7.1% deans are working in Lal-lo and Lasam campuses.

In terms of college affiliation, 6 or 14.3% are in the college of education and College of Information Technology, 4 or 9.5% are deans of the college of Hospitality Industry Management and 3 or 7.1% are deans of the College of Arts and Sciences, College of Business Entrepreneurship and Accountancy, and College of Industrial Technology.

As to sex, 22 or 52.4% of the college deans are males and 20 or 47.6% are female college deans. With respect to age, 20 or 47.6% have ages ranging from 51 and older, 7 or 16.7% belong to ages 46-50, and 6 or 14.3% are aged 41-45. Moreover, 5 or 11.9% are 36-40 years old, and 4 or 9.5% have ages from 30-35. The mean age of the college deans is 53 which suggest that they are relatively old.

As regards civil status, 38 or 90.5% are married and 4 or 9.5% are single deans. With respect to highest educational attainment, 22 or 52.4% of the college deans are Ph.D. graduates, 19 or 45.2% are master's degree holders and 1 or 2.4% is a bachelor's degree graduate.

In terms of academic rank, 23 or 54.8% of the college deans are occupying associate professor position, 15 or 35.7% are assistant professors, 3 or 7.1% are instructors, and 1 or 2.4% is a professor. With respect to number of years of service as dean, 14 or 33.3% are in the service for 3-4 years, 11 or 26.2% are 1-2 years as deans, 10 or 23.8% have been in the service for 5-6 years, and 7 or 16.7% are 7 years and longer in the service. The mean years of service as dean is 3 years which indicates that they are relatively young in the service.

As regards number of faculty supervised, 17 or 40.5% of the college deans are supervising 3-4 faculty members, 13 or 31.0% have 9 or more faculty under their supervision, 9 or 21.4% are supervising 5-6 teachers and 3 or 7.1% have 7-8 teachers to be supervised.

With respect to number of designations previously held, 33 or 78.6% of the college deans have held 1-2 designations, 5 or 11.9% have occupied 3-4 designations and 4 or 9.5% have previously held 5-6 designations.

Lastly, in terms of number of management trainings attended, 19 or 45.2% of the college deans have 1-2 trainings attended relative to management, 10 or 23.8% have attended 5-6 trainings, 9 or 21.4% have 3-4 trainings and 4 or 9.5% have 7 and more trainings on management.

Table 3. Political Skills Employed by the College Deans as Assessed by Themselves and their Faculty.

Statements	College Deans		College Faculty		Average Weighted Mean	Description
	Weighted Mean	Description	Weighted Mean	Description		
Networking Ability						
1. My Dean spends a lot of time and effort networking with others.	3.05	Often (High)	2.71	Often (High)	2.88	Often (High)
6. My Dean is good at building relationships with influential people at work.	3.1	Often (High)	3.17	Often (High)	3.14	Often (High)
9. My Dean has developed a large network of colleagues and associates at work whom s/he can call on for support when s/he really needs to get things done.	3.62	Very Often (Very High)	3.22	Often (High)	3.42	Very Often (Very High)
10. At work, my Dean knows a lot of important people and s/he is well connected.	3.21	Often (High)	3.15	Often (High)	3.18	Often (High)
11. My dean spends a lot of time at work developing connections with others.	3.05	Often (High)	2.99	Often (High)	3.02	Often (High)
15. My dean is good at using his/her connections and network to make things happen at work.	3.26	Often (High)	3.06	Often (High)	3.16	Often (High)
Category Mean	3.21	Often (High)	3.05	Often (High)	3.13	Often (High)
Interpersonal Influence						
2. My dean is able to make most people feel	3.52	Very Often (Very High)	3.09	Often (High)	3.31	Very Often (Very High)

