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Advancing Great Leaders and Leadership

Edited by Joseph Crawford

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Business, Management and Economics

Volume 6

Aims and Scope of the Series

This series will provide a comprehensive overview of recent research trends in business and management, economics, and marketing. Topics will include asset liability management, financial consequences of the financial crisis and covid-19, financial accounting, mergers and acquisitions, management accounting, SMEs, financial markets, corporate finance and governance, managerial technology and innovation, resource management and sustainable development, social entrepreneurship, corporate responsibility, ethics and accountability, microeconomics, labour economics, macroeconomics, public economics, financial economics, econometrics, direct marketing, creative marketing, internet marketing, market planning and forecasting, brand management, market segmentation and targeting and other topics under business and management. This book series will focus on various aspects of business and management whose in-depth understanding is critical for business and company management to function effectively during this uncertain time of financial crisis, Covid-19 pandemic, and military activity in Europe.

Meet the Series Editor

Prof. Choudhry holds a BSc degree in Economics from the University of Iowa, as well as a Masters and Ph.D. in Applied Economics from Clemson University, USA. In January 2006, he became a Professor of Finance at the University of Southampton Business School. He was previously a Professor of Finance at the University of Bradford Management School. He has over 80 articles published in international finance and economics journals. His research interests and specialties include financial econometrics, financial economics, international economics and finance, housing markets, financial markets, among others.

Meet the Volume Editor

Dr. Joseph Crawford is an award-winning leadership and higher education scholar based at the University of Tasmania, Australia. He is passionate about leaders and how they shape the world around them. He has a Ph.D. in Leadership Psychometrics and works on applying leadership and organizational behavior theory to understanding how students and teachers interact and learn together. He is editor-in-chief of the *Journal of University Teaching and Learning Practice*. Dr. Crawford received the 2021 Vice Chancellor's Award for Innovation for his work in learning and teaching. He has also won national awards for his social entrepreneurship with the sustainable men's grooming products business Fifth Estate Co. and the carbon-negative gin distillery Negat-ve Distillery.

Contents

Preface

This book brings together educational and sustainability leadership scholars and those studying similar leadership-adjacent topics to consider how we might better cultivate great leadership practices and good leaders in these two contexts.

The first section introduces the topic.

The second section focuses on sustainable leadership. In Chapter 2, Muhammad Arshad, Chen Kun Yu and Aneela Qadir use a PRISMA-informed systematic review to identify 80 studies relating to effective leadership and sustainable innovation. Three key themes emerge relating to innovativeness, innovation performance, and innovative behavior at work. The authors note that transformational leadership seemed to be the most prevalent in their sample, with less than half the sample using empirical research (31 of 80). In Chapter 3, MacDonald Isaac Kanyangale considers the contemporary pitfalls of sustainable leadership in the development of sustainable organizations (from a longevity perspective). Using a conceptual analysis, the author identifies a lack of sustainable human resource management and absent organizational support for sustainability as key pitfalls in creating organizational longevity. In a reflection on several experiential studies in Chapter 4, Boy Van Droffelaar discusses the key competencies of authentic leadership developed through wilderness leadership experiences. The author curates three key studies that inform current knowledge on authentic leadership development using the wilderness.

The third section focuses on leadership for the purpose of educational outcomes and attainment. In Chapter 5, Fred Awaah, Emmanuel Ekwam Okyere and Andrew Tetteh approach leadership broadly to support student leadership in the African context. In Chapter 6, Michèle Schmidt et al. consider how leadership theory might support international students (particularly from eastern contexts) who settle in Western universities during transnational study arrangements. The authors use a pra-colonial approach to consider how transformative leadership might create humanistic conditions for their students. In Chapter 7, Joseph Seyram Agbenyega and Emmanuel Semanu Asiam consider how the work of Bourdieu may enable the rethinking of school leaders' behaviors in the context of Ghana. In Chapter 8, Tshimangadzo Selina Mudau et al. speak to the importance of considering leadership as a driver for community engagement in the South African higher education context.

The final section focuses on how leadership is represented in the academic development context and considers developmental approaches to educational leadership. In Chapter 9, Chandra K. Massner et al. examine the role of relational leadership as a mechanism to support mentoring given the challenging context of gender differences. In Chapter 10, Tshimangadzo Selina Mudau et al. explore how Afrocentric approaches to leadership can be a catalyst for decolonizing knowledge in African higher education. In Chapter 11, Kaone Bakokonyane considers the role and influence that headship teacher professional development has in supporting effective educational outcomes

using two primary schools in Botswana as cases. Finally, in Chapter 12, Ahmed Alkaabi et al. describe the initiatives of the Abu Dhabi Education Council to develop principal supervisor capacity to lead and influence school principals.

The aspiration of this text is to create space to begin considering new ways of leadership from broad geographic and theoretical perspectives. In doing so, some early ideas around how leadership theory and leaders can influence sustainability (both environmental and social educational outcomes) were considered. Most chapters draw on specific contextual conditions that are challenging in a specific geographical location, and there are opportunities to reflect on the transferability of these works to broader social and physical locations.

I hope this book inspires interest in non-conventional approaches to leadership and novel applications of existing leadership theory.

Dr. Joseph Crawford
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Section 1

Introduction

Chapter 1

Introductory Chapter: The Time for Sustainable Leadership Has Arrived

Joseph Crawford

1. Introduction

If the COVID-19 pandemic affirmed anything to the educational community, it was that professional lives are incredibly connected, and a disruption across the globe has real and tangible effects on the ability to deliver education, the core business of universities and schools alike. The COVID-19 pandemic has forced rapid restructuring of education to enable educational continuity, and institutions heavily reliant on international student face-to-face attendance were significantly affected [1]. Students suffered, and struggled to belong to their university [2], but attempted to transition to a new way of working and studying [3].

The pandemic was in parallel to rapidly growing global concerns of unsustainable increases in greenhouse gas emissions, well behind Paris Agreement targets [4]. Universities in some nations led the way, with organizations seeking net carbon neutral positions over the past decade. Yet, as 2020 hit, priorities changed, and academic institutions opted toward rapid operational change to allow for emergency remote teaching for continuity of learning during lockdowns. Sustainability, and the achievement of the seventeen United Nation's Sustainable Development Goals (SDGs) beyond Quality Education (Goal 4) was sidelined [5]. Perhaps to the detriment of the long-term viability of the sector in an ever-changing world [6].

This book emerged as a separation of another text on *Advancing Great Leaders and Good Leadership*, where I called on scholars to evaluate the future of leadership across diverse contexts [7], and extended on a case for good leaders in an increasingly complex world [8]. During the receipt of chapters, a series of educational and sustainability studies emerged, giving rise to a separate volume to support a shared understanding of what good leadership may look like in an environment where sustainable and educational outcomes may exist with some degree of conflict (e.g., finite resources, infinite needs).

2. Where educational leadership needs to be

The study of educational leadership has been complicated at the best of times by higher education and school leadership contexts that are incredibly diverse. While managers in formal organizations have been studied in contexts of big business contrasted to small and medium enterprises (SMEs), the educational climate is less homogenous. For instance, in one higher educational context, universities are large and dominated by strategies of transnational educational arrangements [9]. In another, free higher education offers a different university context for leaders.

Leadership in education has been dominated by theories of principal leadership [10], distributed leadership [11], and leadership theories based on roles and organizational structures over individual leaders [12]. These while offering theories to explain how people act in roles, neglect approaches to leadership that are more human, co-created, and behaviorally oriented [13]. In this book, I encouraged a stronger and more effective connection to leaders, and the kinds of cognitions, behaviors, and actions that may constitute good leadership in the educational context.

3. The need for leaders who are sustainable

The COVID-19 pandemic posed real challenges for leaders [14], and continuing to practice good leadership was difficult. In a systematic review of how universities addressed sustainability during COVID-19 [5], we identified a reprioritization of attainment of the United Nations Sustainable Development Goals for fixing risks to continuity of education during lockdowns. As we transition out of a global pandemic, there is a real need to reflect on how leaders have addressed the crisis [15], and indeed where futureproofing and leadership development is needed. There are numerous chapters in this study that speak to the opportunities that educational leaders have to be, and do, good.

Beyond the educational context there are important conversations building regarding sustainable leaders. In one study [16], scholars adapted an existing authentic leadership tool to be more targeted toward environmental sustainability termed "green authentic leadership." More recently, the leadership literature has begun to understand how leaders influence corporate sustainability. In some work, the use of environmental, social, and governance (ESG) metrics and disclosures are being used in conjunction to leadership theories [17–19]. In this book, I encouraged leadership scholars to consider how leaders can be, and do, good as they respond to the environmental, social, and governance challenges that the front-end of the twenty-first century is posing.

4. Close

The role of leaders has continued to play a significant role in how effective organizations are. The case of Volkswagen's Dieselgate [19] is an incredible example of how leadership goes wrong in the environmental context; educational leaders are facing similar challenges [20]. The key takeaway I hope this book offers is to challenge conceptual differences between leader and leadership; person and process. For those seeking to build high quality leadership development programs, and for those trying to measure leadership efficacy… this distinction is essential. Understanding the difference may also enable better development of individuals who will enter and transition across multiple roles where they enact leadership. For example, a school principal who is promoted to a regional educational chief, or a middle-manager who can enact followership in their subordinate role to the senior manager, and enact leadership with their direct reports.

This book offers a series of unique perspectives on the nature of leadership in educational and sustainability contexts. Sometimes these overlap, and indeed successful education is a component to enable social sustainability and quality of life for graduates. I hope the reading challenges the current perspectives of the readers, and

creates space to reflect critically on the nature of leadership, leaders, and how they support achievement of organizational outcomes.

Conflict of interest

The author declares no conflict of interest.

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Section 2

Sustainable Leadership

Chapter 2

Leadership and Sustainable Innovation: A Systematic Literature Review

Muhammad Arshad, Chen Kun Yu and Aneela Qadir

Abstract

This study aims to systematically review and analyze effective leadership and sustainable innovation. The present study incorporated different research designs and the review were based on the published standard, namely PRISMA statement (Preferred Reporting Items for Systematic Reviews and thematic Analysis). This study has considered 80 related studies using Scopus as the primary database for this systematic literature review. Three key themes emerged from a closer examination of these articles: innovativeness, innovation performance, and innovative behavior at work. Transformational leadership was the style of leadership that received the most attention. Leader's innovative strategies and subordinate's innovative task performance were mostly associated with overall performance in achieving sustainability. The authors of 31 of the 80 publications included empirical research. In most of the earlier research, social exchange theory and resource-based view theory have been utilized. The authors of the studies included in this study's synopsis of how leadership affects sustainable innovation did not reach a consensus on their empirical findings. This comprehensive evaluation of the literature also includes several restrictions and suggestions for the way forward.

Keywords: leadership, sustainability, innovation, innovativeness, IWB, sustainable innovation, green innovation

1. Introduction

Leadership is one of the most important phenomena in management research and practice, leading to a large body of theoretical and empirical work [1, 2]. Their impact on their organizations' performance cannot be overstated. Leaders are responsible for their organization's success and failure. Influencing others is leadership [3]. Leadership is a major factor in employee performance [4, 5]. Leadership stimulates employee innovation and inventive work behavior [6, 7]. Organizations are focused on refining their current processes and offers and strengthening and sustaining their market position [8]. In tough circumstances, organizations must innovate and adjust procedures to boost innovation performance [9]. Leadership is a key predictor of organizational innovation and the level of innovation support in an organization.

Each organization's development and present operation are dependent on the traits of its leaders. In addition to having a clear vision and effectively communicating it, managers of organizations need to have people-motivating abilities. It is evident that effective leadership is required [10]. However, over time, the definition of "suitable leadership" has evolved [11]. The way organizations should be managed is being impacted by changes in the business environment, including new stakeholder needs. The global shift toward sustainability is another example of such a development [12]. Traditional leadership was only focused on making money, and conventional conceptions of development—which persisted until the 1970s—evaluated development within the context of economic expansion [13]. The three interconnected pillars of sustainable innovation, innovativeness and organizational innovation performance must be balanced by current leaders [14].

This chapter explores many articles that discuss leadership styles and organizational innovation to better understand this link and draw a unique conclusion. This analysis will assist organizations and decision-makers choose the best leadership style to boost innovation and get a market edge. According to Amundsen et al. [15] "Leader support" is the most critical requirement for innovation success. Arshad et al. [6] say management support drives innovation for two reasons. First, employee participation in strategic innovation decision-making requires managerial backing. Second, it could mean coaching employee initiatives during ideation and decision-making. Smith et al. [16] identified leader support as a critical antecedent of creativity and innovation, saying that management behavior and creativity demand more attention. Studies have shown that subordinates need leadership support to innovate [17, 18]. Despite our theoretical grasp of leadership's impact on innovation, we lack a comprehensive understanding of how specific leadership styles might encourage or hinder sustainable innovation. Smith et al. [16] propose a favorable influence of leader support on creativity and innovation. However, different leadership styles have varied benefits and drawbacks [19]. How will leadership styles affect sustainable innovation?

This chapter examines how leadership styles affect innovation among leaders and subordinates. Which style delegated authority to subordinates? [15, 20]. The innovation described above presents some traits of a suitable leadership approach under the context of current business operations. Although some authors (e.g., [21–24]) emphasized that transformational leadership contributes to broadly defined sustainable innovation by influencing responsible practices and behaviors, others (e.g., [25]) explored the benefits of servant leadership. Others have written about sustainable leadership, such as Avery and Bergsteiner [26] and Iqbal et al. [27]. Sustainable leadership is a marginalized and underdeveloped topic, according to a literature analysis on the effectiveness of sustainable human resource management done by Santana and Lopez-Cabrales [28]. According to Kjellström et al. [11], leadership in general is a complex phenomenon that requires further investigation. The purpose of this study is to identify and explore the leadership styles (types) that positively influence the performance of sustainable innovation, both numerically and qualitatively. This will further the field of "leadership-sustainable innovation" research by analyzing, contrasting, and synthesizing earlier findings [29]. For the purpose of this study, the following research questions were formulated: We studied these competing leadership styles because of their clashing qualities. We answer these questions.

