

# Exhibition of Leadership Performance of Employees in Conrado Estrella Regional Medical and Trauma Center

NOWELL SANCHEZ<sup>1</sup>, ELISA C. CRISTOBAL, PHD<sup>2</sup>

<sup>1,2</sup> Degree Master of Arts in Public Administration, Institute of Graduate School Studies, Urdaneta City University

**Abstract—** *The profound changes in the economy, politics, technology, and society have all been major drivers of change and leading means of production. Instead of using intimidation and control, there is a need for more effective leadership in workplace environments. Despite the fact that leadership is an interdisciplinary topic that is quickly evolving, very little research has been done on leadership in general. This study used descriptive survey research to gain a thorough understanding of the Leadership Capability Framework-based Progressive Development of the Leaders in the Conrado Estrella Regional Medical and Trauma Center. The study's responders included the Conrado Estrella Regional Medical and Trauma Center staff. To guarantee proper representation, respondents were chosen based on their positions, and a sample size of no less than 75% of the population was the goal. The leadership competency weighted mean will be used to assess the breadth of the practices of the Conrado Estrella Regional Medical and Trauma Center executives. Anova will be used to establish whether there are any appreciable differences in the scope of practices among the leadership roles at Conrado Estrella Regional Medical and Trauma Center. According to the data gathered, the Conrado Estrella Regional Medical and Trauma Center employees have a very high level of leadership capability when it comes to inspiring leadership, developing talent, setting direction, managing resources, strategic thinking, ongoing leadership learning, and upholding organizational values. The level of practice among the executive roles at Conrado Estrella Regional and Trauma Center differs significantly. As a result, the researcher suggest that monitoring and upholding the performance requirements and caliber of managers is necessary. For leadership professionalism, further*

*improvements in healthcare education and training are required.*

**Indexed Terms—** *Leadership Capability, Trauma Center, Progress Development, Leaders*

## I. INTRODUCTION

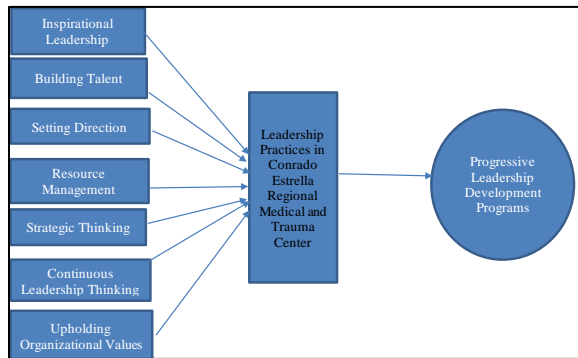
According to Kaboyashi et al., the traditional definition of "leadership" was the direct control of one person over others (Mango, 2018). However, as time has passed since that time and long before, the concept of leadership has evolved into something more complex with the advancement of knowledge and production methods. al. (2020) assert that more effective leadership is required in workplace environments as opposed to control and intimidation. Although leadership is an interdisciplinary subject currently undergoing rapid development, very little research has been done on leadership in general. (Chen, 2018). A well-known leadership scale, the Servant Leadership Survey, was used in Germany, a first-world nation in Europe, to assess the effectiveness and efficiency of leadership and determine which aspects of leadership need to be changed for better leadership. Servant leadership is a branch of leadership research that has been connected to managerial ethics. Studying the psychometric characteristics of a German translation of the multidimensional Servant Leadership Survey (SLS) revealed how important followers' self-concepts, like organizational self-esteem and occupational self-efficacy, were related to servant leadership. The translated servant leadership instrument is a measurement that is valid and reliable for use in the field, according to the findings as a whole (Asif et al., 2019). Research took place to validate a Japanese version of the Leadership Scale and to elucidate the connection between Leadership and well-being among

Japanese employees in Japan as opposed to a first world countries in Asia, for example. In addition to potential leadership effects like affective commitment, work engagement, job satisfaction, organizational citizenship behavior, psychological distress, and work performance, related concepts like transformational leadership, supervisory support, and interpersonal justice were estimated to have validity (Kobayashi et al., 2020). Additionally, according to Kobayashi et al. (2020), SL has a big impact on increasing staff engagement. A case study was done on a phronetic or wise leader who emerged in the Philippines, namely in the province of Samal in Davao del Norte. This leader inspired and transformed his society. To conceptualize, a phronetic leader oversees knowledge-based businesses that value knowledge co-creation. The case study aims to provide a case that began total reform in one island. Rodolfo del Rosario's leadership was required for reform and knowledge co-creation to occur on the island of Samal. Del Rosario demonstrated how his long-term vision, creation of strategies, political will, and ability to inspire local leaders led to the successful unification of three municipalities on Samal Island to create the Island Garden City of Samal (Calina, L. Tumanut, M. & Brillante A. Jr., 2020). After decades of attempts to elevate the island to a higher status, in this case, a city that developed sound governance practices and is now in a better financial situation, a wave of organizational, management, infrastructural, and policy reforms finally occurred in the area (Calina, L. Tumanut, M. & Brillante A. Jr., 2020). A study was carried out locally, in the province of Pangasinan, to assess the level of leadership abilities of the administrators and managers of Divine Word Colleges in Region I, as well as the impact of leadership abilities on employee engagement at work. The study found that managers and administrators have leadership skills that are either "Good" or "High," and these skills are associated with how motivated employees are at work (Abun, 2018). Additionally, a leader's skills have an impact on employee engagement at work, and a noteworthy finding of the study found that work engagement rises as the level of leadership qualities increases (Abun, 2018). Additionally, the researcher Abun (2018) found that there was a correlation between leadership evaluations and employee work engagement. Relationship between administrators' capacity for leadership and the contentment of their workforce,

