Academic Leadership
Essential to Turn Vision into Reality

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By : *Dr. Savita Mishra*
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PREFACE

This edited book *"Academic Leadership: Essential to Turn Vision into Reality"* is succinctly for academic leaders of the future. It speaks to teacher educators who are experts in academia to enter into leadership role. Several academic leaders offer their insights in their chapters, while other scenarios and examples drawn from practice are placed throughout the book. This book is offered as a resource as you embark on your own journey toward transformational leadership in academia. The budding leaders are needed to lead in the setting where they practice: from a solo practice in an institution to the most complex educational system. From an isolated institution to a global institution, it is clear that academic leaders are needed to forge new and innovative models of teaching and learning that can meet the 21st century challenges. The book facilitates enhance your skills and stature to become an influential academic leader. If that "becoming" is not a transforming experience, it will not be enough to prepare you to lead in a future of enormous challenges. The future of academic leader throughout the world requires leaders who are transformational in the best and broadest sense. Besides, it also requires a thoughtful, robust sense of self-belief-respect-worth-esteem as a leader. It requires an intellectual, practical, and spiritual commitment to improve academic practices and lead others toward their own transformation in their professional journey. It requires courage, knowledge, and a foundation in teaching and learning. It requires an interdisciplinary fluency and ability to listen,

understand, and influence others across a variety of disciplines. Academic leadership requires vision and creativity!

Aligning with National Education Policy 2020, the book is compiled and developed as to underpin the core values of academia - knowledge delivery, leadership, ethics and ethos, and practice excellence - serve as core concepts in this book.

This work is neither a comprehensive encyclopedia for academic leadership nor a traditional text in academic management. Rather, its purpose is to identify some key issues related to academic leadership development and contexts for transformational leaders in academia. The book is meant to introduce you, as an academic leader, to bubbly issues in your own aspirations toward becoming an academic leader. It also offers a manuscript and supplement to your knowledge of the literature and commendable experiences in the transition to academic leadership.

There is also increased attention to academic standards, benchmarks, issues in education disparities, teachers' issues, and parents' satisfaction. We have invited experts to contribute on scorching issues of inter-professional collaboration, creating and shaping diverse environments for stakeholders, education economics, and other significant areas of academic leadership development.

The book *"Academic Leadership: Essential to Turn Vision into Reality"* contains a personal message that indubitably would sail toward transformational leadership to instill courage and creativity. Throughout the book, we provide generous illustrations to read about and see how a teacher plays to his strengths, seek out mentors, and solved complex problems. We hope you enjoy reading the book and using the relevant and honest content and activities that resonate with you as you embark on your academic leadership journey!

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Its Functions and Styles

Monica Das*

Introduction

With the world turning into a global village, breakthrough researches and developments in the field of science and technology, there is a potential risk of an outbreak of another pandemic as COVID 19. Just as human beings are venturing into the space with newer scopes for finding another planet like the Earth, similarly the continuous mutations of micro organisms like viruses or bacteria both inside and outside the laboratories, pose a threat to mankind. In the recent times, we have seen how COVID 19 has forced people to completely change their lifestyles, making them stay indoors, stay isolated, stop travelling around places. With this pandemic situation, people are forced to maintain social distancing, the affect of which can be seen deeply in almost every sphere of life like the healthcare system, the banking sector, the educational institutes, trade and commerce and the transportation system of airlines, railways, buses, etc.

In this article, special emphasis will be given on the educational

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system and how different kind of leadership acts suitably in different kinds of situations to tackle the traditional problems and issues as well as the face the unforeseen challenges like the ongoing pandemic. Schools, colleges and universities are the temples of learning, usually thronged by large number of students, teachers and other non teaching staff throughout the year. Classrooms, examination halls, playgrounds, etc are always full of vibrant students who come to gain various teaching- learning experience. However, with the imposition of nationwide lockdown followed by social distancing norms, it was almost impossible to conduct traditional mode of offline classes or examination. Hence, a shift was seen while conducting classes, i.e., online synchronous classes became the new normal. Various online platforms like Google meet, Zoom app, Google team, etc are now used to conduct classes and even take examinations online. With such an unprecedented shift from offline to online mode, the educational leaders had to act promptly in order to avoid the chances of academic year loss for the students. This required a great deal of situational variation of leadership styles in keeping the teachers as well as students motivated to continue the teaching learning processes amidst the crisis situation. This is a classic example of why educational leadership as a discipline is significant and needs to be studied.