RQ1: Which leadership style best fosters sustainable innovation?

RQ2: Which leadership theory is most helpful for creativity by leaders and subordinates?

RQ3. Future study on leadership and sustainable innovation?

By concentrating on the implications of recent work on innovation for sustainability and leadership styles in the service industries, the current study fills in these gaps. In contrast to earlier review studies, this study highlights the key themes in the various leadership innovations and styles that have been described in the literature. We do this by offering several taxonomies, summarizing recent research, and perhaps moving academic efforts away from pure inquiry and toward a more methodical approach. To conduct a comprehensive thematic analysis of the existing literature, it uses both quantitative and qualitative methodologies. The results are used to identify what is now known about sustainable innovation and what needs further study from a leadership viewpoint. The study starts off by providing a summary of current leadership research before zeroing in on the literature on innovation. The chosen technique is presented in the following parts, together with a thorough analysis of the findings, conclusions, and suggestions for further study.

2. Materials and methods

2.1 Prisma

Based on pertinent PRISMA, or Preferred Reporting Items for Systematic Reviews and thematic Analyses, guidelines, a systematic review was created. The PRISMA guidelines were created to aid researchers in enhancing the reporting of systematic reviews and to prevent a number of writing errors that could be misunderstood and result in unintentional bias [30, 31]. PRISMA is also appropriate for the management field [32].

2.2 Resources

Scopus was used to conduct a search of publications' electronic literature. The primary database used for the review is Scopus. Physical sciences, social sciences, health sciences, and biological sciences are only a few of the many disciplines covered by Scopus. Data may be easily seen, compared, and exported thanks to Scopus analytics tools.

2.3 Systematic review process

Identification, screening, and eligibility are the three key phases in a systematic review of the literature (refer to **Figure 1**).

2.4 Identification

The keywords to be used in the search procedure were determined in the first phase. Identification is the process of looking up every possible synonym, phrase connected to it, and variation for the study's primary keywords. It seeks to provide the chosen database with extra possibilities for looking up additional relevant articles to review. The study topic as proposed by Okoli [33] served as the basis for the development of the keywords, which were then identified using an online thesaurus, keywords from previous studies, keywords from Scopus, and keywords recommended by experts. On the main database, Scopus, the authors were able to expand upon the already existing keywords and create a comprehensive search string based on Boolean

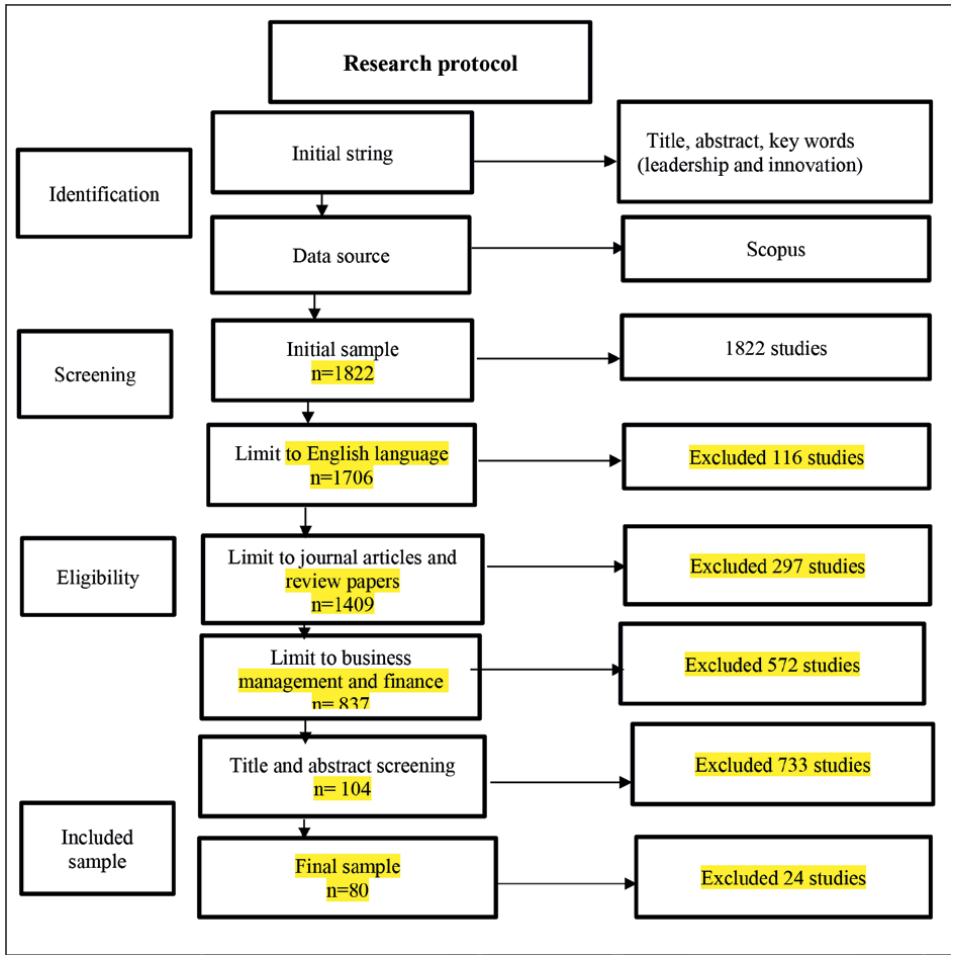

Figure 1.
Flow chart of sample.

operators, phrase searching, truncation, wild cards, and Field code operations. After choosing all the appropriate keywords. A total of 1822 articles from Scopus were successfully retrieved for the present research project.

2.5 Screening

The screening came in at stage two. The goal of the initial screening stage was to eliminate duplicate articles and excluded articles non-English, in this stage total number of excluded papers was 116, and included studies was 1706. In this instance, some articles were eliminated during the initial screening stage, 297 papers were excluded, and 1409 articles were then screened using the inclusions listed below.

2.6 Exclusion criteria

Due to its role as the principal source of empirical data, the journal (research papers) was the only genre of writing that received attention. The current study, therefore, does not include any systematic reviews, reviews, meta-analyses,

meta-syntheses, book series, novels, book chapters, or conference proceedings so the study excluded 572 papers in this stage. The review was restricted to leadership in the field of management. Due to their alignment with the review's goal, only studies on business management were chosen. 837 articles are currently eligible for evaluation.

2.7 Eligibility

The entire article was accessed in the eligibility stage, which was the third step. The third step, eligibility, involves the writers manually checking the returned articles to make sure all the ones still there (after the screening procedure) meet the requirements. Reading the articles' titles and abstracts served as the first step in this approach we excluded 733 studies and included only 104 studies. There were just 80 items that were chosen overall that study fully utilized for further analysis (see **Figure 1**).

3. Results and discussion

3.1 Data abstraction and analysis

Assessment and analysis were done on the remaining publications. Focused efforts were made on research that provided answers to the posed questions. To extract the data, the abstracts and entire papers were thoroughly examined before identifying the pertinent topics and sub-themes. Whittemore and Knafl [34] claim that adopting qualitative or mixed-method techniques that allow the researcher to make ongoing comparisons across primary data sources is the best way to synthesize or evaluate integrative data. To find themes relating to leaders' innovation, qualitative analysis utilizing content analysis was conducted. All 80 publications have undergone in-depth analysis, especially in the abstract, results, and discussion parts. The research questions served as the basis for the data abstraction, which means that all information from the examined studies that could help answer the research questions was taken out and put into a table. The researcher then carried out a thematic analysis to find themes and sub-themes based on observations of patterns and themes, creativity, innovativeness, creative work behavior, and connections that existed within the abstracted data [35].

Generating themes is the first stage in a thematic analysis. The patterns that developed from the abstracted data of all reviewed publications must be recognized during this procedure. The authors reexamined all the main and sub-themes created during this approach to guarantee their utility and accurate representations of the data. The correctness of these themes was then reviewed. The writers then moved on to the next step by identifying the themes for each group and its subgroup. Prior to naming the themes for the sub-group, the authors began by naming the themes for the main group (see **Table 1**).

3.2 Descriptive analysis

3.2.1 Regional distribution

This section evaluates the sample literature's geographical distribution. The examination showed the studies were only in 23 nations, 22 were cross-country, and 12 were non-regional (**Table 2**). Due to insufficient national studies, we used Ascani

Theories	**Numbers of studies**	**Method**	**Numbers of studies**
Social exchange theory	11	Questionnaires and other empirical	31
Resource-based theory	9		
Self-determination theory	4	Interviews	12
Full range leadership theory	4	Reviews	14
Great man theory	5	Mixed	23
Others/non-applicable	39		
Leadership style	**Numbers of studies**	**Themes**	**Numbers of studies**
Transformational leadership style	20	Innovation performance	29
Transactional leadership style	14	Innovative work behavior	13
Laissez-faire leadership style	6	Innovativeness	17
Empowering leadership	8	Other innovation	20
Autocratic leadership	4	**Sub-themes**	
Visionary leadership	4	Green innovation	6
Servant leadership	4	Sustainable innovation	8
Others	18		

Table 1.
An analytical framework in literature.

et al.'s [36] continental classification [36]. China has the most articles in our sample, with five studies (6.5%). South Korea and Pakistan each had 4 studies (4%) on public and private firms integrating sustainable innovation via leadership [37].

Taiwan and South Africa were studied three times, whereas the remainder were studied fewer than twice. Some scholars conducted cross-country studies to evaluate economic and cultural disparities (22 studies). A study by Stremersch et al. [38] and Coun et al. [39] using samples from different nations found that transformational leadership boosts employee and organizational creativity. Studies can give researchers basic and crucial insights into a topic's cultural, social, and political dimensions.

We also categorized the sample literature by its substance. Asia ranked first in the number of studies with 25 articles (e.g. [10, 40]), followed by Europe with 8 articles [41]. Despite its socioeconomic impact, only one US study exists. This suggests that the link between leadership and innovation in industrialized and emerging countries needs greater examination.

3.2.2 Leading research

Scopus' citation matrix shows **Table 3**'s most influential research studies for leadership innovation link experts. Hoch and Dulebohn [50] has the most citations with 168. Leadership characteristics affecting innovation performance were studied. It also showed the relevance of leadership in helping organizations improve the team and organizational creativity and innovation. The study surveyed 184 Koreans. Another notable research with 79 citations is Kang J.H., [51]. This study studied the correlation between the founding CEO's transformational/transactional leadership and the

Country	Numbers	Continent	Percentage
China	5	Asia	6.5%
South Korea	4	Asia	4%
Pakistan	4	Asia	4%
UK	4	Europe	4%
Taiwan	3	Asia	3.75%
South Africa	3	Africa	3.75%
New Zealand	2	Oceania	2.5%
Australia	2	Oceania	2.5%
Colombia	2	South America	2.5%
Norway	2	Europe	2.5%
Serbia	2	Europe	2.5%
USA	2	North America	2.5%
Laos	1	Asia	1.25%
Vietnam	1	Asia	1.25%
UAE	1	Asia	1.25%
Iraq	1	Asia	1.25%
Ghana	1	Africa	1.25%
Nigeria	1	Africa	1.25%
Indonesia	1	Asia	1.25%
Malaysia	1	Asia	1.25%
Lebanon	1	Asia	1.25%
Sri Lanka	1	Asia	1.25%
India	1	Asia	1.25%
Cross	22		27.5%
No country	12		15%

Table 2.
Regional distributions of studies.

innovative behavior of managers. It was conducted in the USA using questionnaires from company managers. Frost D. [44] was cited 71 times. This study analyzed leadership and innovation in 15 nations. The study indicated that leadership styles influence subordinates' innovative work and leadership support and decision-making.

3.2.3 Research approaches used in the analyzed articles

The authors of 31 of the 80 papers included quantitative empirical research. The other studies were either theoretical or qualitative. Six publications used a case study technique, and five papers were conceptually oriented. A strategy known as cross-sectional data collection was used to gather information from a single source, the employees, in 19 papers out of 31 quantitative investigations. Multi-source data were only used in six research. In addition, the final sample only included three

Author/s and year	Citations	Country	Method/ sample	Focus
[42]	168	South Korea	Questionaries 184	Shared leadership as a collective within-team leadership and inventive conduct, as well as shared leadership antecedents in terms of team composition and vertical transformative and empowering leadership
[43]	79	USA	Questionaries 105	The links between the original CEO's transformational/transactional leadership and manager innovation
[44]	71	Cross country 15 countries	Mixed	Leadership and innovation
[45]	60	UK	Interviews 439	This study examined TL's impact on product and process innovation
[46]	44	USA	Mixed 158	This study examines transformational leadership, organizational innovation, and motor carrier performance
[47]	38	Colombia	Questionaries	Leadership, organizational learning, and organizational innovation in finance and IT
[48]	36	Pakistan	Questionaries 160	This research aims to determine the effect of leadership styles on innovative work behavior among Heads of Departments.
[49]	35	cross	Questionaries 339	This research proposes and tests a model linking individual views of participatory leadership style and managerial practices (i.e. teamwork and information sharing) to individual inventive behavior through team support for creativity, team vision, and psychological empowerment.
[10]	33	China	Questionaries 294	Transformational leadership builds trust and identity

Table 3.
Top 10 leading articles in the sample.

multilevel studies. The authors used secondary data in two research. There was 23 research that used a hybrid methodology. Thirty-seven papers employed partial least square structural equation modeling (PLS-SEM), and thirteen articles used regression analysis. Three research studies each used valuation ratios and SPSS Macro Process.