Administrators must improve their planning, developing people, communication, motivating and appreciating people, and team building skills if they want to increase employee engagement at work. Administrators do not have the highest level of leadership abilities, as opposed to exceptional or extremely high workers. In this situation, the relationship between leadership qualities and workplace engagement is favorable. According to Luisiani and Langey (2019), rather than taking into account the characteristics that are most frequently present in effective leaders, many firms base promotions on seniority and work history. This can lead to disrespect for the ways that LDPs can improve leadership, which could harm organizational effectiveness, job productivity, and employee satisfaction. Until we have a better understanding of leadership practice in general and effective development, implementation, and evaluation of LDPs, the organization will probably continue to experience lower employee morale, higher turnover rates, and additional costs associated with ineffective organizational interventions. LDPs are created to make sure that the best leadership style is developed for widely accepted standards of conduct (Bolden, 2005). The study's findings regarding the Leadership Capability Framework, the extent of practices among leadership positions, and the leadership development programs to be proposed will ensure that the Conrado Estrella Regional Medical and Trauma Center's forward-thinking leadership development programs will aid in the development in particular areas that will be It is indisputable that having strong leadership qualities is essential for a leader to succeed, and these qualities can be learned. However, this achievement cannot be attributed to the leader alone; it must be credited to everyone who works for the company. Success is the result of effective leadership; it does not exist in a vacuum. If the person in charge of the team is competent, the workers will be safer, more enthusiastic, and more productive. The leader is ultimately responsible for both success and failure. As a result, the purpose of this study is to determine whether and how much leadership is being practiced at Conrado Estrella Regional Medical and Trauma Center. The results will be utilized to create progressive leadership development programs for the hospital managers under investigation. In addition to serving the Progressive Leadership Development

Programs' purpose, the study will assist the current administrators in identifying candidates for open leadership positions and equipping them with the necessary abilities, including inspirational leadership, talent development, direction-setting, resource management, strategic thinking, and upholding organizational values. The research will also support future initiatives aimed at enhancing the research process and program outcomes.

Figure 1. Paradigm of the Study



A questionnaire, primarily a descriptive survey questionnaire, and an informed consent form that the researcher created for the respondents make up the study's methodology. The Conrado Estrella Regional Medical and Trauma Center will use the questionnaire to gather information about the extent of practices of the staff members through their leadership capabilities, the notable differences in the extent of practices among the leadership positions, and leadership development initiatives. A suggested leadership development program will be offered as part of the anticipated outcome to assist in enhancing the leaders' capacity for leadership. Data regarding the degree of the practice of their leadership capability and variations of their leadership capability will be used to develop the suggested leadership development program. The Conrado Estrella Regional Medical and Trauma Center staff will be participating in the study as respondents.

## II. METHODOLOGY

To obtain a thorough understanding of the Progressive Development of the Leaders in the Conrado Estrella Regional Medical and Trauma Center Through the Leadership Capability Framework, this study will use

descriptive survey research. As a research technique, descriptive survey research describes the characteristics of the population being investigated. According to Adi Bhat (2018), this methodology focuses more on the "what" of the research issue than the "why" (Adi Bhat, 2018). To guarantee that the findings of this research study are accurate and reliable, a descriptive survey research design was created.

Table I. Distribution of the Respondents According to Job Assignment

Positions	Number of Respondents	Percentage
	20	11.76
	100	58.82
	50	29.42
<b>Total</b>	<b>170</b>	<b>100</b>

Table 1 shows the distribution of the study's identified respondents by position. In general, respondents will be chosen based on positions to ensure proper representation and will aim for a sample size of no less than 75% of the overall population. The participants' perceived level of leadership capability was measured using a four-point Likert scale. The Likert Scale used in the survey is displayed in Table 2.

Table II. Four-point Likert Scale

Scale	Range	Equivalent	Description
4	3.26-4.00	to a very great extent	The capability is immense and outstanding
3	2.51-3.25	to a great extent	The extent of capability is more than satisfactory
2	1.76-2.50	to a moderate extent	The extent of capability is slight to moderate
1	1.00-1.75	to a slight extent to none	There is no or just a slight capability about the given leadership task or ability

Participants signed an informed consent declaration on the survey's first page, indicating their consent to have their replies used as research input data when they returned the survey. Data from papers like official policies and descriptions of the criteria and requirements for leadership competency were collected using document analysis. The leadership capability weighted mean will be employed to ascertain the breadth of the leaders' practices at Conrado Estrella Regional Medical and Trauma Center. Anova will be used to assess whether there are any notable variations in the scope of practices among the leadership roles at Conrado Estrella Regional Medical and Trauma Center. In order to assure the Conrado Estrella Regional Medical and Trauma Center's continued advancement, the findings would

serve as the foundation for leadership development programs that would be suggested.