comfortable and at ease around me.						
3. My dean is able to communicate easily and effectively with others.	3.62	Very Often (Very High)	3.36	Very Often (Very High)	3.49	Very Often (Very High)
4. It is easy for my dean to develop good rapport with most people.	3.55	Very Often (Very High)	3.28	Very Often (Very High)	3.42	Very Often (Very High)
12. My dean is good at getting people to like him/her.	3.12	Often (High)	2.9	Often (High)	3.01	Often (High)
Category Mean	3.45	Very Often (Very High)	3.16	Often (High)	3.31	Very Often (Very High)
Social Astuteness						
5. My dean understands people very well.	3.45	Very Often (Very High)	3.16	Often (High)	3.31	Very Often (Very High)
7. My dean is particularly good at sensing the motivations and hidden agenda of others.	3.05	Often (High)	3.05	Often (High)	3.05	Often (High)
16. My dean has good intuition or savvy about how to present himself/herself to others.	3.19	Often (High)	3.11	Often (High)	3.15	Often (High)
17. My dean is always seem to instinctively know the right things to say or do to influence others.	3.24	Often (High)	3.04	Often (High)	3.14	Often (High)
18. My dean pays close attention to people's facial expressions.	3.21	Often (High)	2.9	Often (High)	3.06	Often (High)
Category Mean	3.23	Often (High)	3.05	Often (High)	3.14	Often (High)
Apparent Sincerity						
8. When communicating with others, my dean tries to	3.62	Very Often (Very High)	3.22	Often (High)	3.42	Very Often (Very High)

be genuine in what s/he says and does.						
13. My dean believes that it is important that s/he is sincere in what s/he says and does.	3.60	Very Often (Very High)	3.28	VeryOften (Very High)	3.44	Very Often (Very High)
14. My dean tries to show a genuine interest in other people.	3.57	Very Often (Very High)	3.12	Often (High)	3.35	Very Often (Very High)
Category Mean	3.50	Very Often (Very High)	3.17	Often (High)	3.34	Very Often (Very High)
TOTAL					3.23	Often (High)

Legend: 1.00 – 1.75 Never (Low)

1.76 – 2.50 Sometimes (Moderate)

2.51 – 3.25 Often (High)

3.26 – 4.00 Very Often (Very High)

Table 3 presents the level of political skills of the college deans as assessed by their faculty and by themselves. It implies that generally, the level of political skill of the university college deans is “high”. This implies that the college deans show high level of understanding towards their subordinates in the workplace and that they make use of such an ability to influence them in effectively acting upon goals leading to the realization of personal and eventually, organizational objectives (Ferris et al. 2005).

In so far as the dimensions of political skill are concerned, apparent sincerity and interpersonal influence obtained “very high” level with a mean of 3.34 and 3.30, respectively. Moreover, the college deans registered “high” level with respect to networking ability (3.13) and social astuteness (3.14)

The ‘very high’ rating of the college deans along apparent sincerity indicates their belief on the importance of sincerity in what they say and do (3.44). As heads of the college, they put premium emphasis on sincerity as an ingredient of their leadership. Sincerity is the college deans’ ability to be forthright, open, honest, and genuine with their teachers. They put sincere organizational intentions because they want to be catalyst for change in their college. They also express genuine interest towards their subordinates because they are not perceived with personal or self-serving motives. They are in their position to exude influence over others.

Moreover, their very high level of apparent sincerity reveals that as they are with others, the deans make it a point to show genuineness with what they say and do (3.42). They are honest in their appreciations as well as their comments to their subordinates. They are truthful in what they do and there is no pretension in their actions because they perhaps have pure intentions to serve and improve the college.

Avolio, Luthans, and Walumbwa (2004) identify people who are well-aware of their thoughts and actions as authentic leaders. They, too, are people who know how to manipulate on their values, knowledge, skills and strengths with consideration of others' (as cited in Avolio, Gardner et al. 2004). Furthermore, authenticity in leadership is called to be a process developed from strong psychological foundation coupled with positive organizational atmosphere, resulting to a better performance with higher level of self-awareness and self-regulation.