3.3 The analytical framework

3.3.1 Theories employed in the extracted articles

The inquiry comprised 80 studies, however only 42 depended on theories, which were allocated as follows. Socioeconomics 11 studies RBT 9, Self-determination 4 types of research leadership theory Great man theory: 4 studies 9 research in the literature employed mixed studies; details are below.

3.3.2 Social exchange theory

11 papers employed social exchange theory in this review, for example, the studies of [52], Jiang D. and Chen Z. [53], Li L. and Wang S. [54], Echebiri C.K. and Amundsen S. [55], and Liao S.-H. [56]. Homans proposed social exchange theory (1958), All human actions, including material and nonmaterial exchange, attempt to meet demands and attain pay and return equality, he said [57]. Blau [58] refined and developed the social exchange theory, noting that people interact socially to maintain favorable relationships, which promote reciprocity and social exchange behavior. Economic exchange is based on the exchange of interests, while social exchange is based on long-term mutually beneficial relationships and trust. The social exchange theory explains the relationship between paternalistic leadership, constructive deviance, and inventive conduct. Interaction with others influences an employee's constructive deviance, and intimate ties between leaders and subordinates come from employees feeling inspired by leaders' compassion and impartiality, producing a high-quality hierarchical exchange relationship. Sympathetic leaders boost employee engagement and exchange balance. This helps leaders and staff maintain long-term, beneficial connections.

3.3.3 Great man theory

This was based on the idea that particular people possessed certain traits [59]. It is believed leaders are born with intrinsic characteristics and intended to lead. Until the late twentieth century, leadership was seen as a male realm, especially in the military and Western penmanship [59]. Leadership was regarded as a complex phenomenon involving the leader's psyche and personality. These theories likely stemmed from the era's prominent leaders. In 9 research using the great man idea, most writers found that outstanding leaders are born with distinct abilities that shape the company [37, 60].

3.3.4 Self-determination theory

This theory has been successfully applied to parenting, education, healthcare, sports, physical activity, psychotherapy, virtual worlds, and job motivation and management [61, 62]. SDT demonstrates that job motivation affects employees' performance and well-being. Various types of motivation have different catalyzers, concomitants, and repercussions, according to SDT. Only 4 studies based on self-determination theory were discovered in the study sample [38, 63].

3.3.5 Full-range leadership theory

In the study sample, 4 studies were based on full-range leadership theory. All the authors found that full-range leadership is an important theory, where leadership techniques use a situational strategy [64, 65]. One of the best-known no charismatic leadership ideas is the full range of leadership theories (FRLT; [66–68]). Transformational leadership is key to the theory. Leaders encourage followers by giving an enticing future vision, meeting their wants, or stimulating their inventiveness [69]. The theory's leadership techniques are criticized, nevertheless. Several crucial leadership factors may still be missing from the FRLT, according to some [70, 71]. Offermann et al. [72] note that implicit leadership theories may reveal new leadership elements. This research identifies additional leadership factors. Examining followers' and supervisors' implicit leadership theories (ILT) reveals leadership traits and styles

that correlate with leadership effects. The purpose was to expand leadership thought and add to FRLT.

3.3.6 Resource-based theory

In 1991, Jay B. Barney's Journal of Management included a special research forum on the resource-based approach of the organization. The forum posts established that resources and capabilities are key for understanding business competitive advantage [73]. They helped define resources and capabilities as bundles of tangible and intangible assets, including a firm's management skills, organizational procedures and routines, and the information and knowledge it controls to help determine and implement plans. In the framework of this theme, special forum papers focused on the RBV [73], resources and diversification [74], CEOs as resources [75], and organizational identity as a source of competitive advantage.

3.4 Leadership styles

3.4.1 Transformational leadership

In 20 research based on transformational leadership, we can state it's an effective style for creativity and inventive subordinate work behavior. Transformational leaders change self-focused followers into enthusiastic ones. Transformational leadership encourages self-confidence, morale, and drive to attain a group goal [48, 56]. It's a process-oriented theory that encourages followers to work toward a common goal and values their efforts. Transformational leaders gain followers' respect, trust, and admiration [76, 77]. This strategy requires task and relationship support, which depends on resource availability and allocation [78]. Transformational leaders have unique behavioral traits. Transformational leaders create, express, and inspire a vision. Second, they help people grow their talents and challenge them to be top performers by providing training, resources, and the power to make decisions and innovate [79]. They model charismatic, influential leadership for their followers.

3.4.2 Transactional leadership

Transactional leadership focuses on the leader's and followers' individual interests by creating goals, assessing progress, and avoiding errors [56]. Transactional leadership helps adopt new company processes effectively [10]. It's a conventional management style that addresses followers' roles, obligations, and rewards. Transactional leadership impacts organizational learning under stable settings for reinforcing and refining knowledge [80]. It also requires monitoring followers' performance to ensure company goals are accomplished or to conduct corrective actions [81]. Transactional leadership is less innovative than other kinds. Transactional leadership is the second most effective approach for innovation in an organization, according to 14 out of 80 research.

3.4.3 Laissez-faire leadership

Laissez-Faire is a hands-off, let-things-run leadership style. In this leadership style, employees are allowed to do as they like without intervention from bosses. Laissez-faire leaders are inactive and do not want feedback or to fulfill followers' leadership needs [82]. Thus, distinguishing a leader from subordinates is difficult.

Under this method, employees can conduct their duties as they see fit [83]. This style is based on six studies with varied innovation-related results.

3.4.4 Empowering leadership

In the sample, 8 research are based on empowering subordinates, especially in decision-making. EL is "power-sharing behavior" [20]. EL is a distinct and effective leadership style Vecchio et al. [20]. Empowering leaders allow subordinates to make independent decisions [84] to encourage followers to manage and regulate their own behavior [85]. EL is a form of socio-structural empowerment [86] and employee empowerment [77, 87]. The EL style aims to improve individual motivation at work by delegating responsibility and authority to the lowest organizational level [87, 88]. An empowered leader encourages initiative, self-reliance, positive thinking, and problem-solving [85]. EL helps employees acquire self-control and behave independently [20], develops followers' self-leadership skills, and encourages opportunistic thinking [3]. Lee et al. [86] compared empowering versus disempowering leaders in a meta-analysis. Employees led by an empowered leader are more likely to come up with innovative ideas and methods. EL is more successful for work goals requiring employee inventiveness and proactivity.

3.4.5 Autocratic leadership

This leader makes all decisions and policies alone. A dictatorship is characterized by force, intimidation, and authority in decision-making. Autocratic leaders set policies and allocate tasks without consulting followers. The reward-and-punishment mechanism underlies autocratic leadership. Autocratic workers follow orders without question [89, 90]. Autocratic leadership has been studied four times. Most results were unfavorable for innovation.

3.4.6 Servant leadership

Four servant leadership studies are in the sample. In servant leadership, the leader empowers and involves subordinates in managerial choices. They help followers enhance their skills and act ethically and with strong principles. Servant leaders prioritize followers' needs. They focus on all organizational stakeholders and engage the community. Trust is the key trait of servant leadership and is related to followers' trust in leaders and organizations and leaders' empathy and competence. This leader-follower relationship makes employees feel emotionally safe about their leadership's goals, increasing their dedication and readiness to innovate, produce new ideas, and start change. Therefore, there is a positive relationship between employees' perception of servant leadership and their innovation implementation behavior, which can be strengthened by the empowerment role identity, which makes an employee more comfortable making work-related decisions, having more role autonomy, and taking on new challenges. Creative role identity can increase the interaction between servant leadership and employees' innovation implementation by providing the support needed to adopt new ideas in a benevolent atmosphere [91].

4. Thematic analysis

Concepts within themes were chosen to identify the key themes and ideas that emerged from the systematic review of the studies. In these investigations, which

present concepts as spots and themes, concepts that regularly travel together come up together intensely and are exhibited close together. The most used notion within each theme serves as the basis for the names of the themes in the final concept. The most significant topics that emerged from our analysis of the links between leadership and innovation include innovation, innovation performance, innovative work behavior, and innovativeness, as shown in **Table 1**. **Table 1** also includes illustrations of the primary themes and their hits. The main themes, apart from the themes of potential, industry, and analysis, involve other ideas and are related to one another in various ways. The analysis reveals that one of the primary themes examined in 29 studies, particularly transformational leadership, and transactional leadership, has a substantial relationship with innovation performance. While the relationship between leadership and innovation was studied in 17 papers. The investigation discovered 13 studies that looked at the relationship between innovative work behavior and leadership. The words "leadership," "green innovation," "relationship," "sustainable," and "employees" also appear as concepts, indicating a strong relationship between leadership practices and employee green innovation and sustainable innovation, even though the sub-theme of "green innovation and sustainable innovation" includes the adjective "strong." Green appears to serve as a connecting factor between organizational change and environmental innovation, which promotes the growth of sustainable innovation. The idea of sustainability also supports a strong and direct relationship between leadership and innovation. Although the concepts of leadership and green innovation and the concept of performance do not directly relate to one another, it is obvious that leadership can have a substantial impact on innovation performance through the chain reaction of these concepts.

On the other hand, the theme of sustainable innovation and the ideas of study, impact, and data are related to leadership, and these connections help to interpret the function of innovation in the business process. It is also obvious that research on the possible effects of innovation will probably give practitioners useful information. It has been demonstrated that businesses can alter their behaviors by adopting green standards, which helps to attain sustainable innovation performance, and that sustainable innovation has an indirect relationship with leadership via change. The intersection of leadership and green innovation is supported by a link between sustainability, innovation, and green themes, according to the thematic analysis. As may be predicted, research on leadership, innovation, and sustainability predominates, but studies on green innovation have yet to garner the attention they merit. Therefore, to increase understanding of green adaptive behaviors in companies, future studies should concentrate on green creativity and its antecedents in the service sectors. The analysis found that prior research covered a wide range of topics related to innovation through leadership. These themes were further developed in our review with the goal of methodically filling this knowledge gap. These studies concentrated on the ways in which leadership affects innovation. Leadership philosophies and innovation performance were examined by Gallego-Nicholls et al. [92] and Al-Diery et al. [93]. The effectiveness of innovation was positively impacted by transformational, transactional, laissez-faire, empowering, servant, and visionary leadership styles (innovation, innovativeness, innovative work behavior, sustainable innovation, and green innovation). Leadership philosophies and innovation performance were examined in 27 studies. Innovation and leadership were associated in 13 studies. 11 studies show a connection between innovative workplace behavior and leadership styles. The results demonstrate that both transactional and transformative leadership are useful for innovation. According to studies, other leadership philosophies such as laissez-faire, servile, and autocratic are ineffective.

4.1 Implementing an effective leadership style

According to Reyes-Guerra et al. [94], effective leadership is dependent on the qualities and abilities of the leader, which are manifested in leadership behavior. A healthy work environment is correlated with leadership behaviors including transformational leadership, transactional leadership, servant leadership, authentic leadership, distributed leadership, and instructional leadership [95, 96]. The transformational leadership style is the most researched and effectively tested of the various leadership philosophies used today. Due to its nature, which is driven by a leader's capacity to leverage organizational members to realize their goals and vision, transformational leadership has been identified via numerous studies as the most effective leadership style in a variety of companies [97, 98]. Researchers have repeatedly discovered that leadership has a significant impact on how employees act innovatively, which has increased interest in the study of safety leadership. Wu [99] pointed to the innovative leadership of university top leadership as the relationship between leaders and followers in which a leader can exert influence on followers to achieve organizational goals within the framework of individual and organizational components. This leadership style has a favorable effect on the performance of the organization's innovation [6, 48].

5. Discussion

This report shows the large picture of leadership and innovation research in connection to and identifies directions for future research through a survey of 80 publications published between 2012 and the first half of 2022. It demonstrates that leadership is regarded as a key factor influencing green innovation and sustainable innovation (e.g., [100–102]) and that research in this area is expanding, with all the studies, we included in our study having been published within the past ten years. Our review also reveals that interest in innovation research is increasing, which is consistent with earlier research such as [103]. For instance, many academics have abandoned the idea of generic innovation. The huge rise in studies that began in 2018 reflects the progress that has been made in using a sustainable innovation study paradigm and offers remarkable actionable advice. An academic understanding of green innovation and sustainable innovation is necessary despite the recent emphasis on environmentally friendly methods by many academics.

The results show that Western nations have greater leadership, inventiveness, and green innovation than their developing counterparts. This suggests that academics from Asia are becoming more concerned with innovative work behavior and are concentrating more on reducing the negative effects of innovation performance. The results demonstrate that qualitative research predominates over other methods of research (i.e., qualitative, mixed method, and conceptual). Most quantitative analyses have traditionally employed surveys as a method of gathering data. To uncover and clarify novel concepts and phenomena, however, there appears to be an urgent need for qualitative, conceptual, or at least mixed-method research given the nascency of this topic. To theoretically support the indicated links (such as leadership-green-innovation, sustainability, and innovativeness) and influence the future of the study domain, academics should concentrate on providing concepts, theories, and techniques [104]. Future efforts can focus on creating customized measures for the study domain to better capture the dyadic interaction. To investigate the potential

implications of leadership styles, scholars have chosen a variety of theories. For instance, the resource-based view has been used as the theoretical basis for responsible leadership studies to examine green transformational leadership [105], while the resource-based view has also been used to examine environmental leadership [106], and social exchange theory [102]. (e.g., [47]). Studies analyzing the connection between innovation and servant leadership have also referenced the conservation of resources hypothesis (e.g., [107]). These findings demonstrate the absence of a widely acknowledged theoretical framework that can support the link between leadership and green innovation. Future studies in the field of service research will be greatly influenced by this theoretical gap. Based on the primary conclusions of our study, we offer specific recommendations for further research in the fundamental areas below. We also provide potential research topics based on the three domains, which can encourage academics to carry out additional research in the field of service research.

5.1 Future research agenda

5.1.1 Research methods

Even though all the studies in our sample were interested in causal effects, the majority of them were unsuitable for this goal due to poor study design and/or endogeneity problems. As a result, we offer the following methodological advice to guarantee that future studies carefully address causal issues.