III. RESULTS AND DISCUSSION

The data analysis was supported by relevant research, philosophic understanding, and/or concepts and theories. To make it easier to interpret the findings, the data are given in tables.

Table III. Leadership capability of the Employees in Conrado Estrella Regional Medical and Trauma Center

No.	Indicators	Mean	Equivalent
<b>Inspirational Leadership</b>			
1.	Demonstrate the same priorities that they describe.	3.46	To a very great extent
2.	Offer individualized support and maintain high visibility to employees	3.45	To a very great extent
3.	Promote safety for all activities that the employees are involved	3.40	To a very great extent
4.	Foster trust and openness within their team	3.75	To a very great extent
5.	Demonstrate high performance like what they expect from the employees	3.30	To a very great extent
<b>Building Talent</b>			
6.	Provide intellectual stimulation and encourage reciprocal learning	3.40	To a very great extent
7.	Foster knowledge sharing among members of the team	3.67	To a very great extent
8.	Promote empowerment and involvement of employees in decision making and idea processing.	3.70	To a very great extent
9.	Uphold friendly practices that build capability in others	3.65	To a very great extent
10.	Understand that modelling of innovations results in development and delivery of high quality performance	3.70	To a very great extent
<b>Setting Directions</b>			
11.	Knows the center vision, mission and goals by heart	3.65	To a very great extent
12.	Constantly remind the team about the vision, mission and goals.	3.70	To a very great extent
13.	Pushing for practices that pursue the goals of the center	3.60	To a very great extent
14.	Continually build on, set and establish new vision and goals for the center.	3.65	To a very great extent
15.	Identify priorities and regularly set them.	3.80	To a very great extent
<b>Resource Management</b>			
16.	Adept at identifying and prioritizing the needs of the center to plan, seek and allocate resources that match the center's strategic plan.	3.65	To a very great extent
17.	Equipped with information in making decisions on how best to use resources of the center.	3.45	To a very great extent
18.	Skilled in making decisions to gain support of learners and staff about the resources of the center.	3.45	To a very great extent
19.	Ensure that they have the right information in making financial, human resource, and property decisions.	3.50	To a very great extent
20.	Skilled in managing people, environments, and education that transform teaching and learning communities	3.55	To a very great extent
<b>Strategic thinking</b>			
21.	Experienced in planning to efficiently target needs and requirements	3.55	To a very great extent
22.	Skilled in implementing, monitoring and evaluating plans	3.65	To a very great extent
23.	Seek the advice of specialists to assist in my decision-making when needed	3.65	To a very great extent
24.	Adept at utilizing information that support decision-making	3.55	To a very great extent
25.	Use reciprocal learning and modelling of innovation for effective creation of learning and teaching practices	3.40	To a very great extent
<b>Continuous Leadership Training</b>			
26.	Update themselves in new technologies, methods to enhance their	3.50	To a very great extent
		3.75	To a very great extent

One of these key indications indicates the highest mean received a mean of 3.77 for the continual leadership learning they offer, which is perceived as being to a very big extent. The term "continuous leadership learning" describes chances for ongoing academic and professional development that affect job performance. The staff members benefit from these training opportunities by learning about current health-related trends and gaining valuable skills. It essentially encourages one to become a master of their knowledge. Maintaining a competitive advantage

requires the ability to create connections, look for information, evaluate observations, and exchange ideas through the skillful use of new technologies (Buchlack et al. 2020). Hussain and Ram (2021) have stated that it is a way for people to take control of their professional development through a continuous process of seeking, discovering, and sharing. Another benefit is the intellectual gratification that comes from having the chance to advance one's knowledge and abilities, which can improve job satisfaction. Leaders frequently like having team members who are enthusiastic about their work, so they provide a variety of possibilities for professional development. Concerning this, some continuous learning experiences give participants access to resources long after the experience is over, giving them access to discussion boards, videos, learning modules, or a community of learners (Cohen et al., 2019). For instance, some certifying bodies give professionals who have obtained one of their qualifications access to membership. When pursuing their career goals, professional association members can access research databases, social networks, and career newsletters as a benefit of membership. Leadership summits and other comprehensive professional development events can teach teams how to work together more successfully, which can increase productivity as a whole. Their ability to do jobs more quickly and effectively increases as a result of developing their talents, which also increases work production. Growing technology also creates new opportunities and enhances job performance across many industries. Through continual learning opportunities, they gain knowledge of how to use new technological tools to increase efficiency and improve work quality. The administrative staff in a hospital, for example, might host a coding workshop to instruct the employees on the fundamentals of database coding. Because of this expertise, they can troubleshoot tiny faults in the medical database with speed and efficiency, minimizing labor and time (Lei, et al., 2022). Additionally, certain opportunities for continuous learning placed a particular emphasis on the fundamental obligations of their employment and taught staff members new ways to carry out their responsibilities. In a variety of industries, including manufacturing, technology, and the medical field, new techniques are created through industrial research that save time and money (Magbity, et al., 2020). This