Meanwhile, the very high political skill of the college deans relative to interpersonal influence shows that the deans are easy to communicate with (3.49); they also can easily build rapport with people (3.42) and they have the aura of making people enjoy comfort and ease when with them.

The ability of the college deans to communicate easily and effectively with others implies that they are able to express themselves in a manner that is practically understandable to people even if the topic may be new or unknown to most. Similarly with communications that they express through written means, the deans are able to convey information and meaning that suits different kinds of readers.

According to Kristina Guo and Yesenia Sanchez (2005), communication is a basic requirement and asset to leaders' functions since it is a tool by which they feed information with the aim of being understood and with the intention of receiving feedback from others. On the other hand, communication becomes a major challenge for them since it is from their level that important information draws from for the benefit of the organization. Once the leader fails to facilitate continuous and effective communication, the relationship fails at once with the organization.

Moreover, in four separate studies, conducted in 2003 to 2006 by The Ken Blanchard Companies, they asserted that communicative ability is equivalent to efficient and effective leadership. Next, 43% of respondents claimed that the ability to communicate is in itself a critical skill, while 41% identified that a leader who is unable to appropriately use communication is common to error.

Still on the level of political skills of the college deans, the high level ability of the college deans along networking ability implies that "they have developed a big group of people who serve as their support system when working with goals" (3.42). This shows the deans' ability to nourish good working relationship with their subordinates built on mutual trust, cooperation and friendship. In cases of problems, the deans are assured that their faculty members are there to help them resolve the issues, problems and concerns.

Similarly, the high networking ability of the deans suggests that in the workplace, "they have knowledge of who the important people are and they have connections" (3.18). This implies their ability to forge bonds for future projects in which they need support. Congruently, this finding also suggests that they are able to expand on their circle by establishing connections and relationships with different kinds of people. Hence, when resources are scarce, these people can be their stakeholders who may serve as access to fill the gaps and to help in making things or events happen.

With respect to social astuteness, the high level obtained by the college deans along this dimension connotes that the deans understand people well (3.31); they have good intuition and savvy about how to present themselves to others (3.15) and they always seem to instinctively know the rights things to say or do to influence others (3.14).

The ability of the college deans to understand people conveys that they are people smart as they astutely understand their behaviors and motives. They are observant of their subordinates in different social contexts. They are self-regulated with their own feelings and actions and they make use of this skill to understand others and as they have such a skill, they simply execute a spontaneous skill of relating with others with the right words to say and with the most humane manner possible. Hence, they can easily create and receive good impressions.

<p>Meanwhile, the college dean's intuition about how to present themselves to others reveals their ability to be flexible based on diverse social circumstances. They have the gut feeling on how to deal with people of different needs, problems and concerns. They know the appropriate way to dispose themselves so as to influence them to work and contribute to the realization of the college goals. In short, they have the ability to instinctively know the rights things to say or do to influence others.</p> <p>Statements</p>	College Deans		College Faculty		Average Weighted Mean	Description
	Weighted Mean	Description	Weighted Mean	Description		
1. I don't have problems getting my needs met in my college.	2.79	Agree (High)	2.86	Agree (High)	2.83	Agree (High)
2. I get my needs met as soon as I ask in my college.	2.95	Agree (High)	2.73	Agree (High)	2.84	Agree (High)
3. I know when I need help or support from my colleagues in my college.	3.50	Strongly Agree (Very High)	3.22	Agree (High)	3.36	Strongly Agree (Very High)
4. I realize that I need help in a particular situation after the situation has passed in my college.	2.67	Agree (High)	2.91	Agree (High)	2.79	Agree (High)
5. I do know how to put my needs into words in my college.	3.19	Agree (High)	2.92	Agree (High)	3.06	Agree (High)
6. I am able to identify the kind of help or social support I need from my colleagues in my college.	3.40	Strongly Agree (Very High)	3.16	Agree (High)	3.28	Strongly Agree (Very High)