First, longitudinal studies with adequate time lags should be preferred in the future to cross-sectional study approaches. According to the review's conclusions, case studies will be helpful because they will make it simpler to explain and enhance innovation performance in this relatively new subject. This is because case-study methodologies allow researchers to incorporate the opinions of industry practitioners and other experts. The bulk of earlier studies (38.7%) relied on survey techniques, which have constraints that make it unlikely that the findings will add to our conceptual knowledge of the service environment., there aren't many qualitative research techniques in the literature yet. Careful qualitative research can assist establish solid theoretical underpinnings for a research area in its infancy, leading to the creation of precise constructs that are appropriate for the field's unique qualities. Therefore, we support additional studies in this area. However, when it comes to research methodology, we support multilevel studies that look at leadership as a concept at the group or organizational level. Because leaders typically engage in behaviors that are addressed to individual employees rather than a group, and because followers working in the same department and/or organization tend to be more influenced by group-level or firm-level leadership, such research could advance knowledge of leadership in employee innovation practices, including employee green innovation and sustainable innovation [108, 109].

5.1.2 Measurement scales

This study discovered that lower-order determinants of innovation performance were not adequately addressed in the literature. For instance, the innovation scale initially created by Chen et al. [110] comprises four elements for each of the subdimensions of product innovation and process innovation. However, researchers looking into the connection between leadership and innovation have not made a distinction between these parts and have viewed the measurement of sustainable innovation as a single element. As a result, researchers who intended to study innovativeness

unintentionally evaluated product innovation, and vice versa. In this regard, the ramifications of our findings are rather obvious. Deeper tools are a must for a better knowledge of innovation and sustainable innovation performance, and future research must focus on the person, the process, and the product. The development of metrics to gauge the promotion of green ideas, evaluation of the effectiveness of green idea promotion, and assessment of how teams or individuals originate and implement green ideas are some possible future stages. With these new initiatives in place, it will be feasible to define the roots of sustainable development and green innovation, including in terms of leadership behavior.

5.1.3 Leadership styles

According to our review, effective leadership practices are strongly correlated with innovation and long-term innovation performance. Most of the study, however, has only looked at the effects of transformational leadership and transactional leadership on creativity, inventiveness, and innovative work behavior. As a result, attention is seldom given to how bad leadership practices can hinder innovation. Furthermore, it is uncertain which leadership philosophies are the best predictors of creativity and innovativeness due to the lack of analysis of the contributions of various leadership characteristics. Investigating the leadership traits that most effectively forecast green and sustainable innovation is thus necessary. For this, a focus on leadership styles will not be sufficient, thus future research must examine the effect of leaders' identities (including their personality, knowledge, and behaviors). Even if we only concentrate on leadership styles, our analysis reveals that the bulk of studies has concentrated on measuring leadership styles as a single construct (ignoring the different dimensions of the transformational, transactional, servant, and authentic leadership). The performance of green innovation and sustainable innovation should be examined in relation to the sub-components of leadership styles, as well as the dimensional effects of various styles, in order to overcome this deficiency.

However, we discovered that various academics have looked at well-known general leadership techniques and styles that can accurately predict both green innovation and sustainable innovation [111, 112]. However, there is a chance for scholars to assist the growth of theory and interdisciplinary study in the business management literature given the growing interest in leadership and green practices, such as innovation and sustainability. Researchers could start by creating a green-specific leadership strategy that supports the overall advancement of the sustainable business management field as a research discipline and moves it beyond its current reliance on theoretical frameworks from other fields, such as information sciences, behavioral sciences, psychology, and finance. Since an organization can be described by its leader, this would be a good place to start. Researchers might, for instance, create a new theory of green leadership that emphasizes ecologically responsible leadership practices in a company with an emphasis on defining the identity and traits of such a leader (in terms of, for example, personality and intelligence). Like, this leadership style might be explained in terms of the knowledge a green leader needs to have to run an organization effectively and efficiently. Finally, researchers could define the behaviors expected of green leaders, such as the specific management implications of their activities and how they support sustainable innovation. Future researchers are urged to quickly create this new theoretical approach considering the probable requirement for leadership.

The lack of clarity, particularly in terms of theory and causality, poses a threat to working based on multidimensional definitions of leadership, so future attempts to

develop appropriate scales that concentrate on the lower-order constructs of transformational leadership should take this into consideration. Ways to emphasize the connection between leadership styles and innovation (**Table 4**).

Authors and year	Country/LS/ method/sample	Focus	Findings
[92]	Korea transformational/ transactional Questionnaire (414)	Innovation performance through leadership styles	Both leadership approaches boost organizational creativity. Leadership via check and balance can boost innovation performance
[113]	Cross countries mixed	Leadership styles and firms' innovation	Transformational and transactional leadership styles predict absorptive capacity and inventiveness
[114]	Taiwan interviews 100	Leadership and innovation	Leadership is the most important predictor of subordinates' creativity and innovation, research shows
[115]	Cross countries Empowering leadership Questionaries 257	Empowering leadership and innovative work behavior	Findings highlight the relevance of empowerment in sustaining innovative work-behavior, especially in intense and lasting remote work situations, as this can magnify employees' ability, incentive, and chance to produce, communicate, and apply unique ideas. In distant work situations, empowered leadership can stimulate creativity indirectly through work-related flflow, which has become more essential over time. Directive leadership reduces workflow and hinders creativity
[116]	Cross countries Mixed 64	Leadership and organizational innovation	Results show that transformational and transactional leadership styles can boost employee innovation. The study found a link between transformational and transactional leadership and innovative behavior. Innovative behavior is influenced by leadership, inspiration, intellectual stimulation, and contingent reward. Individual consideration, management-by-exception, and innovative behavior revealed no link
[117]	South Africa Questionnaire 3180	Leadership and innovative work behavior	The results show that transformational and transactional leadership styles can boost employees' inventive behavior. The study confirmed a link between transformational and transactional leadership and innovative behavior. Leadership styles, motivation, intellectual stimulation, and contingent reward promote innovative behavior. Results demonstrated no link between individual consideration, management- by-exception, and innovative behavior

Table 4.
Sample of the studies on leadership styles and innovation.

6. Conclusions and recommendations

Sustainable innovation is gaining popularity in business, society, and academia. Few empirical and review research explore leadership's role in innovation performance. This study included 80 studies from a systematic literature review to examine the role of leadership in innovation. The study found that having a leader improves an organization's reputation, planning, structure, monitoring, and innovation performance. This paper reviews the available literature on effective leadership to enhance innovation. It shows the role of leaders in promoting practical innovation to the extent desired by stakeholders and confirms innovation's importance to organizational success. The results demonstrated that leadership is vital, especially when the market and environmental pressures are involved. The findings may help regulators and practitioners comprehend the leadership and innovation link of the le field and allow for new and exceptional empirical studies. Current innovation procedures must be altered to improve the professionalism of this technology through training and funding. Due to different aspects/research subjects of sustainability assurance, auditors should define the criteria employed and refer to established standards to strengthen the credibility of their verification and the readability of subordinates toward new idea generation. Subordinates should be involved in revising innovation to improve its quality and standard. This study has limitations, like others. We used keywords to discover sample material in Scopus, a peer-reviewed abstract indexing database. Future studies may use the Web of Science, ABS, and ABDC. The search method utilized in this study was limited, thus the findings may not include all relevant documents. Future research could add sustainable development or disclosure to the search query.

The current study had limitations despite its contributions. First, while our cross-sectional research approach sheds insight into the linkages between our study's main variables and changes, we did not analyze causal relationships across time. Wipulanusat et al. [118] study solely Anglo-Saxon Australia. This restricts the generalizability of findings across cultures. Future studies should focus on cross-cultural features and mixed methodological.

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Chapter 3

The Nature of Sustainable Leadership: Pitfalls, Insights and New Model

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Abstract

This review aims to identify pitfalls and insights into the nature of sustainable leadership frameworks and propose a new framework for organisational longevity and the sustenance of society and the environment. A background literature review was conducted to purposively select seminal and influential frameworks of sustainable leadership. Pitfalls and insights in these frameworks were delineated and developed into broader categories using open coding and constant comparison. The findings reveal that the pitfalls of sustainable leadership at the individual level include a lack of accurate sustainability self-awareness, failure to realise the diversity of strategic thinking competencies and a shaky foundation of sustainability literacy. In contrast, ethical competence and system literacy constitute vital insights. At the organisational level, it is revealed that lack of sustainability human resources, absence of a sustainable organisational culture model and lack of clarity on the value of social capital are pitfalls of sustainable leadership. Organisational-level insights in sustainable leadership hinge on stakeholder centricity, the complexity of driving sustainability innovation and managing the complexity of internal and external interdependencies. A new integrative model of sustainable leadership is proposed with various dimensions for leaders to significantly propagate and model sustainable leadership in the organisation.

Keywords: sustainable leadership, systems leadership, sustainability

1. Introduction

Leadership is capable of integrating sustainability into every activity to balance both the pressure of short-term goals and priorities along with long-term goals and is needed for the sustainable future of all stakeholders, the planet and profit (Bocken and Short [1]). As the world faces more significant environmental, economic and social challenges, sustainable leadership is a top organisational and societal priority. In the corporate context, there is a positive trend of having new sustainable leadership roles, such as chief sustainability officer. While this is laudable, there is still a need for all leaders and board members to build their sustainability literacy and competencies. Building capacity for sustainable leadership among leaders at all levels is a critical matter, especially since there is a slow pace and limited scale of the actual practice of sustainable leadership in many organisations and levels of society. This pace is

worrisome when one thinks of the wicked social and environmental problems (e.g. floods and excessive heat) triggered by the effects of unsustainable business models, which are increasing in frequency, intensity and complexity. It is imperative that sustainable leadership practices gain scale and reach a tipping point in the organisation and society as quickly as possible to deal with unsustainable business models and beliefs. The challenge of scaling up sustainable leadership practice reminds us of Yue et al. [2], who assert that limited research and literature examine how sustainability or sustainable leadership models influence employees' 'sustainability behaviour' in several sectors. For example, Tsai and Lu [3] observe that only a few studies have explored the impact of leadership on port sustainability performance.

Sustainable leadership is essential to erode the power of the old axiom that the 'business of business is business' [4]. Sustainable leadership beliefs and practices are vital for balancing the triple bottom line, generally known as the three P's——planet, profit and people to pursue sustainability and organisational longevity [5]. Frank Horwitz, who supports sustainable leadership, asserts that the only business of business is sustainable businesses [6]. In this regard, leadership is implored to make decisions with an eye to the complete picture and move away from exclusively focusing on the short-term and business-as-usual approach.

The notions of leadership effectiveness, which focus exclusively on the organisation's values and inward-focused metrics rather than broader society, are inadequate to cater for sustainable leadership. The traditional thinking of an organisation as a machine with metaphors of a leader as driver, mechanic or engineer is parochial and exclusionary to measure the effectiveness of sustainable leadership as this leaves out the broader society and the balancing of outcomes in the triple bottom line. As sustainable leadership is unique, calls for broader and different conceptualisation and metrics to measure the 'triple bottom line of organisational performance in terms of social, environmental and economic outcomes are necessary [7]. Therefore, it is compelling for scholars of leadership to develop new conceptions, theories and practices of sustainable leadership more aligned to the integrative, systemic, holistic and long-term pursuit of sustainable organisation and interconnected society in a volatile, uncertain, complex and ambiguous context.

The review aimed to identify pitfalls and insights into the nature of sustainable leadership frameworks and proposes a new framework for organisational longevity and the sustenance of society and the environment. This review is valuable because it provides a theoretical framework for sustainable leadership and pragmatic guidance for leadership in terms of the critical components that require attention to practice and model effective sustainable leadership in an organisation.

The chapter starts by unravelling the ontology of sustainability and the concept of sustainable leadership. Subsequently, there is a discussion on the multi-level and system perspectives of sustainable leadership before the analysis and presentation of pitfalls and insights delineated from the review of the selected frameworks of sustainable leadership. Lastly, the chapter presents an integrative model of sustainable leadership and the future direction for research and practice.

2. The ontology of sustainability and concept of sustainable leadership

The concept of sustainable leadership is complex as it combines two key aspects: Sustainability and leadership. First, it is crucial to delve into the ontology of

sustainability in terms of its complexity and multi-dimensional nature before focusing on the concept of sustainable leadership.

2.1 Ontology of sustainability

According to Layman, sustainability refers to the capacity and thresholds to maintain and protect a particular entity, process or outcome at a certain level over some time [8]. In more technical and specific parlance, sustainability is conceived in terms of the triple bottom line, namely the social, economic and environmental [5]. First, the environmental aspect of sustainability includes the reduction of people's negative impacts on the environment and the protection of nature and ecosystems [3]. Human beings must act responsibly and sensitively to use all resources as they have a limit. Second, the social dimension refers to sustainability's human, institutional, cultural and societal aspects. Lastly, the economic dimension relates to the link between economic activities, growth and effects. Sustainability in business dwells on reducing or avoiding unsustainable business models with adverse effects on the environment and society [1]. Sustainability's environmental, economic and social dimensions are interdependent and interconnected and interact in non-linear ways. A shift in one can, in turn, cause a series of knock-on effects in the others. This interconnection brings to the fore the dynamic and temporal aspects of sustainability, where the cause and effect are subtle, and the results of interventions are not immediately apparent. Sustainability entails a conscious effort to create shared value in the mutual balance of all interests. Shared value reflects a win-win scenario that differs from the concept of 'trade-offs' as a 'win/lose' scenario.