demonstrates how carefully the leaders search for novel ideas, data, and knowledge. Knowledge sharing is a crucial component of knowledge management. Knowledge management refers to the creation, storage, and transmission of knowledge within an organization. People exchange explicit and implicit knowledge through sharing information, which leads to the creation of new knowledge. Knowledge can be shared across people, within teams, and throughout the entire organization. Cognitive resources will be wasted if knowledge is not shared among team members, according to research by Ofei and Paarami (2022). Therefore, knowledge sharing is an essential team process that involves participants participating to convey ideas, facts, and suggestions relevant to the team's current work. Businesses develop capabilities that offer them a long-term competitive advantage in a market where competition is growing, and these capabilities are sufficiently unique to deter competitors from copying or mimicking them. A company needs to share knowledge in order to innovate new products, services, and processes faster and more successfully than its competitors (Mirkmali and Poorkarimi, 2023). Knowledge exchange enables firms to develop their capabilities, provide value, and keep their competitive advantage. Because it contains hard-to-replicate processes, intangible assets, and creative processes, knowledge is a company's most important resource. Teams' capacity to produce excellent results by drawing on the knowledge ingrained in interactions between team members and knowledge sharing within teams has increased performance and served as a source of competitive advantage for a business (Muddle, 2020). By engaging in the information-sharing process, which enhances team performance and gives businesses a competitive advantage, teams develop a unique knowledge base that competitors find challenging to imitate. Since a team or organization is motivated by a leader who has a positive relationship with the people they are guiding, management and leadership are not the same idea (Specchia, et al., 2021). Because a leader can encourage people to work toward a common goal, they can have a big impact on a team. The traditional job of a leader is to guide and coordinate the different viewpoints that are present in a team in order to achieve a common goal. According to Thiagarajan and McKimm (2019), team leaders can serve as examples by being open with information, exhibiting trust in

others, putting themselves in others' shoes, and offering constructive feedback. Therefore, the team leader's perspective on information sharing is crucial. A lack of knowledge sharing was highlighted by respondents in Widyanti's knowledge worker research from 2007, which looked at the free text comments given by 2,988 respondents from 92 different business units in 12 different organizations (2020). The dilemma arises, he argued, since very few managers are perceived to be averse to share their expertise and because managers are thought to either not disclose what they know or to encourage others to share their information. Second, they always consider their well-being as they advance and grow their field of competence. One's capacity to have faith in another team member is intimately related to the accuracy, relevance, and thoroughness of information and knowledge exchange, as well as the acceptance of others' expertise and influence (Suwarno, 2023). Team leaders that actively encourage knowledge sharing set an excellent example by promptly sharing pertinent ideas and information with the team. Team members are, therefore, more willing to return the favor by sharing their expertise with the group. Participatory decision-making also allows team members more opportunities to voice their own opinions. Team members who have a voice in decision-making are more likely to influence those decisions and, as a result, value information sharing. In addition to the team members understanding the value of knowledge sharing, a better decision is likely to be made when team members have relevant knowledge that the team leader does not (Martinussen and Davidson, 2021). When people are unsure of how they will use the knowledge, it is unlikely that it will be shared easily (Buchlack et al., 2020). One can lower knowledge hoarding and increase trust by promising that knowledge will be put to use for the benefit of the team as a whole. People are more willing to impart their unique knowledge to one another when their boss treats them well and recognizes their contribution. Knowledge sharing will increase when team leaders acknowledge employees for their contributions to ideas and information since knowledge sharing is crucial for successful firms. It boosts group performance and gives a company a consistent competitive advantage (Cohen et al., 2019). However, information transfer is not always inevitable. Team leaders play a crucial role in promoting knowledge

sharing within teams by fostering a collaborative, trustworthy environment, setting standards, leading by example, advocating opportunities for team members to exchange ideas, and recognizing the accomplishments of particular team members. The area of sustaining corporate principles is next, which stresses a mean of 3.70, and is held to a very high degree. Organizational values are the core ideas that give a company its mission and vision. They aid businesses in managing their interactions with both personnel and customers. Despite typically performing effectively, diverse teams encounter difficulties and resistance, according to decades of research. Managers trying to change their workforce face the risk of being mired in conflict and hostility if they don't first appreciate the challenges provided by diversity, which can hinder effectiveness. Kulari (2022), Imenda (2017), and Sharma (2018) conducted a thorough investigation and found that high-performing teams frequently have socially sensitive individuals who take turns speaking and who also include women. A team's members bringing a range of talents, information, and perspectives to the table is possibly its most important quality. A varied team that works effectively as a unit is a challenge that demands substantial effort to conquer, but doing so maximizes the variety of potential paths the team can follow and produces better, more innovative solutions. According to this indication, the leaders demonstrate the core principles. The talents that make up an organization's talent are some of the most crucial characteristics that must be put to use to achieve any meaningful goal. The way an organization upholds its values is how it fulfills its mission. In today's disruptive market, every company needs to recruit, develop, and hold onto employees with a diversity of skills and perspectives. Success and failure will be determined by the ability to articulate a higher purpose that begins with a clear sense of shared mission and values, not by the development of job descriptions and compensation plans (Rouhani, 2018). Next, they perform tasks that advance the organization's objectives, approach the challenge of leadership with moral purpose, and have the ability to take calculated risks. Both the team and the organization as a whole can benefit from clearly defined team roles and responsibilities in addition to the individual employees. After all, knowing what is expected of them may help employees perform considerably better. If each team member is given