7. I don't have trouble recognizing when I can ask another colleague for something in my college.	3.29	Strongly Agree (Very High)	3.11	Agree (High)	3.2	Agree (High)
8. When I need something, I ask for it as soon as I need it in my college.	3.14	Agree (High)	3.00	Agree (High)	3.07	Agree (High)
9. I can identify people who are willing and able to help me with my needs in my college.	3.55	Strongly Agree (Very High)	3.35	Strongly Agree (Very High)	3.45	Strongly Agree (Very High)
10. When I need help or social support, I will ask a close friend or colleague in my college.	3.12	Agree (High)	3.25	Agree (High)	3.19	Agree (High)
11. I don't ask a stranger or casual acquaintance for advice about a personal situation in my college.	3.14	Agree (High)	3.10	Agree (High)	3.12	Agree (High)
12. I avoid asking people for help in meeting my needs in my college.	2.52	Agree (High)	2.56	Agree (High)	2.54	Agree (High)
13. I usually start to ask another faculty for something in my college.	2.26	Agree (High)	2.70	Agree (High)	2.48	Disagree (Moderate)
14. I am willing to accept assistance from another faculty once the person has agreed to help me in my college.	3.05	Agree (High)	3.16	Agree (High)	3.11	Agree (High)
15. When someone notices that I need assistance, I don't deny that I need any help in my college.	3.26	Strongly Agree (Very High)	3.27	Strongly Agree (Very High)	3.27	Strongly Agree (Very High)
16. Teachers positively respond when I ask for help or social support in my college.	3.43	Strongly Agree (Very High)	3.21	Agree (High)	3.32	Strongly Agree (Very High)
17. I express my needs freely, for example, by saying without hesitation on what I need in my college.	3.55	Strongly Agree (Very High)	3.10	Agree (High)	3.33	Strongly Agree (Very High)

18. When I ask for assistance, teachers understand what I need in my college.	3.45	Strongly Agree (Very High)	3.15	Agree (High)	3.3	Strongly Agree (Very High)
19. In my college, I give a lot of emotional support, and I get much support from them too.	3.21	Agree (High)	3.01	Agree (High)	3.11	Agree (High)
20. Teachers don't tell me that I ask for things too often in my college.	3.10	Agree (High)	2.92	Agree (High)	3.01	Agree (High)
21. Teachers like the way I ask for things in my college.	3.29	Strongly Agree (Very High)	3.08	Agree (High)	3.19	Agree (High)
Overall Weighted Mean	3.14	Agree (High)	3.04	Agree (High)	3.09	Agree (High)

Eletero (2005) posits that experts whose intuitions are high tend to demonstrate a certain level of skill that distinguishes among situations and that they would have immediate decision and action even without looking into the big picture and even when time and resources may not warrant. That is why, today, leaders who exhibit the same skill would be more spontaneous and fast with their performance.

Further, Goldberg (1996) emphasizes that intuition brings to order the flow of decision-making. In doing this, pre-emptive means of dealing with and calculating steps are very important. That means that intuition is always involved in managerial decision-making.

Table 4. Interpersonal skills employed by the college deans as assessed by themselves and their faculty.

Legend: 1.00 – 1.75 Strongly Disagree (Low)

1.76 – 2.50 Disagree (Moderate)

2.51 – 3.25 Agree(High)

3.26 – 4.00 Strongly Agree (Very High)

Table 4 presents the interpersonal skills employed by the college deans as assessed by themselves and their faculty. The data shows that the overall level of interpersonal skills of the college deans is “high” with a mean of 3.09.

The high level of interpersonal skills of the college deans indicates that they can identify people who are willing and able to help them with their needs in the college (3.45); they know when they need help or support from their colleagues (3.36); and they can express their needs freely for example, by saying without hesitation on what they need in the college (3.33).