The Brundtland report for the World Commission on Environment and Development (WCED) [9] defines sustainability as 'meeting the needs of the present without compromising the ability of future generations to meet their own needs'. This definition has aspects of dynamic and temporal complexity. At its core, sustainability implies the continued flourishing of human societies in a constantly changing world competing for social, economic and environmental conditions. Complexity arises from 'inter-relationship, inter-action and inter-connectivity of elements within a system' among elements that make up the system (micro-level) and different systems (macro-level) [10]. Sustainability is a complex process of continuous adaptation to change. The processual perspective opposes the view of sustainability as an outcome or a specific end state, best captured by static outcome indicators [11].

Path dependencies help deal with sustainability problems but may stifle an organisation or society from reflexively adapting to existing change or allowing radically new conditions to be possible. Complexity may also arise from counterintuitiveness, which occurs when interactions intended to produce the desired outcome generate opposite results [9].

The ontological view of sustainability depicts multiple dimensions. Four dimensions of sustainability decipherable in Refs. [1, 9, 12] are (1) environmental-based sustainability, (2) corporate sustainability, (3) business-related sustainability and (4) sustainability in education. Proactive and environmentally friendly behaviours that people perform in the natural environment or that try to reduce the negative impact of their activities on the natural environment are termed pro-environmental behaviours [12]. Employees can choose whether or not to implement pro-environmental

behaviours in the workplace (e.g. actively recycling paper and saving water and electricity). In pursuit of sustainability, short- and long-term objectives are complementary rather than incompatible.

2.2 The concept of sustainable leadership

Leadership and sustainable leadership are concepts that lack definitional consensus. However, De Vries [13] has highlighted that the concept of lead, leader and leadership is traceable to the word *laed* in the Anglo-Saxon etymology. The word *laed* means a path or road. A leader is a pathfinder who shows fellow travellers the way by walking ahead, creating the desired future state and inspiring people to collaborate to make it happen. The leader responds to whatever changes and challenges arise along the way. Bulmer et al. [14] agree that leadership enables the creation of a vision, leads to the setting up of a high-performance team, keeps the team motivated, maintains a good rapport and ensures that team members are aware of the information needed, helps maintain the satisfaction of followers and uses the social influence of followers to achieve shared goals.

Hargreaves and Fink [15] construe sustainable leadership as a shared responsibility, which does not excessively exhaust resources but also maintains and avoids damaging the environment. An overview of extant definitions of sustainable leadership helps concisely illustrate the vital conceptual insights. **Table 1** below provides an overview of randomly selected definitions from literature to illuminate some of the critical themes and nature of sustainable leadership.

The table below illustrates that sustainable leadership integrates intra and interpersonal processes. It is also about the impetus to balance economic, social and environmental needs while interconnecting current and future sustainable performance [16]. A synthesis of conceptual definitions by Ref. [23] surmises nine aspects of what sustainable leadership entails:

1. Vision of the long term;

2. Emphasis on leadership rather than a unitary leader;

3. Broader goals that link organisations to society;

4. Ethical behaviour;

5. Social responsibilities of leaders and organisations;

6. Innovation capacity;

7. Systemic change;

8. Stakeholder engagement and

9. Capacity building of stakeholders.

Author	Definitions of sustainable leadership	Theme
McCann and Holt [16]	Sustainable leadership is concerned with creating current and future profits for an organisation while improving the lives of all concerned.	Integration of current and long-term financial perspective; stakeholder centricity
Avery and Bergsteiner [17]	Sustainable leadership comprises those behaviours and practices that create lasting value for all stakeholders, such as society, the environment and future generations (p. 7). 'Sustainable leadership emerges from the interplay of many factors… there is no one 'right' way within the overall sustainable leadership paradigm' (p. 5).	Sustainable leadership behaviours and practices; lasting shared value
Hargreaves [18]	Sustainable leadership is preserving and developing everything that spreads and continues deeply, without being damaged, and positively influencing others today and in the future.	Depth and breadth of sustainable leadership; positive integrative influence
Casserley and Critchley [19]	'Performance derives from the integration of three core processes: Reflection on the action; psychological intelligence and physiological well-being… it is the integration of these three core processes, followed by their engagement with the culture of the organisation, which constitutes effective leadership development, generates sustainable leaders and is more likely to create sustainable organisations' (p. 290).	Integration of components intra and inter-processes for personal sustainability
Davies [20]	'Sustainable leadership can be considered to be made up of the key factors that underpin the longer-term development of the school. It builds a leadership culture based on moral purpose, which provides success that is accessible to all' (p. 11).	Long-term perspective; leadership development culture and moral purpose; stakeholder centricity
Lambert [21]	'If sustainable leadership is to have any measurable impact on the organisation, it needs commitment from all levels of the organisation to create a culture in which leadership skills can be developed' (p. 145).	Holistic organisational commitment for sustainable performance; culture of leadership development
Iqbal, Hazlina Ahmad and Li [22]	Sustainable leadership practices emphasise sustained learning; long-lasting success; ethical, social, and responsible behaviour; development of resources, environmental diversity, efficient stakeholder management and amicable relationship with employees.	Variety of sustainable leadership practices;
Stephanie [5]	Sustainable leadership is all about adopting a responsible approach to the way that we lead, stopping to think about the wider impact of our actions on society and the environment.	Responsible, leadership; systems thinking.
Nisha et al. [23]	Sustainable leadership is holistic- and all-encompassing way to deal with driving an association to adjust individuals, benefits and the planet and advance the life span of the firm through evidence-based administration practices.	Holistic and organisational long-term perspective

Source: Own.

Table 1.
Selected definitions of sustainable leadership.

Kantabutra and Avery [24] agree that ethical behaviour, social and environmental responsibility, innovation and long-term perspective are among the six core sustainable leadership practices. However, Kantabutra and Avery [24] add organisational culture and staff development as critical aspects of sustainable leadership. Lastly, sustainable leadership is not role-based but action-based, where leadership is a complex social process and practices amongst a group rather than the action of an individual. Sustainable leaders pursue conscious actions, individually or collectively, to achieve outcomes that nurture, support and sustain economic, environmental and social systems integratively. With the conceptual clarity of sustainable leadership in mind, it is pivotal to understand how sustainability, on the one hand, and the ontology of leadership, on the other, undermine or complement each other.

3. Integration of sustainability and ontology of leadership

Drath et al. [25] decipher that mainstream literature on leadership depicts two different ontologies, the tripod and direction, alignment and commitment (DAC), which are insightful in the integration of sustainability into leadership.

3.1 Tripod ontology of leadership and sustainability

Drath et al. [25] assert that a tripod ontology of leadership is about the social interactions between leaders, followers and shared goals. To elaborate on this tripod ontology of leadership, Drath et al. [25] summarise that:

> *'In its simplest form, [leadership] is a tripod-leader or leaders, followers and a common goal they want to achieve' [26]. This is not a definition of leadership but something much more fundamental: It is an expression of commitment to the entities (leaders, followers and common goals) essential and indispensable to leadership and about which any theory of leadership must, therefore, speak.*

The tripod ontology of leadership is insightful to any scholar trying to situate the phenomenon of leadership in the context of sustainability. Generally, leadership is social influence—not a mere personality trait. The micro-view of leadership focuses exclusively on the individual characteristics of a leader.

The tripod ontology may help understand hierarchical, individual and micro-level aspects of the influence and relationship in the leader-follower interactions. The direct, dyadic interactions of leader-follower are important as sustainability starts with an individual leader mobilising other people. Uhl-Bien et al. [27] are explicit that a full understanding of leadership requires an examination of the contribution of followers and followership to the leadership process. Thus, the tripod is not about leader-centric views but rather a leadership process, which recognises the importance of follower roles, following behaviours, and followership styles.

However, the mainstream literature on leadership has some assumptions, which can potentially limit sustainable leadership. Heroic leadership uphold quality that inheres in an individual and attributes responsibility for outcomes disproportionately to an individual. This notion of heroic leadership obscures the importance of other situational and contextual factors (e.g. nature of the interpersonal relationship with followers and resources) that shape leadership outcomes [28].

The heroic view of leadership is criticised for minimal efforts toward the bigger society's common good as it often focuses on the self-interests of the hero [28]. Traditional leadership theory supports the salience of special individuals or heroes who can be identified as leaders by role or act. The heroic-leadership approach can potentially undermine the collective dimension of sustainable leadership if it disempowers followership (e.g. followers' destructive practices of treating the leader as an idol, inducing their learned helplessness and passivity). Hargreaves and Fink [29] argue that sustainability is greater than any individual within an organisation, requiring that organisations invest time to develop a network of leaders at all levels.

The tripod ontology of leadership pays much attention to the activities to influence followers towards a common goal rather than the outcomes of leadership in the long term. For example, sustainable leadership premised on the tripod may have a balanced triple bottom line as a common goal. However, the tripod ontology emphasises micro, dyadic and hierarchical influence and relationships that is narrow to support emergent leadership theories such as shared/distributed leadership and sustainable leadership. Distributed and shared leadership theories rely on more than hierarchical influence as there is also the need for lateral influence, exchange and interaction on multiple levels and shared understanding of various stakeholders [30].

Suriyankietkaew and Avery [31] argue that sustainable leadership needs to be researched not from the micro perspective, which focuses on the dyadic relationship, but rather from a macro-level leadership perspective. The macro perspective of leadership focuses on the social process that contains complex relationships and the organisation's strategic and overall leadership system within an organisation and its outcomes. While the tripod uncovers the essence of leadership in general, it is inadequate to truly embrace sustainable leadership, which requires both macro-perspective and multi-level interrelationships and emphasises broader leadership outcomes in the triple bottom line. The following section depicts how sustainable leadership is more aligned with a different ontology of leadership called DAC.

3.2 Direction, alignment and commitment (DAC) ontology and the honey bee approach

Drath et al. [25] proposed leadership's direction, alignment and commitment (DAC) ontology. This ontology underscores that individual leaders` and collective leadership beliefs integrate into leadership practices and shape the longer-term outcomes of leadership. Individual and collective beliefs are crucial to producing DAC of people, activities and their commitment to long-term leadership outcomes. DAC is achieved by leadership in an organisation based on shared resources and a web of common, mutually acknowledged and understood beliefs, which create and reshape leadership practice. Leadership practices in the DAC ontology are collective enactments with intended outcomes. These practices reflect patterns in the behaviour of a collective aimed at producing DAC (e.g. pattern of conversation and routines that transcend individual behaviour). Without alignment with the contextual and organisational situation, leadership practices limit achieving long-term goals.

In the DAC ontology, leadership shapes direction, which refers to the reasonable level of understanding and agreement regarding the collective's shared work's aims, mission, and goals. Direction for sustainable leadership relates to sustainability thresholds, emerging and purposeful consciousness among people who choose to live their lives and lead organisations in ways that account for their footprint on the earth, society and the health of a global economy.

DAC ontology also underscores that leadership seeks to achieve alignment. Concisely, alignment hinges on the organisation and coordination of knowledge and work so that there is coherence with the work of other individuals and groups. Lastly, commitment as part of DAC ontology is about the willingness of individuals to subsume their efforts and benefits within a collective effort and benefits. Commitment is evident in various ways, which include undivided loyalty or extra effort and organisational citizenship behaviours. **Figure 1** depicts the elements of the DAC ontology, interrelationship and interactions of leadership beliefs at the individual and collective levels, and leadership practices influencing the DAC and long-term outcomes of leadership.

The production of DAC is inextricably bound to webs of beliefs and practices in the leadership context and culture. While changing the thoughts and behaviours of people in positions of authority are necessary for changing the leadership culture, it is insufficient to bring about sustainable changes without changing the beliefs and behaviours of everyone who thinks and acts in ways that sustain the culture [25]. Producing DAC is not just a one-off exercise but requires reproducing and re-creating DAC as the context changes [25]. Having elaborated on the DAC, the following section unravels the honey bee and locust philosophies. It illuminates the integration of the sustainability lens with the different ontologies of leadership to achieve sustainability vision and outcome.

3.2.1 Honeybee, locust and DAC

Avery and Bergsteiner [32] proposed the first framework of sustainable leadership based on the 'honey bee philosophy' that facilitates outcomes within and beyond the triple bottom line. The honeybee philosophy asserts that an organisation can be sustainable only if its operating context is sustainable and the basic needs of all involved are met [33]. Honeybee leadership is about stakeholder orientation, long-term focus and delivery of outcomes more responsibly [33]. Honeybee's philosophy informs leaders to pursue three key issues: Care for and develop people in an organisation, protect the planet, care for the local communities in which they operate and protect the organisational image and brand through ethical behaviour.

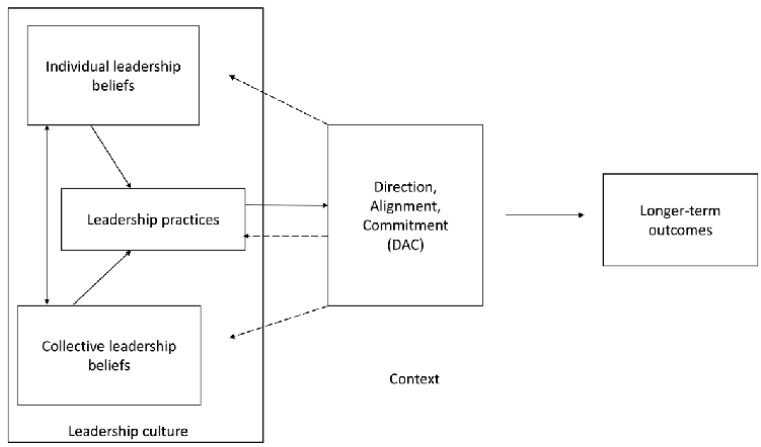

Figure 1.
DAC ontology. Source: Drath, McCauley, Paulus and Velsor [25].