tasks that are appropriate for their skill set, the team can perform consistently well and adapt as consistently as the organization as a whole (Sharma, 2018). Nothing is overlooked because everyone on the team is aware of their duties. It also suggests that people have more freedom. Knowing their duties and how they relate to the team's goals will provide people more leeway in how they execute critical tasks. Another is that when people feel their tasks are well defined and appreciated, and when people believe their responsibilities are limited in ways that allow them to function unhindered, collaboration improves. These teams must have clearly defined roles and duties if they are to succeed. Since everyone is aware of their responsibilities within the team, the team can mobilize and work together when necessary. Determining the duties and responsibilities of the team is the first step in building a high-performing one (Imenda, 2017). Furthermore, it improves the working environment for staff members, increases production, improves organizational performance, positions teams for success, promotes confidence and momentum, clears up confusion, and saves time and money. As teams collaborate, the needs of the workgroup will unavoidably change. Teams will need to review and adjust who is responsible for what, thus, managers must be aware of their teams' makeup (Konayash, 2020). Along with this, they carry out tasks that further the goals of the center, take calculated risks with maturity, and confront the challenge of leadership with moral purpose. The component of inspirational leadership, with a 3.46 mean but relatively high levels of maintenance, shows the least of these signs. The ability to influence others for the better and enable others to succeed is referred to as inspirational leadership. Being an inspirational leader allows your team members the ability to develop their ambition based on your behavior and attitude, regardless of your level of experience (Park, 2022). To show leadership, it frequently involves a combination of certain skills and personality attributes. The attributes of an inspirational leader, the reasons why it's important to be an inspirational leader, how to develop an inspirational leadership style, and leadership tips are all covered in Mango's study (2018). People who are motivated by their leaders are more enthusiastic about their work and the strategies they employ to do it. Inspirational leaders link their work with the organization's values, inspiring team members to set

high goals and consistently achieve them. These managers help their employees develop a clear sense of purpose, which makes it easier for each person to appreciate their work more. The general level of engagement among this leader's team grew as a result of his or her inspirational leadership. When workers come across a boss that has a strong work ethic, they typically aspire to the same level of dedication. Motivated employees are more likely to stay with a company (Luisiani and Langley, 2019) and those who inspire others are more desirable to work with.

Significant Difference Between the Extent of Practices among the Leadership Positions in Conrado Estrella Regional Medical and Trauma Center

Table IV. ANOVA Result

Groups	Sum	Average	Variance
Admin Officer 3	126.75	3.621429	0.192542
Admin Officer 5	134	3.828571	0.146218
Asst Chief Nurse	135	3.857143	0.12605
Executive Officer 3	123.5	3.528571	0.17563
Head Nurse	125	3.571429	0.252101
Nurse 1	138	3.942857	0.055462
Nurse 2	130	3.714286	0.040149
Nurse 3	119.8	3.422857	0.018286
Nurse 4	117	3.342857	0.34958
Nurse 5	139	3.971429	0.028571

\*P-value: 0.00 Significant

The table shows that the leadership positions at Conrado Estrella Regional Medical and Trauma Center have remarkably substantial differences in their areas of responsibility. Effective leadership is a complex and highly regarded part of healthcare education to reach high levels of instruction, research, and clinical practice. Leaders can influence and mold their followers' values, attitudes, and behaviors through a dyadic relationship. They can acquire the support of people and enlist their assistance to achieve shared goals. Effective leadership is a complex and highly regarded element of the healthcare system because it helps to reach high levels of instruction, research, and clinical practice. To deliver more effective results, leadership, and management skills are expected and required in the healthcare sector (Less and Armit, 2018). Nevertheless, regardless of

their position within the company, leaders in healthcare education should rely more on their proven leadership abilities than on formal positions of authority. Recent years have seen a shift in the emphasis toward "team leadership," with distributed leadership—where various professions share influence—becoming more prevalent in the healthcare education field. With an emphasis on shared leadership and thoughtful responsibility allocation, leadership is evolving into a more collaborative function. Teams-based organizations delegate authority from the leader to the group. Teams are made up of interdependent people who must work together to accomplish their shared goals (bun, 2018). Each team member needs to have personal autonomy, accountability, appropriate appreciation, and a clear grasp of their responsibilities for the group to function at its best. The organizational culture must encourage employee participation in these teams and develop leadership skills in order to ensure success. Teams usually fail in conventional organizational structures where lower-level decision-making and teamwork are prohibited (Carr 2018). With dispersed leadership, team members share power and can advance or retreat as necessary. Effective leaders are aware of the circumstances that make for productive teams. The operational duties of a team's members should be matched to their skills in order for the team to function at its most effectively (Dahleez, 2022). In modern organizations, leadership is offered by the individual who best fits the current demands of the team. Thus, it enables quicker solutions to increasingly complicated problems. Importantly, no one team job should take precedence over another when it comes to team leadership. Dahlees (2022) adds that diverse teams that get along well make use of the unique talents of their members. Currently, it doesn't seem like there is much evidence in the literature. This systematic review and meta-analysis has assessed the efficacy of leadership interventions in improving healthcare outcomes, such as performance and adherence to guidelines (Jankelove and Joniakova, 2021). In all, 3,155 records were discovered by the search algorithms, and 21 of them were used in the meta-analysis, according to their study. Two databases were used to research the text: PubMed and Scopus. When research types are taken into consideration, the pooled leadership effectiveness of before-after studies was 14.0% (95% CI 10.0-18.0%), but the correlation