The high ability of the college deans to identify people who are willing and able to help them with their needs in the college (3.45) reveals that they know their subordinates fully well in terms of their competence, talents and skills. They could easily identify people whom they could tap during accreditation, trainings, research, extension and other college activities and projects. In matters of delegating tasks in the college, they could readily pinpoint who are the right persons who can do the job for them. This is the principle of delegation which is a must for the college deans to master.

On the other hand, the high competence of the college deans to know when they need help or support from their colleagues (3.36) suggests that they know their timing in eliciting help or support from their subordinates. Interview with the college deans reveals that obtaining help or support from their subordinates requires right timing in doing it. By right timing means it has to be obtained only when they need it most. Most often than not, they do the tasks themselves first.

According to James Kouzes and Barry Posner (2008), in human interactions, trust plays a very crucial role because the start of getting along is having to establish and gain trust. In fact, trust was considered a basic element that differentiates performance of companies. This is because once trust is given, the receiver becomes more innovative. Psychology supports this by saying that with trust, people tend to be more adjusted and happy with what they are doing and with whom they are doing things for. Trust, therefore, is a significant predictor for employee’s satisfaction in the organization he/she works for. And leaders or top managers have then to create an environment of trust so that employees would be motivated to innovate and create for the betterment of the organization.

Table 5. Comparison between the assessment of the college deans and their faculty on political style used by the dean, and interpersonal relationships prevailing in the college.

Group Statistics						
Variables	group	Mean	Std. Deviation	Std. Error of Difference	t-value	Probability
Political Skill	Dean	19.29	3.278	0.549	1.801 ^{ns}	0.077
	Faculty	18.30	3.890			
Interpersonal Skills	Dean	60.02	8.179	1.403	3.012 ^{**}	0.004
	Faculty	55.80	11.243			

** = significant at 0.01 level

ns = not significant

It was hypothesized in the study that there is no significant difference in the assessment of the college deans and their faculty on their use of impression management tactic, political skill and interpersonal skills. Table 5 shows that the hypothesis is rejected at 0.05 level of significance as there is a significant difference in the assessment of the college deans and their faculty on their use of impression management tactic and interpersonal skills. This is reflected on the t-value of 2.958 with a probability of 0.004 for impression management tactic and 3.012 with a probability of 0.004.

The significant difference in the assessment of the college deans and their faculty on their use of impression management tactic reveals that the faculty perceive their college deans differently from how the deans perceive themselves. This is seen in the mean of 54.77 for the faculty and 47.12 for the deans. In other words, the deans' impression management tactic does not match with the way they are perceived by their subordinates.

Specifically, the deans perceive themselves to be 'sometimes' using self-promotion and exemplification while the faculty members perceive them to have 'never' used these impression management tactics. This is previously reflected on the computed means of the different items of impression management tactics on Table 2. Relative to self-promotion, the deans disagree that they let their subordinates know that they are valuable to the organization but this statement is agreed by the faculty members as they often manifest such behavioral trait. This finding connotes that the faculty feels that the deans project that they are valuable members of the university. Perhaps this could be attributed to the fact that the deans have critical role in the different activities of the college and in so doing, they try to highlight their functions, contributions and significance in the growth and development of the college that they are managing.

As regards exemplification, the college deans disagree that they arrive at work early to look dedicated but the faculty members agree to this statement. Perhaps, the faculty misinterpret this act of the college deans just as a show-off to look committed to their work. However, for the college deans, this is how they demonstrate their own dedication and one way of showing to their subordinates the virtues of punctuality is to be punctual in coming to work.

On the other hand, both the deans and faculty members are consistent in their perception that the former have 'never' used intimidation and supplication management tactics. Both groups of respondents believe that there is no intimidation to get the job done, there is no intention of making things difficult for the subordinates, there is no intimidation just to get subordinates behave appropriately and there is no use of coercion when subordinates hamper their ability to get their job done.

On the other hand, the significant difference in the assessment of the college deans and their faculty on the level of interpersonal skills suggests that the college deans strongly agree to have demonstrated the following statements: "I know when I need help or support from my colleagues in my college"; "I express my needs freely"; and "Teachers positively respond when I ask for help or social support." The college deans strongly agree with these items but the faculty members just simply agree with it.