The opposite of the honey bee philosophy is called the locust approach to business. The locust approach upholds the belief that the only goal of a business is to generate profit and growth for its shareholders [33]. In short, the locust approach pronounces the belief of shareholders first and profits at all costs in leading an organisation. Locust leadership calls for one to be tough and ruthless and do whatever is necessary to perform well in the short term [33]. The core idea is that an individual or organisation gains an advantage only by making others suffer. At the centre, locust philosophy is the concept of a zero-sum game [33]. Honeybee's philosophy and behaviours of stakeholder centricity and the locust behaviours of shareholder primacy depict two different leadership philosophies. Avery and Bergsteiner [32] developed the first comprehensive framework of sustainable leadership based on the honey bee philosophy, which shows a shift from the shareholder view of organisations to a consideration of stakeholders with the integration of short-term goals in support of long-term objectives as a primary concern. There are two commonalities between the DAC ontology of leadership and the framework of sustainable leadership proposed by Ref. [33]. Thus, they both focus on leadership outcomes and recognise context's significant role in shaping leadership. Sustainable leadership align pro-environmental beliefs and behaviours and emerging outcomes, such as environmental performance and sustainability performance, which are not part of the conventional ontology of leadership.

Critical theorists such as Bendell et al. [28] emphasise the need to differentiate sustainable leadership from traditional leadership. The effort by scholars to draw uncritically from mainstream leadership approaches to define sustainability often results in exceptionalism (e.g. transformational leadership 'for' sustainability). Clarity of frame-sustaining or frame-breaking change in leadership theory is vital to understand the magnitude and nuances of integrating sustainability into leadership. Sustainability 'bolted on' to a pre-existing leadership framework or theory is seen as shallow, an attachment and not integral to leadership. Frame-sustaining change entails using existing leadership theories and paradigms to adapt and work more efficiently on what leadership is already doing. Frame-sustaining behaviour by leadership includes a narrow focus on one aspect while failing to address the bigger issues that institutionalise unsustainability.

On the other hand, sustainability 'built-in' leadership resonates with frame-breaking change. The theoretical sustainability lens deeply and widely permeates and reconfigures the pre-existing tripod and DAC ontologies of leadership to create new and more effective leadership given sustainability thresholds, limits and challenges. **Figure 2** depicts a baseline model of sustainable leadership driven by a sustainability lens to enable deep, wide and lasting integration of sustainability into leadership.

To be effective, sustainable leadership entails frame-breaking change. This change emphasises deep and lasting shifts in direction, procedures and culture to enable organisations to work more differently, effectively and sustainably. Notably, integrating the sustainability lens with ontologies of leadership is necessary to understand sustainable leadership. The following section underscores the need to shift from conceptions of leadership in a closed system to leadership in an open and connected context to enhance our understanding of sustainable leadership.

3.3 Systems view of sustainable leadership

Sustainable leaders must be system thinkers able to see the big picture while also paying attention to details, relationships between parts of a system, and how these parts combine to create the emergent properties of a whole. The systems lens

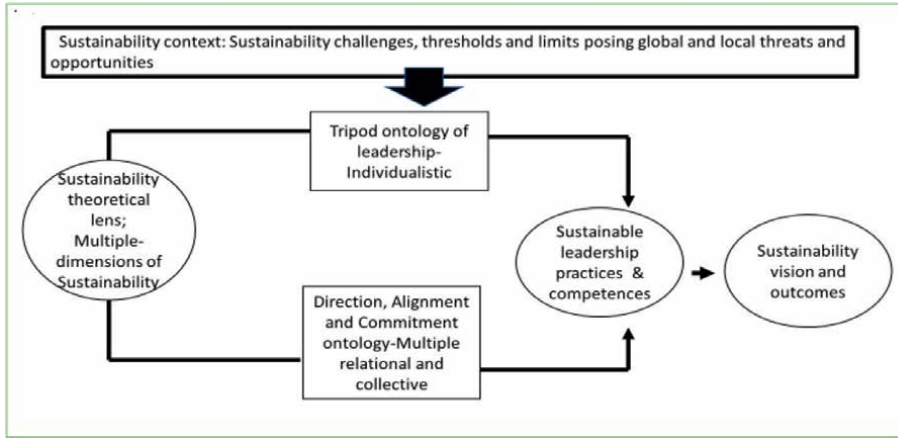

Figure 2.
Baseline model of sustainable leadership. Source: Own.

of sustainable leadership relies on two key issues, namely the interconnectivity at multiple levels of leadership and sustainable leadership in an open system.

3.3.1 Multiple levels of leadership and threat of disconnection

Organisation theorists assert that there are three levels in the leadership system of any organisation. According to the seminal work of Katz [34], these three levels or categories of leadership are the tactical, operational and strategic levels nested or embedded within one another. Tactical leadership focuses on the 'here and now', with short-term decisions and risk management for immediate gains [35]. Operational leaders guide teams in analysing and comprehending the organisation's strategic and tactical realities. These leaders design the infrastructure and framework (e.g. operational processes, structures and systems) that enable employees and enhance systems to work tactically toward the organisation's strategy. Lastly, there are strategic leaders at the top of the organisation who constitute the upper echelon. Samimi, Cortes, Anderson and Herrmann [36] are cogent that strategic leaders provide long-term direction (e.g. vision, mission and strategy), motivate and influence employees, create and change organisational culture and drive and align strategy during execution. Strategic leaders form the top management team (TMT) of the organisation and perform symbolic and ceremonial roles (e.g. attending or representing the organisation at functions) and relational work (e.g. building relationships and trust across sectors and organisations, networking with key external stakeholders) [37]. While all three levels of leadership are essential to embedding sustainability in an organisation, members of the TMT are critical as all the other members take cues from them. The upper echelon theory, the theoretical root and seminal work by Hambrick and Mason [38] on strategic leadership, underscores that 'organisational outcomes – both strategies and effectiveness – are viewed as reflections of powerful actors' values and cognitive bases in the organisation'. Thus, strategic leadership theories are about the leadership 'of' organisations and their changing aims and capabilities [37].

A multi-level phenomenon of sustainable leadership implies a commitment to unravel processes embedded in contexts, providing explanations for changes traced to higher and lower levels of the system. Sustainable leadership is not restricted to one

person or level within the organisation. The dominant assumptions that sustainable leadership is for those in the upper echelon of the environmental specialists alone to express are both unhelpful and yet widely promoted by current work on leadership. Assumptions like these have negative implications for developing a decentralised or distributed leadership network at all levels.

Mechanical and psychological employee empowerment is helpful for leaders to avoid vertical and horizontal disconnections between actors, levels and sectors and the short-term from long-term aspects of organisational sustainability. Extrinsic, structural and top-down cascading of power to lower levels constitute mechanical empowerment. In contrast, psychological empowerment is intrinsic and focuses on the intrapersonal aspects of employees. Psychological empowerment dwells on how employees think of their work, gain experience, believe in their job, and impact their organisation [39].

3.3.2 Components and interrelationship of sustainable leadership in an open system

Sustainable leadership is exercised in an open organisational and social system. A 'system' is created when the level of connectivity between actors fosters interdependence on one other [23]. Open social systems have permeable boundaries that allow information and resources to flow in and out, interdependent subsystems and processes of communication, feedback, and management linking the subsystems. Conversely, the closed system approach allows leaders and organisational theorists to analyse problems by examining the hard elements (e.g. strategy, structure and systems) and soft elements (e.g. shared values, skills, staff and styles) of the organisational architecture with little consideration of the external environment.

Hallinger and Suriyankietkaew [7] are explicit that while research on organisational leadership has made impressive progress over the two past decades, the literature continues to emphasise and study leadership effectiveness within 'closed systems'. In this case, 'effective leadership' is most frequently defined and measured in terms of effects on internal organisational measures (e.g. staff job satisfaction, commitment, organisational citizenship behaviour, task performance). It has been less common for scholars to conceptualise the effects of organisational leadership in terms of leader and organisational impact on the broader society. This limitation of leadership research comes to the fore when we examine 'sustainability' in organisations and society. The exercising of sustainable leadership needs to start from the individual level- from ourselves and subsequently involve the complexity arising from interactions and interrelationships between numerous elements of team, organisation and society, as shown in **Figure 3**.

The model of sustainable leadership by [40] acknowledges emergent inter-organisational and cross-sector collaborations across the elements in different subsystems. Individuals improve their sustainability by developing creativity and personality before they can lead others in the organisation and society. Qualified and loyal staff, sustainable relationships between employees and teamwork are the basis of organisational sustainability. Organisational culture includes others to limit the negative impact of organisational activities on people, the planet and profit [39]. Social responsibility is oriented towards sustainability in an already broader context and the perception of a sustainable organisation. Social responsibility implements the ideas of sustainability as the basis for a better organisational image.

More importantly, the model of sustainable leadership [40] highlights the departure from leaders' traditional top-down, hierarchical and direct social influence to

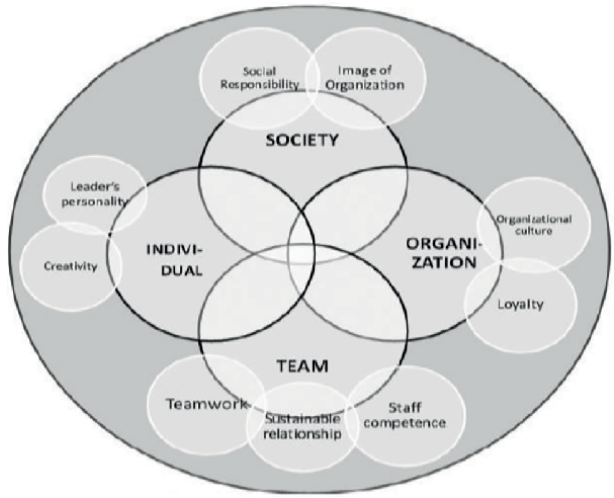

Figure 3.
The model of the factors of sustainable leadership. Source: Šimanskienė and Župerkienė [40].

systems leadership. Systems leadership catalyse, enable and empower collective action among networks of plural leaders and diverse actors to achieve common sustainability goals through widespread action and innovation. With clarity on the concept of sustainable leadership, the following section focuses on the selection of the different frameworks of sustainable leadership analysed in this review.

4. Analysis of frameworks of sustainable leadership: insights and pitfalls

First, it is essential to clarify that this review involved six frameworks of sustainable leaders. Five frameworks and models of sustainable leadership were selected for this review because many scholars recognise them as seminal works and influential frameworks in the scholarship of sustainable leadership [41]. As seminal works are salient to trace the initial idea of great importance or influence on a particular matter, they also enrich conceptual clarity by revealing conceptual commonalities, gaps and insights. The five seminal frameworks selected for this review are by Casserley and Critchley [19], Avery and Bergsteiner [17], Hargreaves and Fink [29], Davies [20], and Lambert [21]. The sixth model by Šimanskienė and Župerkienė [40] was selected for analysis primarily because it presents a unique view and interconnected nature of sustainable leadership, which explicitly depict how an individual, organisation and society intersect when it comes to sustainability.

Second, it is crucial to highlight that frameworks in Refs. [17, 20, 21, 29] depict an organisational view of sustainable leadership predominantly while only [19] focused on an individual perspective. Self-awareness, psychological and physiological health and engagement with the organisational culture are critical for individual-level sustainability. Equally notable is how Gerard, McMillan and D'Annunzio-Green [41] have identified two broad themes of sustainable leadership: People and organisational processes. Within the people dimension, sustainable leadership entails inclusive learning and development opportunities for employees throughout the organisation and an ideology of building capacity and resourcefulness by all employees. Aligning the various components in the organisational architecture with long-term goals and

strategies and ethical behaviour form part of critical organisational processes. Social responsibility advocates embed sustainability practices throughout society. However, there is no exact detail on how far an organisation will be accountable to wider stakeholders. **Table 2** compares the perspective, strategic orientation and fundamental aspects of the five seminal frameworks of sustainable leadership.

Author(s) discussing sustainable leadership	**[19]**	**[17]**	**[29]**	**[20]**	**[21]**
Perspective	Individual perspective—focus is on developing sustainable leaders	*Organisational perspective—adopt a holistic view and believe it is the way in which an organisation is led that leads to sustainability*	*Organisational perspective—emphasises that sustainability should be viewed as a meal, not a menu*	*Organisational perspective—believes that sustainable leadership should be embedded throughout the organisations*	*Organisational Perspective—predominantly considers the development of sustainable leadership*
Strategic Orientation	Developing individual leaders' capacity for sustainability first. I*ntegration of three individual core processes: reflection on the action; psychological intelligence and physiological well-being followed by engagement with the organisational culture (2010:290).*	*Lead the entire organisation sustainably and develop diversity and capacity to endure over time. Sustainable leadership emerges from the interplay of many factors within the overall sustainable leadership paradigm (2011:7).*	*The different and more challenging demands of sustainability vision and values invoke leadership for 'learning, leadership by learning and leadership as learning' (2011:19).*	*Sustainable leadership is constitutive of critical factors for longer-term development, and culture based on moral purpose, which provides success that is accessible to all" (p.11).*	*Sustainable leadership hinges on the measurable impact on the organisation arising from the commitment from all levels and culture leadership skills development (p.145).*
Fundamental aspects of sustainable leadership	Sustainable leaders are self-aware and manage their sustainability first by sustaining personal psychological and physiological health. Leaders are potent agents who define aspects of the organisational culture and conditions they feel committed.	*The three tenets of the honeybee philosophy are to care for and develop people in an organisation, protect the planet, care for the local communities and protect the organisation through ethical behaviour. Sustainable leadership involves a four-layered pyramid and unity of elements at all levels constitute 'honeybee' practices in the sustainable leadership system.*	*A seven-principle model for sustainable leadership with three dimensions: Depth (matters), breadth(spread) and length(last) and four further principles of sustainability. There is an interconnectedness of all seven principles and the necessity of treating them like a meal, not a menu.*	*Sustainable leadership involves making strategic decisions about what priorities and activities are to be kept and pursued and which ones should be abandoned in pursuit of longer-term survival, building capacity and leadership culture based on moral purpose and deep learning short-term successes.*	*Six components of sustainable leadership form a tool for developing organisational capacity and leadership.*