coefficient between leadership interventions and healthcare outcomes in cross-sectional studies was 0.22 (95% CI 0.15-0.28). The multi-regression analysis of the cross-sectional research revealed higher leadership effectiveness in South America (= 0.56; 95%CI 0.13, 0.99), private hospitals (= 0.60; 95%CI 0.14, 1.06), and medical specialty (= 0.28; 95%CI 0.02, 0.54). According to these findings, it is possible to increase performance and adherence to best practices in hospital settings by changing the leadership culture. Theoretically, anyone working in the sector might adapt their psychological capacities, educational background, and professional experiences to healthcare settings, political restrictions, economic limitations, and human resource limitations. As of right now, no organization has a leader selection procedure for a specific healthcare setting. There is still debate regarding a standardized and widely acknowledged approach to selecting leaders for healthcare organizations, despite the availability of self-assessment leadership skills for prospective leaders and a pattern for the selection of leaders (Asif, 2019). The tedious use of leadership abilities and adaptive traits by team members may result in leadership failure. In hospitals, where patient care is becoming increasingly complex, with demanding and high-acuity patients, shorter stays, and staffing shortages, nurses have a critical leadership role (Chughtai, 2020). In addition to overseeing the completion of patient care and directly managing the provision of safe patient care, nurses at the bedside also identify areas for improvement in patient advocacy, motivate other members of the care team to take action on patient care and coordinate change initiatives to address problems that crop up in routine clinical practice. They also point out inefficiencies in organizational structures, procedures, guidelines, and practices that obstruct the delivery of the best patient care. Interventions to foster clinical leadership focused on the development of three fundamental competencies: cognitive, interpersonal, and intrinsic. These competences enable the development and use of knowledge for practical problem-solving, sensible decision-making, and self-control of learning and behavior. Studies deliberately combine didactic and interactive learning using online and/or in-person training sessions, discussion groups, and role-playing exercises in order to promote the application of taught leadership abilities. The ability of nurses to make

judgments in their everyday work and to influence change within inpatient care is improved by programs that focus on these competencies (Khoury, 2021). In the end, these programs equip nurses to take charge at the patient's bedside and to lead effectively in interactions with other healthcare providers, patients, and their families. These abilities are therefore useful in hospital settings where bedside leaders recognize and promote practice improvement. Another skill that has been deemed crucial is interpersonal competency, which is the capacity to develop trustworthy relationships with people, patients, families, and professionals (Shirey et al., 2019). A mentor is typically someone more senior - or more experienced than the individual being mentored. Programs employing this strategy encouraged participants to get involved in the organization actively while also developing connections with other professionals and fostering the professional development of individuals receiving mentoring. Finally, the development of clinical management depends on innate abilities. Intrinsic competencies are closely related to the competencies since they express one's values and direct how a person presents themselves and responds to situations. Particularly, psychological empowerment, emotional intelligence, and critical reflexivity help some of these skills to grow. As a result, employing diverse delivery formats, durations, program kinds, administration format, duration, and program-type interventions promote employee leadership.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

This chapter shows the findings that came from the leaders at Conrado Estrella Regional Medical and Trauma Center evolving over time, as well as suggestions for solving the issues raised by the study. Conclusions:

On the basis of the study's findings, the following conclusions were made:

1. The Conrado Estrella Regional Medical and Trauma Center's staff members excel at inspiring others, developing talent, setting direction, managing resources, applying strategic thinking, lifelong learning, and upholding corporate values.



2. The level of practices among the executive roles at Conrado Estrella Regional and Trauma Center differs significantly. The null hypothesis is therefore disproved.
3. Conrado Estrella Regional and Trauma Center have designed a leadership development program to foster the advancement of its leaders and employees.

Recommendations:

1. The MCAP framework and its accompanying behavioral components should be used as the guiding framework for improving the leader's competency. The six key competencies that have been added to the MCAP framework will help managers of health services develop their leadership capacity and their ability to carry out their managerial responsibilities effectively. The identification and creation of a management competency framework can, shortly, increase the applicability of current informal and formal training programs for health service managers to satisfy the needs of the healthcare sector in terms of a management workforce, as well as contribute to the effects. The following is taking into account the importance of competency-based education for the training of health service managers and workforce development. The framework takes into account the competencies necessary for the total workforce in health service management over time, guiding the developing organizational- and system-wide strategies to improve the competency of the total workforce and preparing the next generation of workers to handle the ongoing challenges and changes that health systems effectiveness and efficiency of health service delivery.
2. The mandate, mission, and vision of Conrado Estrella Regional and Trauma Center should be strengthened through the implementation of a promotional drive to encourage employee participation in the leadership development program.
3. It is important to monitor and uphold the performance standards and caliber of managers. For leadership professionalism, further improvements in education and training are required in healthcare services. Managers can pursue managerial development in a variety of

ways. It can be done via a range of practical techniques, including in-service training, internal use of mentors and study groups, off-site intensive training, seminars, and conferences, as well as formal education in management at universities. For the purpose of promoting management development, competency-based education and training for health service managers has been advocated.