Finally, the no significant difference in the assessment of the college deans and their faculty on the political skills connotes that their perceptions match in almost all dimensions of political skill such as networking ability, interpersonal influence, social astuteness and apparent sincerity. The way the deans see themselves harmonizes with the way their subordinates perceive them.

Table 6. Relationship between interpersonal skill tactics and political skill of college deans.

Variables	Correlation Coefficient	Probability	Statistical Inference
Interpersonal Relationship and -			
Political Style	0.129	0.012	Significant at 0.05

The relationship between interpersonal skill political skill of the college deans is presented in Table 6. The data show that there is a significant relationship between interpersonal skill and political skill of the college deans. This is reflected in the correlation coefficient of 0.129 and probability of 0.012. Thus, the null hypothesis of the study is rejected.

The significant relationship between the interpersonal skill and political skill of the college deans conveys that these variables are related or associated with one another. The positive relationship between these two variables can be attributed to the fact that they require a great deal of people skills. Political skill requires maximizing and leveraging relationships in order to achieve organizational, team and individual goals. However, to do this, a college dean needs to have a sound interpersonal relationship as he needs to properly interact with others. Moreover, maximizing and leveraging relationships demands getting along with others while getting the job done. A college dean can never establish a good networking ability, interpersonal influence, social astuteness and apparent sincerity if he does not have good interpersonal skills as reflected in his ability to communicate and to have proper attitude and deportment.

On the contrary, the absence of relationship between the college deans' interpersonal skills and their use of impression management tactic implies that there is no association between these two variables. The absence of association between these two variables can be accounted to the fact that the utilization of an impression management tactics such as self-promotion, exemplification, ingratiation, intimidation and supplication affects how one interacts with people. In short, the dimensions of interpersonal skill such as networking ability, interpersonal influence, social astuteness and apparent sincerity change depending on the kind of impression management tactic that is utilized by the college deans.

According to Kolodinsky (2003), among organizations, political behavior is considered as an interpersonal political skills (IPS) as it puts a line of difference in success. Moreover, IPS significantly affect the quality of working with others among employees (Kipnis et al.1990). Therefore, IPS are important leadership skills in organizations. This is proven by the result found from Hogan et al. (2002) that a leader's success or failure in leadership is found to have been influenced by the kind of relationship managers have built within their organization. Whereas, lack of IPS may elicit negative impact for the organization. And this leads to an impression that leaders who do not have IPS have no influence (Kaplan, 1984). Furthermore, issues on IPS can be a cause of failure in career (Lombardo & McCauley, 1988; McCall & Lombardo, 1983).

Table 7. Relationship between impression management tactic, political style, and interpersonal relationship and the deans profile variables.

Variables	Political Skill	Interpersonal Skills
Sex	.045 (0.380)	.045 (0.382)
Age	.095 (0.096)	.124* (0.029)
Civil Status	-.002 (0.964)	-.005 (0.924)
Highest Educational Attainment	-.026 (0.612)	-.068 (0.190)
Academic Rank	.057 (0.270)	.010 (0.848)
Number of years as Dean	.013 (0.798)	-.008 (0.873)
Number of faculty supervised	-.043 (0.410)	-.111* (0.031)
Previous Designations	.066 (0.201)	.028 (0.586)
Number of Trainings on Management Attended	-.010 (0.843)	-.025 (0.629)

• = Coefficients are significant at 0.01 level. All other coefficients are not significant.

Table 7 shows the relationship between political skill and interpersonal skill of the college deans with their profile variables. As noted from the table, there is a significant relationship between the college deans' civil status and academic rank.

The tendency of the single college deans to use self-promotion than the married ones can be attributed to the fact that being single they do not have biological family members who appreciate their achievements, their competence, talents and their value to the organization. Also, being single, they want to be seen competent because they exert much time and effort in their work as the college dean. Considering that they do not have immediate family, much of their time and effort is devoted to their duties and responsibilities. Usually, the office becomes their home and inasmuch as they commit themselves with their work, they want to appear as competent before their subordinates.