Author(s) discussing sustainable leadership	**[19]**	**[17]**	**[29]**	**[20]**	**[21]**
Framework presented surrounding sustainable leadership	1. Reflection on Action (learning through doing) 2. Psychological Intelligence (having a clear sense of personal purpose and an awareness of personal assumptions and motivations) 3. Physiological Well-being (effective management of stress and sufficient self-care) 4. Engagement of core processes with the culture of the organisation	**Foundation Practices** 1. Developing people; 2. Labour relations; 3. Retaining staff; 4. Succession planning; 5. Valuing staff; 6. CEO and top team; 7. EthicalBehaviour; 8. Long- or short-term perspective; 9. Organisational Change; 10. Financial markets orientation; 11. Responsibility for the environment; 12. Social Responsibility (CSR); 13. Stakeholder consideration; 14. Vision's role in the business **higher level practices;** 1. Decision making; 2. Self-Management; 3. Team Orientation; 4. Culture; 5. Knowledge-sharing and retention and 6. Trust **Key Performance Drivers** 1. Innovation; 2. Staff engagement and 3. Quality **Performance outcome** Brand and reputation; customer satisfaction; financial performance; long-term shareholder value and longer-term stakeholder value	1. Depth—Leadership for deep learning and caring for others matters. 2. Length—Sustainable leadership lasts 3. Breadth—Sustainable leadership spreads, not just dependent on one person at the top. 4. Justice—Sustainable leadership does no harm to and actively improves the surrounding environment 5. Diversity—Sustainable leadership promotes cohesive diversity 6. Resourcefulness—Sustainable leadership develops and does not deplete material and human resources 7. Conservation—Sustainable leadership honours and learns from the best of the past to create an even better future	1. Outcomes, not just outputs. 2. Balancing short and long term objectives 3. Processes, not plans 4. Passion 5. Personal humility and professional will 6. Strategic timing and strategic abandonment 7. Building capacity and creating involvement 8. Development of strategic measures of success 9. Building in Sustainability	1. Builds capacity of staff 2. Strategic distribution 3. Consolidates 4. Builds long-term objectives from short-term goals 5. Diversity 6. Conserves

Author(s) discussing sustainable leadership	**[19]**	**[17]**	**[29]**	**[20]**	**[21]**
Research context	Private Sector-No real empirical research has been completed on sustainable leadership – really developed from the idea of burnout and the development of individuals.	Private sector research – exploring the different 'honeybee' and 'locust' organisations - comparing them, and producing the pyramid.	Education sector - looking at research from both the UK and the US stems from the idea that there are principles of sustainable leadership in schools.	Education Sector - looking at both UK and US.	Developing organisational leaders in the Education Sector - looking at both UK and US.

Source: Adapted from Gerard et al. [41].

Table 2.
Comparison of sustainable leadership frameworks.

4.1 Identifying pitfalls and insights using constant comparison technique

After selecting the six frameworks of sustainable leadership, codes representing pitfalls and insights were delineated from these frameworks and models using open coding and constant comparison to develop broader categories.

Initially, the focus was on coding hidden or unsuspected challenges, omissions or potential difficulties, which can easily scupper any unsuspecting leader trying to engage or reinforce sustainable leadership using a particular framework. After that, the focus shifted to insights—the critical and underlying aspects of sustainability evident in a framework that can help solve new problems or give a deeper understanding. In this review, insight was used loosely to mean a pattern, which enhances an understanding of a specific cause and effect within a particular context. Insights capture commonalities regarding patterns of the 'whys' behind the behaviour and actions to exercise effective, sustainable leadership.

Each identified pitfall and insight was constantly compared with others already identified to form broad categories, which were 'mutually exclusive and collectively exhaustive' (MECE) to avoid overlaps. Similar pitfalls and insights that emerged and developed into broader categories were given conceptual labels. These labels are used to depict results reported in the next section.

5. Results on pitfalls and insights of sustainable leadership

The results of pitfalls and insights on the individual and organisational levels of sustainable leadership delineated from the six frameworks are presented below as follows:

5.1 Individual dimension of sustainable leadership

At the individual level, the findings reveal three pitfalls of sustainable leadership: A lack of accurate sustainability self-awareness, failure to realise the

diversity of strategic thinking competencies and a shaky foundation of sustainability literacy. Ethical competence as a foundation of ethical leadership and systems literacy constitutes two key insights if one is to practice sustainable leadership. These findings are traceable to the frameworks of sustainable leadership by Casserley and Critchley [19], Avery and Bergsteiner [17], Hargreaves and Fink [29], Davies [20], Lambert [21] and Šimanskienė and Župerkienė [40] as illustrated below:

5.1.1 Lack of sustainability self and other assessment

One of the pitfalls is that all six frameworks of sustainable leadership by Casserley and Critchley [19], Avery and Bergsteiner [17], Hargreaves and Fink [29], Davies [20], Lambert [21] and Šimanskienė and Župerkienė [40] fail to clearly emphasise the two forms of assessments, which together constitute sustainability self-awareness. For example, Casserley and Critchley [19] allude to generic awareness of personal purpose, assumptions, motivations and self-care. Notably, this type of self-awareness is not linked explicitly to sustainability, which is more relevant and fundamental for leading self-sustainably. Šimanskienė and Župerkienė [40] focused on the individual level in terms of creativity and personality but remained unclear on sustainability self-awareness. Avery and Bergsteiner [17], Hargreaves and Fink [28], Davies [20] and Lambert [21] skirted the issue of sustainability self-awareness as they have predominantly adopted an organisational perspective of sustainable leadership. Accurate sustainability self-awareness arises from balancing two types of self-awareness, namely internal self-awareness (how well you know yourself) and external self-awareness (how well you understand how others see you) [42]. Thus, accurate sustainability self-awareness is not one truth but a subtle balance of two separate, even competing, viewpoints. Accurate sustainability self-awareness is critical in balancing personal ethical values and business objectives when planning and implementing social and environmental responsibility activities. Sustainable leaders and followers get a realistic evaluation of their self-knowledge and self-understanding based on self-assessment and assessment by others, not only focusing on strengths, limitations, failures and vulnerabilities but also sustainability.

5.1.2 Failure to realise the diversity of strategic thinking competencies

The pitfall is that the frameworks of sustainable leadership emphasise the necessity of a long-term perspective as if this is the only strategic thinking competence. For instance, the framework by Avery and Bergsteiner [17] refers to only long- or short-term views and the capacity to endure over time. Hargreaves and Fink [29] discuss sustainability vision, values and holistic approach. Davies [20] hinge on the capacity to decipher strategic priorities and cohesive and longer-term development, while Lambert [21] focuses on commitment at all levels of leadership development. In each framework, there is a failure to recognise the broad scope and diversity of strategic thinking competencies critical for sustainability. Ledtka [43] asserts that there are five strategic thinking competencies: Systems perspective, intent-focused thinking, thinking in time, hypothesis-driven thinking and intelligent opportunism. With this in mind, it is clear that none of the frameworks in **Table 2** is inclusive enough to embrace all of these strategic thinking

competencies. However, each competence highlighted by Ledtka [43] is crucial for sustainable leadership. For example, the competence of systems perspective is about seeing the inter-connectedness, interdependencies and patterns in the various components over time. Second, the competence of intent-focused or vision-driven thinking is driven by goals, strategic intent and a sense of destiny. Third, the competence of thinking in time is about connecting the past, present and future (e.g. understanding the gap between the present and the desired future and the clear focus on what needs to be done and what can be done). Fourth, the competence of hypothesis-driven thinking is the ability to see and formulate future possibilities and plans as hypotheses. Lastly, the competence of intelligent opportunism requires balancing strategic intent with the flexibility to adapt to emergent opportunities in the environment (e.g. willingness to re-examine strategic intent and adapt the strategy to changing situations). As an aspect of strategic thinking, creative thinking includes gaining new insights and different ideas through existing information to see new patterns of how to reinforce sustainability. Market-oriented thinking helps sustainable leadership to search for alternative ways to attain sustainable competitive advantage. A broad scope of strategic thinking competencies by sustainable leadership helps to create transformative capacity, build resilience and implement systemic interventions while considering unintended consequences and cascading effects.

5.1.3 Shaky foundation of sustainability literacy

The pitfall is the lack of sustainability knowledge, understanding and assessment at the organisation's top and some of the employees as human capital. While the framework by Casserley and Critchley [19] focuses on developing individual leaders' capacity for sustainability first, it is silent on sustainability literacy. Sustainability literacy combines the skills, attitudes, dispositions, values and understanding required to fashion a more sustainable future [44]. Lack or inadequacy of sustainability literacy among employees affects role clarity at all levels of the organisation and society. Sustainability literacy is also not conspicuous in the frameworks by Avery and Bergsteiner [17], who refers to the holistic capacity to endure over time and Hargreaves and Fink [28], who talks about breadth as sustainable leadership not dependent on people at the top only. Lambert [21] is conscious of the value of commitment from all levels and cultures but is not explicit on sustainability literacy as a building block for sustainable leadership practice. The inadequacy of sustainability literacy arises in three ways in an organisation [44]. First, the inadequacy of sustainability literacy occurs when sustainability is considered only for specialists or elites dealing with environmental issues or those in the upper echelon of the organisations. Consequently, the foundation for sustainable leadership is shaky due to the lack of widespread sustainability knowledge, skills and mindset. Second, limited sustainability knowledge, skills and values arise when there is little awareness of broad sustainability-related issues such as sustainability citizenship, basic ecology, poverty and values, which limit the actions and behaviours of leaders and employees. Sustainable literacy reinforces critical, holistic and systemic thinking competencies in dealing with complex sustainability challenges. Without sustainability literacy, people are unlikely to be fully equipped with the attributes and sustainability mindset that would enable them to take decisions that sustain rather than degrade the world around

them. Sustainability literate leadership and followership understand the need for change to a sustainable way of doing things, individually and collectively [44]. They have sufficient knowledge and skills to decide to act, favouring the triple bottom line. Lastly, a lack of clear understanding of the macro- and micro-level links of the social, economic and environmental perspectives affects the level of sustainable literacy. The shaky foundation of sustainability literacy is exacerbated when organisational leadership lack contextual clarity on environmental and social thresholds or 'do-not-exceed' resource limits to define the lines between sustainability and unsustainability.

5.1.4 Systems literacy for sustainable leadership

The model of the factors of sustainable leadership by Šimanskienė and Župerkienė [40] illustrates the insight of systems literacy as critical for leaders and stakeholders to understand the complex relations and trade-offs necessary in the triple bottom line to achieve sustainable performance. Understanding a system and examining the levels, linkages and interactions between the elements that comprise the whole system is essential to systems literacy and sustainable leadership. The model by Šimanskienė and Župerkienė [40] connects aspects of the individual, organisation and society in a manner that invokes systems thinking. Sustainable leadership with systems literacy view issues holistically and can see non-obvious, unfamiliar connections and conflicts between things while understanding why they behave a certain way.

The competence of systems thinking is critical for sustainable leadership to explore inter-relationships (context and connections), perspectives (each actor has their unique perception of the situation) and boundaries when dealing with problems and implementing solutions (agreeing on scope, scale and what might constitute an improvement) [40].

Avery and Bergsteiner [17] assert that sustainable leadership involves a four-layered pyramid and unity of elements at all levels (e.g. foundational practice, high-level, key drivers and performance outcomes), which forms a sustainable leadership system. The system is also when sustainable leadership collectively analyse complex systems across different domains (function, organisation, society, environment, economy, etc.) and different scales (local to global), thereby considering cascading effects, inertia, feedback loops and other systemic features related to sustainability issues and sustainability problem-solving.

5.1.5 Ethical competence as foundational of ethical leadership

The insight is that sustainable leadership manifests and promotes ethical values and behaviours, which are essential to building sustainable organisations and society. This insight is evident in two frameworks by Davies [20] and Avery and Bergsteiner [17]. For example, the framework of sustainable leadership by Avery and Bergsteiner [17] uphold the organisation's protection through modelling and reinforcing ethical behaviours by leaders. Ethical role modelling, communication of values and reinforcement of ethics by leaders are critical to send strong ethical cues and tone to actively and deliberately promote ethical decision-making and behaviour among followers. Davies [20] consider moral purpose as a critical aspect of sustainable leadership in an organisational context to give a sense of what is right and what is worthwhile in a manner that is accessible and useful to all followers whenever confronted by a moral problem. In this way, ethical leadership is not just the mere possession

of ethical competence but also the reputation for being ethically competent, which is necessary to influence others. As a foundation of ethical leadership, ethical competence constitutes conscious decisions and actions within a given responsibility situation. Sustainable leadership apply personal ethics to an organisational situation, called 'personal value-driven competencies', in order to strike an appropriate balance between what is ideal and practical to both the individual and organisation. Sustainable leadership promotes sustainability values and ethics at the individual, organisational and social levels.

5.2 Organisational dimension of sustainable leadership

From the organisational perspective, three pitfalls of sustainable leadership identified are lack of sustainable human resources, absence of a sustainable organisational culture model and lack of clarity on the value of social capital. The review also reveals that organisational-level insights in the practice of sustainable leadership include stakeholder centricity, the complexity of driving sustainability innovation and managing the complexity of internal and external interdependencies. These are presented below as follows:

5.2.1 Lack of sustainability human resources

The frameworks by Casserley and Critchley [19], Avery and Bergsteiner [17], Hargreaves and Fink [29], Davies [20], Lambert [21] and Šimanskienė and Župerkienė [40] alluded to developing people but are less explicit on the embedding of sustainability in the entire human resources management (HRM) processes and activities (e.g. recruitment, selection, training and development, compensation structures, pay and reward, performance management and culture) to develop sustainable human capital. Tang, Chen., Jiang, Paille and Jia [45] refer to green training and development as key to preparing multi-talented workers and improving competencies, knowledge and skills necessary to achieve sustainability.