4. To develop clinical citizenship behaviors with broader engagement in the organization's systems and processes, one must possess the aptitude for clinically focused and motivated citizenship behaviors, both at the level of one's individual responsibilities and in the larger network of relationships and systems. These "clinical citizenship behaviors" demand for a fair and impartial work environment where staff members can discuss issues openly and work together to find solutions.
5. A similar or more obvious study on the managers at Conrado Estrella Regional Medical and Trauma Center might be required to further corroborate the conclusions of this study.

REFERENCES

- [1] Aqtash, S., Alnusair, H., Brownie, S., Alnjadat, R., Fonbuena, M., & Perinchery, S. (2022). Evaluation of the Impact of an Education Program on Self-Reported Leadership and Management Competence Among Nurse Managers. *journal.sagepub.com/home/son*, 8, 237796082211064. <https://doi.org/10.1177/23779608221106450>
- [2] Bleakley, A. (2020). Embracing the collective through medical education. *Advances in Health Sciences Education*, 25(5), 1177–1189. <https://doi.org/10.1007/s10459-020-10005-y>
- [3] Buchlak, Q. D., Esmaili, N., Leveque, J., Bennett, C., Piccardi, M., & Farrokhi, F. (2020). Ethical thinking machines in surgery and the requirement for clinical leadership. *American Journal of Surgery*, 220(5), 1372–1374. <https://doi.org/10.1016/j.amjsurg.2020.06.073>
- [4] Bush, S., Michalek, D., & Francis, L. (2021). Perceived Leadership Styles, Outcomes of Leadership, and Self-Efficacy Among Nurse

- Leaders: Nurse Leader, 19(4), 390–394. <https://doi.org/10.1016/j.mnl.2020.07.010>
- [5] Carr, P. L., Raj, A., Kaplan, S. J., Terrin, N., Breeze, J. L., & Freund, K. M. (2018). Gender Differences in Academic Medicine. *Academic Medicine*, 93(11), 1694–1699. <https://doi.org/10.1097/acm.0000000000002146>
- [6] Chen, T. (2018). Medical leadership: An important and required competency for medical students. *Tzu Chi Medical Journal*, 30(2), 66. [https://doi.org/10.4103/tcmj.tcmj\\_26\\_18](https://doi.org/10.4103/tcmj.tcmj_26_18)
- [7] Chughtai, M. T., & Rizvi, S. S. (2020). Empowering Leadership and Occupational Burnout: A Moderated Mediation Model of Employee Optimism, Employee Hardiness and Job Crafting. *NICE Research Journal*, 122–157. <https://doi.org/10.51239/nrjss.v0i0.158>
- [8] Cohen, D., Vlaev, I., McMahon, L., Harvey, S., Mitchell, A., Borovoi, L., & Darzi, A. (2017). The Crucible simulation: Behavioral simulation improves clinical leadership skills and understanding of complex health policy change. *PubMed*, 44(3), 246–255. <https://doi.org/10.1097/hmr.000000000000162>
- [9] Coie, J. D., Watt, N. F., West, S. C., Hawkins, J. D., Asarnow, J. R., Markman, H. J., Ramey, S. L., Shure, M. B., & Long, B. (1993). The science of prevention: A conceptual framework and some directions for a national research program. *American Psychologist*, 48(10), 1013–1022. <https://doi.org/10.1037/0003-066x.48.10.1013>
- [10] Durrah, O., & Kahwaji, A. T. (2022). Chameleon Leadership and Innovative Behavior in the Health Sector: The Mediation Role of Job Security. *Employee Responsibilities and Rights Journal*, 35(2), 247–265. <https://doi.org/10.1007/s10672-022-09414-5>
- [11] Gibney, J. (2011). Knowledge in a “Shared and Interdependent World”: Implications for a Progressive Leadership of Cities and Regions. *European Planning Studies*, 19(4), 613–627. <https://doi.org/10.1080/09654313.2011.548474>
- [12] Golensky, M., & Hager, M. A. (2020). *Strategic Leadership and Management in Nonprofit Organizations: Theory and Practice*. Oxford University Press.
- [13] Hussain, M. M., & Khayat, R. F. (2021). The Impact of Transformational Leadership on Job Satisfaction and Organisational Commitment Among Hospital Staff: A Systematic Review. *Journal of Health Management*, 23(4), 614–630. <https://doi.org/10.1177/09720634211050463>
- [14] Imenda, S. N. (2014). Is There a Conceptual Difference between Theoretical and Conceptual Frameworks? *Journal of Social Sciences*, 38(2), 185–195. <https://doi.org/10.1080/09718923.2014.11893249>
- [15] Jankelová, N., & Joniaková, Z. (2021). Communication Skills and Transformational Leadership Style of First-Line Nurse Managers in Relation to Job Satisfaction of Nurses and Moderators of This Relationship. *Healthcare*, 9(3), 346. <https://doi.org/10.3390/healthcare9030346>
- [16] Jia, Z., Wen, X., Lin, X., Lin, Y., Li, X., Li, G., & Yuan, Z. (2021). Working Hours, Job Burnout, and Subjective Well-Being of Hospital Administrators: An Empirical Study Based on China’s Tertiary Public Hospitals. *International Journal of Environmental Research and Public Health*, 18(9), 4539. <https://doi.org/10.3390/ijerph18094539>
- [17] Khoury, D. E., Preiss, A. J., Geiger, P. J., Anwar, M., & Conway, K. P. (2021). Increases in Naloxone Administrations by Emergency Medical Services Providers During the COVID-19 Pandemic: Retrospective Time Series Study. *JMIR Public Health and Surveillance*, 7(5), e29298. <https://doi.org/10.2196/29298>
- [18] Lee, M. (2021). Leading Virtual Project Teams. In Auerbach Publications eBooks. <https://doi.org/10.1201/9781003119869>
- [19] Lei, L., Lin, K., Huang, S., Tung, H. H., Tsai, J., & Tsay, S. (2022). The impact of organisational commitment and leadership style on job satisfaction of nurse practitioners in acute care practices. *Journal of Nursing Management*, 30(3), 651–659. <https://doi.org/10.1111/jonm.13562>
- [20] Lusiani, M., & Langley, A. (2019). The social construction of strategic coherence: Practices of enabling leadership. *Long Range Planning*,