What is Educational Leadership?

The term educational leadership is made up of two terms, namely, education and leadership. Definitions of both these terms are discussed here. According to Mahatma Gandhi "education is an all round drawing out of the best in child and man - body, mind and spirit." Education can be considered as a formal process in which a more mature personality, the teacher, acts upon a less mature one, usually the student, to teach and impart knowledge and wisdom, which can be compiled leading to a degree. According to Peter Drucker "Leadership is not making friends and influencing people i.e., salesmanship, it is the lifting of man's visions to higher sights, the raising of man's personality beyond its normal limitations." Leadership is a personal quality possessed by a leader by virtue of which, his followers obey and look up to him for realizing their common goals.

Therefore, educational leadership can be considered as a discipline as well as a process where the stakeholders in education work towards the optimum realization of aims and objectives of

education. Almost all the governments have realized that developing human resources is the only sound method of developing the country. Skilled manpower with ethics is an asset to every country. This calls for strengthening the education system at primary, secondary and tertiary levels. It is a well known notion that a good leadership brings in better productivity. So, the quality of educational leadership would make a significant difference to school and student outcomes. There are various theories, principles and styles of leadership and there is a need to identify and understand each one of them.

Theories of Leadership

According to Cherry (2012), most of the leadership theories can be categorized into one of the following eight types:

1. **"Great Man" Theory:** Great man theories assume that the capacity for leadership is inherent, that great leaders are born, not made. These theories often portray leaders as heroic, mythic and destined to rise to leadership when needed. The term great man was used because, at the time, leadership was thought of primarily as a male quality, especially military leadership.

2. **Trait Theory:** Similar in some ways to great man theories, the trait theory assumes that people inherit certain qualities or traits make them better suited to leadership. Trait theories often identify particular personality or behavioral characteristics that are shared by leaders.

3. **Contingency Theories:** Contingency theories of leadership focus on particular variables related to the environment that might determine which style of leadership is best suited for a particular work situation. According to this theory, no single leadership style is appropriate in all situations.

4. **Situational Theory:** Situational theory proposes that leaders choose the best course of action based upon situational conditions or circumstances. Different styles of leadership may be more appropriate for different types of decision-making. For example, in a situation where the leader is expected to be the most knowledgeable and experienced member of a group, an authoritarian style of leadership might be most appropriate. In other instances where group members are skilled experts and expect to be treated as such, a democratic style may be more effective.

5. **Behavioral Theory:** Behavioral theories of leadership are based on the belief that great leaders are made, not born. This leadership theory focuses on the actions of leaders not on intellectual qualities or internal states. According to the behavioral theory, people can learn to become leaders through teaching and observation.

6. **Participative Theory:** Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. Participative leaders encourage participation and contributions from group members and help group members to feel relevant and committed to the decision-making process. Here, however, the leader retains the right to allow the input of others.

7. **Transactional / Management Theory:** Transactional theories, also known as management theories, focus on the role of supervision, organization and group performance. These theories base leadership on a system of rewards and punishments.

8. **Relationship / Transformational Theory:** Relationship theories, also known as transformational theories, focus on the connections formed between leaders and followers. In these theories, leadership is the process by which a person engages with others and is able to "create a connection" that result in increased motivation and morality in both followers and leaders.

Principles of Leadership

Educational leaders need to follow certain principles to safeguard their commitment towards sustainability. Hence, to sustain effective educational leadership, Hargreaves and Fink (2004) presented seven principles of sustainable leadership which are as follows:

❖ Sustainable leadership creates and preserves sustaining learning

❖ Sustainable leadership secures success over time

❖ Sustainable leadership sustains the leadership of others

❖ Sustainable leadership addresses issues of social justice

❖ Sustainable leadership develops rather than depletes human and material resources

❖ Sustainable leadership develops environmental diversity and capacity

❖ Sustainable leadership undertakes activist engagement with the environment

Campbell (2005) in his study on 'Globalization: The basic principles of leadership are universal and timeless' has pointed out nine 'Basic Leadership Competencies' that have to be present for an organization to be sustainable over time. If any one of them is lacking, the leadership boat will eventually develop leaks and flounder. They are given as under:

