

Leadership frames in higher education

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Presentation

- Situating myself in the map of higher education leadership research
- Dissertation study (Vuori 2011)
- Management ideas (Vuori, forthcoming)
- Recommendations of new books on higher education leadership (Bastedo 2012; Kezar 2013)

Approaches to the study of leadership and management in higher education (Kezar et al. 2006, Vuori 2011)

1. Searching for the ideal leader
2. Studying what higher education leaders do
3. Paying attention to the context of leadership
4. Examining transformational leadership

aim at discovering the generalizable principles that guide leader behavior and make predictions on their effect on outcomes

Approaches to the study of leadership and management in higher education (cont.)

5. Examination of the leader as a meaning maker
6. Investigating the cognitive processes of leaders
(and followers)

focus on individual perception, multiple realities,
meaning making, interaction and context

Approaches to the study of leadership and management in higher education (cont.)

- 7. Illuminating hidden assumptions and power dynamics
- 8. Studying leadership in complex adaptive systems

critical and post-modern approaches to leadership

Trendy topics

- Middle level academic management
(Cardno 2013; Ladyshevsky & Vilkinas, 2012; Marshall, 2012; Milburn, 2010, Qualter & Willis, 2012)
- Leadership identities
(Floyd, 2012; Floyd and Dimmock, 2011; Haake, 2009; Thomas-Gregory 2014)
- Distributive leadership
(Bolden et al. 2008; Burke, 2010; Gosling et al, 2009; Jones et al. 2014; Lumby, 2013; Zepke, 2007)
- Effects of managerialism on academic leadership
(Deem et al. 2007; Pechar, 2010; Winter, 2012; Santiago & Carvalho, 2012)

Leadership frames of programme directors in Finnish Universities of Applied Sciences (Vuori, 2011)

- Cognitive orientations of middle level academic managers using Bolman & Deal (1991) framework
 - Structural: organization as a machine
 - Human resource: organization as a family
 - Political: organization as a battle field
 - Symbolic: organization as a temple

Perceiving UAS organization as a loosely coupled organization (Weick 1976)

Findings

Frame	Underlying principle	Changemaking tool	Key quote
Structural	Pursuit of rationality	Planning	"The work is fifty-fifty planning and co-ordination"
Human resource	Effort to give individualized attention and to promote collaboration	Distributive leadership	"No one can accomplish anything alone"
Political	Choosing which conflicts to act upon	Patience	"One needs to a person who balances the different points of views"
Symbolic	Building significance	Sensemaking	"What does it mean for us"

Findings

- all 15 program directors used at least two leadership frames (structural + human resource)
- nine used a minimum of three leadership frames and four program directors were interpreted to use all four leadership frames (multiframers)

Implications

- The need to understand HEI as a political organisation
- The need to criticize business management models in HE
- The impact of history as teaching-only colleges
- The role of middle managers
- Recruitment of middle managers

Where do the (structural and HR-frame related) management ideas come? (Vuori, forthcoming)

- Do the managers play the role of a globalized management script?
- The simultaneous cry for managerial ideals and distributive leadership in higher education
- Both needed, but not sufficient frameworks to grasp the complexity of HE environment

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