Meanwhile, the tendency of single college deans to utilize ingratiation than the married ones suggests that they want to be liked and to be attractive to others. Being single, they want to be likeable and this facilitates positive interpersonal

relationship and harmony in the college. In doing this, they project an image that they are caring, friendly and considerate in order to be attractive. They, too engage in non-verbal positive actions such as smiling or nodding to be liked and to be attractive.

Interestingly, the tendency of the lower ranking college deans to use self-promotion means that they want to achieve an attribution of competence. Having a lower academic rank, they desire being noticed over being liked. According to Rosenfeld et al. (2005) self-promotion happens when there is low credit given to employee's outputs and its occurrence happens frequently when they have the chance to impress bosses about their abilities (Giacalone& Rosenfeld, 2006)

On the contrary, the tendency of the lower ranking college deans to use ingratiation suggests that they have the tendency to flatter and compliment, they have the tendency to do favors as they want support and cooperation from the subordinates. They have the tendency to be popular with their decisions because they want to prolong their stay in the position. Being holders of lower academic rank than some of their teachers, they want to impress their subordinates by presenting themselves to adopt popular decisions.

On the other hand, there is a significant relationship between the college dean's age and number of faculty supervised with their level of interpersonal skill. Such finding implies that older college deans have more tendency to have better interpersonal skill than the younger ones. Additionally, the college deans who supervise few faculty members have higher interpersonal skill than those who have more faculty members.

The tendency of the older college deans to have better interpersonal skill than the younger ones may be accounted to the fact that older college deans tend to be matured in interacting with people. With the numerous relationships they have been through, more or less they are seasoned in interacting with people.

Moreover, the tendency of the college deans who have few faculty members to have higher interpersonal skill than those who have more faculty members can be attributed to the frequency and quality of engagement that they have with their subordinates. A small number of faculty supervised may mean quality of interpersonal engagement. The deans may know their teachers at the personal and professional level, they are more relaxed handling them, and there is more quality in terms of frequency of bonding and communication.

Finally, the political skill of the college deans is not related with their sex, age, civil status, highest educational attainment, academic rank, number of years as dean, number of faculty supervised, previous designations held and number of trainings attended on management. In short, these variables are not associated with the college deans' political skill.

CONCLUSIONS

Clearly, the college deans are said to be politically skilled since they expressed considerably high level of political skill. Using their political skills, the college deans are able to understand their subordinates in the workplace and utilized their skill to influence them to work in ways geared towards self-development and eventually, organizational progress. Significantly, the college deans let their subordinates adjust their behaviours responsive to the needs required from different contexts. They also easily adapt their subordinates' behavior to various range of targets influence in order to facilitate the

achievement of personal and institutional goals. In short, they get along with their subordinates and ultimately they get the job done in their colleges.

Significantly, the study also concludes that interpersonal skill influences to a great extent the political skill of the college deans. In other words, having good interpersonal skills allows them to have higher political skill. This happens considering that interpersonal skill is a critical dimension of political skill. It is also concluded that age and the number of faculty supervised are factors that influence interpersonal skill. They possess high political skill and interpersonal skill which are essential competencies for an effective and productive organization.

RECOMMENDATIONS

Based on these findings and conclusions, the following recommendations are hereby presented:

1. The deans must sustain their level political skill and interpersonal skill as they are important and relevant to the realization of their colleges' goals and objectives;
2. The deans must utilize their level political skill and interpersonal skill in managing their subordinates, and linking with other internal and external linkages as they are beneficial to personal and organizational interests;
3. The deans are recommended to be maintained in their designations because they are able to manage their people well which is an essential ingredient in sound and effective college management;
4. A similar study must be conducted focusing on the effects political skill and interpersonal skill on group level processes.

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