1. **Vision:** Establishing the general tone and direction of the organization
2. **Management:** Setting specific goals and focusing the necessary resources for achieving them.
3. **Empowerment:** Selecting and developing subordinates who are committed to the organization's goals.
4. **Diplomacy:** Forging coalitions with important internal and external constituencies: peers, superiors, subordinates, potential allies, and other important outside decisions makers.
5. **Feedback:** Observing and listening carefully to clients, customers, voters, employees, students, team members (i.e., all concerned parties), and then sharing the resulting information in a manner that those affected can accept as beneficial.
6. **Entrepreneurialism:** Finding future opportunities, such as increased revenues, new product lines, expanded markets, or a higher probability of other desirable outcomes such as international peace, a healthier environment, or the creation of beauty through mechanisms such as new projects, programs, or policies.
7. **Personal Style:** By personal example, setting an overall organizational tone of competence, optimism, integrity, and inspiration.
8. **Personal Energy:** Living a disciplined, wholesome lifestyle with the necessary energy and durability to handle the physical demands of leadership: long hours, stressful decisions, conflict, and its resolution, wearying travel.
9. **Multi-Cultural Awareness:** Being experienced and comfortable when working with diverse individuals in organizations that cut across geographic, demographic, ethnic, and cultural borders.

Roles and Functions of Educational Leader

The success of the system of education is of outmost importance as it shapes the other sectors essential for development of

mankind. It is very crucial for educational leaders to be holistic and progressive in their outlook. They need to have a vision and a mission to accomplish better learning environment. Along with being facilitators for teaching and learning, they need to be resource providers by looking up to the infrastructural needs as well as act as providers of academic knowledge and career guidance. Also, it is necessary for them to be mentors and guides to both the teaching faculties as well as the learners.

They need to follow certain functions of a leader inside their educational institutions like planning and setting of aims and objectives or goals, organizing the institute on scientific lines by assigning appropriate roles to different individuals i.e., staffing, giving out directions to each members based on their specific roles, bringing about co-ordination amongst every members by providing right amount of motivation. This way a leader can set up a healthy environment in his organization and be a link as to the governmental policies and its actual enactment at the grass root level.

The Principal as Educational Leader

Most principals do not make key decisions about curriculum. However, principals do set the overall tone within their schools, which has immense direct and indirect influence on curriculum. This tone or atmosphere may make faculty members more open or closed to new ideas. Principals' attitudes appear to have an enormous impact in shaping academic programs and determining the success or failure of innovative curricula. … The responsibilities of secondary school principals as leaders of their schools and as leaders of curriculum are inseparable. Both functions are subsets of the broader responsibility to be an educational leader, which should be guided by the overarching obligation of the schools to prepare students for democratic citizenship (Pajak & McAfee, 1992).

The Different Styles of Leadership

To many, leaders are not born, but made. It is increasingly accepted, however, that in order to be a good leader, one must have the experience, knowledge, commitment, patience, and most importantly the skill to negotiate and work with others to achieve goals. Good leaders are thus made, not born. Good leadership is developed through a never ending process of self-study, education, training, and the accumulation of relevant experience (Bass & Bass, 2008).

Leadership styles are the approaches used to motivate followers. Leadership is not a "one size fits all" phenomenon. Leadership styles should be selected and adapted to fit organizations, situations, groups, and individuals (Rose Ngozi Amanchukwu et al., 2015).

The behavior pattern as demonstrated by a leader in his organization towards his followers, known as leadership style, is bound to vary as per situation and organizational climate of the institute. It is the result of amalgamation of the philosophy of life, the experiences gained as well as the personality traits of the leader. There are various styles of leadership which have been discussed as under.

Autocratic Leadership Style

Autocracy comes from the Greek word autós meaning 'self' and krátos meaning 'power'. As the name suggests, this kind of leadership means where the absolute power of one person prevails over all others. Under this style, the decision making power rests completely in the hands of the leader and all the subordinates are expected to obey each and every order of the leader. For completely submissive subordinates, such style of leadership is an easy task to follow, however otherwise, this style often leads to resentment.

Autocratic leadership is an extreme form of transactional leadership, where leaders have complete power over staff. Staff and team members have little opportunity to make suggestions, even if these are in the best interest of the team or organization. The benefit of autocratic leadership is that it is incredibly efficient. Decisions are made quickly, and the work to implement those decisions can begin immediately. In terms of disadvantages, most staff resent being dealt with in this way. Autocratic leadership is often best used in crises situation, when decisions must be made quickly and without dissent. (Rose Ngozi Amanchukwu et al., 2015).