- 52(5), 101840.  
<https://doi.org/10.1016/j.lrp.2018.05.006>
- [21] Magbity, J. B., Ofei, A., & Wilson, D. (2020). Leadership Styles of Nurse Managers and Turnover Intention. *Hospital Topics*, 98(2), 45–50.  
<https://doi.org/10.1080/00185868.2020.1750324>
- [22] Mango, E. (2018). Rethinking Leadership Theories. *Open Journal of Leadership*, 07(01), 57–88. <https://doi.org/10.4236/ojl.2018.71005>
- [23] Nieuwboer, Van Der Sande, W., Van Der Marck, M. A., Rikkert, M. O., & Perry, M. D. (2018). Clinical leadership and integrated primary care: A systematic literature review. *European Journal of General Practice*, 25(1), 7–18.  
<https://doi.org/10.1080/13814788.2018.1515907>
- [24] Ofei, A. M. A., & Paarima, Y. (2022). Nurse managers leadership styles and intention to stay among nurses at the unit in Ghana. *International Journal of Health Planning and Management*, 37(3), 1663–1679.  
<https://doi.org/10.1002/hpm.3433>
- [25] Pizzirani, B., O'Donnell, R., Skouteris, H., Crump, B., & Teede, H. J. (2020). Clinical leadership development in Australian healthcare: a systematic review. *Internal Medicine Journal*, 50(12), 1451–1456.  
<https://doi.org/10.1111/imj.14713>
- [26] Ramdas, S. K., & Patrick, H. A. (2019). DRIVING PERFORMANCE THROUGH POSITIVE LEADERSHIP. *Journal of Positive Management*.  
<https://doi.org/10.12775/jpm.2018.146>
- [27] Rouhani, M. J., Burleigh, E. J., Hobbs, C., Dunford, C., Osman, N. I., Gan, C., Gibbons, N., Ahmed, H. U., & Miah, S. (2018). UK medical students' perceptions, attitudes, and interest toward medical leadership and clinician managers. *Advances in Medical Education and Practice*, Volume 9, 119–124.  
<https://doi.org/10.2147/amep.s151436>
- [28] Sadowski, B., Cantrell, S., Barelski, A., O'Malley, P. M., & Hartzell, J. D. (2018). Leadership Training in Graduate Medical Education: A Systematic Review. *Journal of Graduate Medical Education*, 10(2), 134–148.  
<https://doi.org/10.4300/jgme-d-17-00194.1>
- [29] Specchia, M. L., Cozzolino, M., Carini, E., Di Pilla, A., Galletti, C., Ricciardi, W., & Damiani, G. (2021). Leadership Styles and Nurses' Job Satisfaction. Results of a Systematic Review. *International Journal of Environmental Research and Public Health*, 18(4), 1552.  
<https://doi.org/10.3390/ijerph18041552>
- [30] Varpio, L., Paradis, E., Uijtdehaage, S., & Young, M. (2020). The Distinctions Between Theory, Theoretical Framework, and Conceptual Framework. *PubMed*, 95(7), 989–994.  
<https://doi.org/10.1097/acm.0000000000003075>
- [31] Widyanti, R., Basuki, & Susiladewi. (2020). Do Leadership Style and Organizational Communication Increase to Organizational Commitment? Study Among Hospital Staff. *Holistica*, 11(2), 17–24.  
<https://doi.org/10.2478/hjbpa-2020-0016>