Bureaucratic Leadership Style

The word 'bureaucracy' is derived from a French word bureaucratie, where bureau means 'office' and cratie means 'rule of'. This is a style of leadership where following of rules and regulations strictly are given more importance than anything else. The leaders do not compromise with the set of pre existing rules. This is more appropriate for situations where strict following of rules are extremely necessary like inside a laboratory, workshop or a treasury or bank. However, this style proves to be inefficient in terms that it has no scope for creativity or flexibility of its employees.

Charismatic Leadership Style

Charisma is the charm used to impress others to bring about a feeling of devotion in them. Charismatic leadership involves a sense of ruling over the subordinates by a strong personality who influences them and inspires them by his charisma. The concept of charismatic authority (leadership) was first put forward by German sociologist Max Weber in 1958 in his book "The Three Types of Legitimate Rule". Dr. Martin Luther King, Jr., Mahatma Gandhi, Mother Teresa, etc are classic examples of charismatic leaders of all time. The charismatic leadership style is often called as transformational leadership style where the leader has high moral standards and a vision for the organization. With their high spirit and energized souls, they motivate their followers. However, the demerit of this kind of leadership is that the leaders may gradually develop an attitude of arrogance in themselves over time and also, the organization might suffer a huge loss if the leaders suddenly leave the workplace, or they retire.

Democratic Leadership Style

The word democracy has its roots in the Greek words demos meaning 'the people' and kratia meaning 'rule of'. So, the etymological meaning of democracy means rule of the people. A democratic leader is one who considers the opinions and suggestions of his team members before coming into a solution for a felt problem. There is an equally active participation of all the team members, thus democratic style of leadership is also known as participative style of leadership. Here, the leaders do not forcefully impose his/her ideas and beliefs upon his team, instead acts as per mutual consent of all the team members. One of the greatest merits of democratic leadership is that since the team members are entrusted with responsibilities, therefore their productivity remains at peak, leading to a healthy working environment with higher job satisfaction and lesser employee grievances. However, the only demerit is that the decision making process tends to be slow as it often follows a lengthy procedure of consulting and discussing matters with every team member. So during a crisis situation, where quick action is desirable, democratic style or participatory style of leadership doesn't serve the purpose.

Laissez-Faire Leadership Style

Laissez-Faire is a French term which means "let (people) do (as they think best)". As the term suggests it a type of leadership where

people are allowed to think and act as per their wish. Under this type of leadership, maximum freedom is allowed to subordinates in deciding their own policies and methods and to make independent decisions. The leaders usually do not interfere in the working of the subordinates, unless and until he is asked for help by his team mates. This kind of leadership can be the best or the worst type of leadership depending upon the circumstances. For instance, when the team mates are disciplined and works consistently towards attaining the goals of the organization & the leader also provides constant feedback and support, such leadership style can be best suited. However, when the team members are not enthusiastic about their duties and responsibilities, plus the leader also seldom keeps an eye at their work proceedings, such leadership styles may fail miserably.

Transactional Leadership Style

The literal meaning of transaction is an instance of buying or selling something. As the name suggests, in transactional leadership style, the managers give employees something they want in exchange for getting something they want, thereby carrying out a transaction. It believes that the subordinates are capable of doing the task on hand, but lacks direction, instruction and mentoring. Hence the leader leads their way and rewards them as they complete the tasks assigned to them. Also, their failure or inability to complete the task leads to punishment in various forms.

Conclusion

Results of the study by Baumgartel (1957) suggest that high-level professional personnel do respond to situational factors in an organization. The leadership climate is an important variable in determining the leader's motivations and attitudes. Also, the analysis of leadership style itself indicates that effective leadership is not beyond measurement. Furthermore, the concept of shared leadership is found to be a realistic way of achieving more effective performance and more personal satisfaction. It is to be noted here that no single style of leadership is best suited for an organization at all times. Dynamicity of the environment inside an organization calls for different types of leadership styles to be administered at different situations to effectively solve various problems. Leaders need to be more alert about ongoing circumstances and be visionary because it is true that no society can rise above the set standards of

an educational leader.

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