While academic progress is made to elaborate frameworks and practices of sustainable leadership, there are still missing links, details and resources on how an organisation holistically and systemically incorporate sustainability into the various human resources activities and processes. In recruitment, sustainable organisations have a selection process to ensure that every new employee shares the sustainable organisational vision and values. They also measure the performance of their employees not only by productivity but also by the employees' behaviours consistent with the sustainability values and vision. Notably, the honeybee approach by Avery and Bergsteiner [17] reflects some but not all aspects necessary in the scope of sustainable HRM processes and activities. While this framework underscores positive relationships with labourers, valuing people, staff development, retention and succession planning to create sustainable well-being, human capital and organisational success, it is less explicit and intentional on how to humanise the working environment.

5.2.2 Absence of sustainable organisational culture model

The framework and models of sustainable leadership are clear about the value of organisational culture. For example, Šimanskienė and Župerkienė [40] recognise the influence of organisational culture at individual and organisational

levels and intersection with society. Casserley and Critchley [19] and Avery and Bergsteiner [17] see sustainable leaders as powerful agents who create, maintain or change organisational culture. However, scholars of sustainable leadership have not provided a full-blown theory or exhaustive model on sustainability organisational culture. Although shared assumptions have been widely regarded as a fundamental cultural element, the literature on sustainability organisational culture does not explicitly address them. In Ref. [46], culture has been defined as a pattern of basic assumptions that organisational members share and learn as they encounter the problems of external adaptation and internal integration. Basic assumptions refer to unconscious, taken-for-granted beliefs, thoughts and feelings [46]. Over time as the pattern of shared basic assumptions becomes proven effective, it becomes valid and a lesson to be taught to new members as the right way to view, feel and think about the problems. In the context of sustainability, organisational members develop a configuration of common basic assumptions they have learned as their organisation effectively solves its sustainability problems [47]. Espoused values or strategies, goals and philosophies represent values. In the process, a value becomes an unconscious assumption about the sustainability problem and its context as the value serves to direct successful responses to the sustainability problem.

The sustainability organisation culture includes the values and beliefs subsystem. This subsystem comprises sustainability vision, beliefs and values articulated by leaders or organisational members [47]. Sustainability vision and values are interconnected [47]. A sustainability vision only conveys the meaning for the future, while values are how a vision can be turned into reality. Leadership modelling is among the most potent ways of creating, changing and maintaining organisational culture. How sustainable leaders act and carry out things, their values and beliefs and their transformations set the example for organisational members to follow.

5.2.3 Value of social capital is unclear

The pitfall is that all of the six frameworks on sustainable leadership are silent on the value of social capital. For instance, Avery and Bergsteiner [17] underline caring for and developing people in an organisation and protecting the planet but fails to pinpoint the role and value of social capital for sustainable leadership. Davies [20] recognise the significance of building capacity for sustainability, but this is unclear whether it is limited to human capital or includes social capital. Traditional leadership uses social networks, norms of reciprocity and social trust for mutual benefit and access to different types of resources (e.g. financial, information, human and physical resources) [48]. However, it is not explicit how sustainable leaders nurture and develop their social capital to build networks and relationships for sustainability. There is a need for sustainable leadership frameworks to support leaders in using different types of social capital to ensure individual and organisational sustainable performance. Bonding, bridging and linking social capital are fundamental for sustainable leaders to build a network of support and resources to balance the triple bottom line. First, bonding social capital is the relations of trust, cooperation and networks of people who are similar or homogeneous in some critical way and typically associate together [48]. Bonding social capital is inward-looking, exclusive, within people who are alike or homogeneous and suitable for 'getting by' [48].

This type of social capital exists between 'people who are' in it together and who typically have strong and close relationships and networks with a high density of connections.

Second, bridging social capital refers to connections, interrelationships and networks of mutuality between people who are not similar or heterogeneous with respect to socioeconomic and other characteristics. Bridging social capital is inclusive between different people and is critical for 'getting ahead' [48]. Lastly, linking social capital is defined as the norm of relations between individuals and groups in different social strata in a hierarchy where power, social status and wealth are accessed by other groups [48]. Linking social capital is characterised by the collaboration of sustainable leaders when they relate with powerful people or institutions at different levels of societal and power hierarchy. Creating new trusting ties across power relationships and identifying and collaborating with power brokers are essential to sustainable leadership [48]. The sustainable leader is a node where multiple relationships intersect as people are relational beings. The node is crucial to pursue a shared sustainability vision, collective accountability and collaboration across subsystems. Sustainable leaders are the weavers of value networks and relationships with stakeholders and bridge builders to overcome systemic inertia, path dependencies and other barriers to reaching envisioned outcomes.

5.2.4 Stakeholder centricity of sustainable leadership

The insight is that stakeholder-centric leadership balances and integrates multiple relationships and objectives and promotes shared interests in an ever-changing VUCA in pursuit of the triple bottom line. Notably, the frameworks of sustainable leadership by Casserley and Critchley [19], Avery and Bergsteiner [17], Hargreaves and Fink [29], Davies [20], Lambert [21] and Šimanskienė and Župerkienė [40] are clear on the collective dimension as a critical part of sustainable leadership but also necessitate of stakeholder centricity. Building stakeholder trust and engaging with a broader range of stakeholders present an opportunity to achieve strategic objectives and minimise adverse impacts. Davies [20] assert that stakeholder centricity is vital for sustainable leadership to embed sustainability throughout the organisation. First, a stakeholder-based approach to sustainable leadership relies on collective or inclusive sense-making and collective intelligence to solve sustainable challenges. Collective understanding of the system and distributed leadership are salient in debating the system boundaries, mapping its elements and dynamics and considering the environment around the system that enables or impedes it. The lack of collective intelligence is evident in organisations, which tend to discount or insufficiently consider stakeholder perspectives when making decisions.

Second, sustainable leadership is not only limited to stakeholder inclusion and engagement but also the building of capacity. The frameworks by Lambart [21] hinge on the development of capacity for sustainability at all organisational levels. The framework by Davies [20] is aware of building capacity and leadership culture, which promotes sustainability in a school setting. The capability to create an inclusive and collaborative environment where diverse people have empathy, a voice and a sense of belonging are critical for sustainable leadership. Sustainable leaders unlock commitment and creativity for sustainability by being genuinely human and showing compassion and openness in their stakeholder engagement. Sustainable leadership advocates a more consultative and moral perspective rather than a skewed and

hierarchical view of stakeholders [17]. Lastly, the interactions with stakeholders impact the direction and execution of decisions, such as what knowledge is used, whose interests are recognised and what actions are prioritised by sustainable leadership. It is imperative to fathom how sustainable leadership drives decision-making with diverse stakeholders and, where possible, actively involve these stakeholders in jointly developing sustainable solutions and sharing sustainability benefits [17]. A vital part of the 'challenge' for sustainable leadership is that many stakeholders hold them more accountable.

5.2.5 Complexity of driving sustainability innovation

The insight is that sustainable leadership pursue sustainability innovation. For example, Avery and Bergsteiner [17] are explicit that innovation is one of the key performance drivers of sustainability. However, clarity on what constitutes sustainability innovation and how leaders advance this type of innovation in an organisation or society is missing. Sustainable leadership drives three sustainability innovation types: Operational, organisational transformation and systems building. Operational innovation is about the change of processes (doing the same thing better), which occurs in many areas, e.g. design, production, marketing and even HR. Organisational transformation creates disruptive new products and services that serve societal needs and benefit the environment. Lastly, systems building depicts the most advanced form of sustainable innovation. It involves **collaborating with others** to create positive impacts on people and the planet. Sustainable leaders see themselves as part of an ecosystem and recognise that any single organisation cannot achieve sustainability [40].

However, the challenge for sustainable leadership is to embed innovative capacity that focuses on the long-term survival of a sustainable organisation. Pursuing disruptive and sustaining innovation as part of sustainable transformation may be easy. However, it is tough to deliver without appropriate top management support and a network of leaders with sustainability literacy as a foundation to challenge traditional approaches and disrupt their organisations, business and industry to operate differently.

When sustainable leaders engage in sustainable innovation, they do not merely focus on their organisation. More importantly, they look more broadly at the whole system they are part of—including other organisations, the natural environment, stakeholders and communities as exemplified in the framework by Šimanskienė and Župerkienė [40]. Sustainable leadership adopts systems thinking and understands how their actions affect other organisations and vice versa.

5.2.6 Managing complexity of interdependencies and external collaboration

Lastly, there is the insight into how sustainable leadership creates and influences connections between actors—across functions, levels, types of actors and sectors to adopt a holistic and systemic approach. Leaders grapple with the coordination dilemma between increasingly overlapping jurisdictions internally and externally. For example, the framework by Šimanskienė and Župerkienė [40] depicts interconnections or interfaces between an individual, organisation and society in pursuit of sustainability. An interface is the primary means of sustainable leadership's daily work and roles when interacting with internal and external stakeholders. The framework by Avery and Bergsteiner [17] refers to four interdependent layers interacting

to yield sustainability. Managing interdependencies and trade-offs in interfaces and across levels within an organisation and external collaboration (e.g. suppliers, customers and even competitors) is key to enabling sustainable performance. A multi-level and layer-informed view of sustainable leadership forms a basis of a collective or shared understanding of the patterns, enablers and impediments in nested arrangements.

Davies [20] posit that strategic timing and abandonment drive decision-making and execution of strategic priorities involving various stakeholders and shared benefits. The challenge for sustainable leadership is choosing when and what strategic change to make. Strategic timing and strategic abandonment manifest in knowing what, knowing how and when and knowing what not to do [20]. Knowing what to give up or abandon to create the capacity to undertake the new sustainable activity is critical when actions and decisions take place to balance the triple bottom line and pursue a long-term perspective.

Multi-level, relationship and pattern-based sustainable leadership help deal with complexity, which relates to sustainability. Patterns of order and unity at different levels transcend differences amongst the elements at the meso and macro levels, which are part of the triple bottom line.

6. Proposed integrative framework of sustainable leadership and future direction

As shown in the insights and pitfalls in this review, sustainable leadership is complex and parsed into two broad dimensions: Individual and organisational. The proposed integrative framework of sustainable leadership brings together four different components: leading self, sustainable organisation and society, sustainable DAC and sustainability contextual factors shaping effective and sustainable leadership. It is noteworthy to underscore that sustainable leadership involves people and

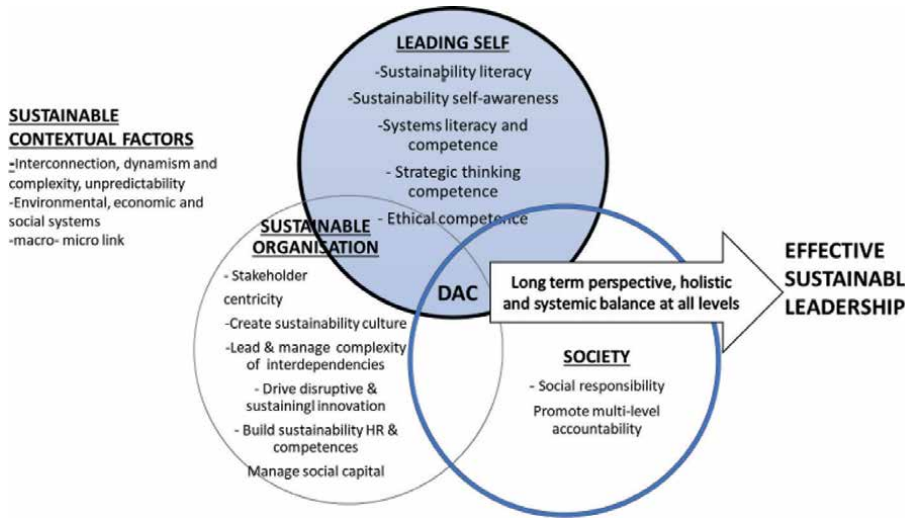

Figure 4.
Integrative framework of sustainable leadership. Source: Own.

is not context-free and inward-looking only. **Figure 4** depicts how the framework of sustainable leadership centralises sustainable DAC and integrates the leading of self and leading of sustainable organisation in the environment.

Below is a brief discussion of the critical elements of the integrative framework of sustainable leadership.

6.1 Sustainable DAC: long-term, holistic and systemic balance at all levels

A 'sustainability lens' reframes the enactment of sustainable leadership within an 'open organisational and social system and centralises sustainable DAC in the economic, social, cultural and institutional context'. At the centre of the proposed framework of sustainable leadership is the sustainable DAC at the nexus of leading self, sustainable organisation and society in a sustainability context. Sustainable leaders recognise interconnections and interdependencies between the individual, team, organisation and society, which are key in a holistic pursuit of the triple bottom in an open environment. The sustainable DAC calls for long-term future orientation and envisioning (sustaining the needs of future generations), the anticipation and prevention of harmful unintended consequences. Sustainable leadership is systemic and holistic and incorporates the social, environmental and economic dimensions to meet the needs of the present generation without compromising the ability of future generations to meet their own needs.

6.2 Sustainability contextual factors

Context is critical for sustainable leadership and constitutes a web of interwoven internal and external dynamic factors, which pose limits and demands that threaten. At the same time, some reveal opportunities for economic, environmental or social resources at the sectoral, local, regional or global level. Firstly, the context of sustainable leadership is characterised by dynamism, complexity and unpredictability, which interweave to depict environmental turbulence. Secondly, sustainable leadership is exercised in the interrelated environmental, economic and social systems. While leaders pursue organisational sustainability by simply comparing performance to past years or peers alone, sustainable leaders are also implored to make a comparison to limits and thresholds at the broader social and environmental levels.

Third, the contextual aspect of sustainable leadership also manifests by a macro-micro link of real-world social, economic and environmental spheres. This is pivotal for sustainable leadership and organisation to meaningfully understand the sustainability or unsustainability of their impacts in the short and long term in the local and global context. Sustainable leadership responds to macro-environment changes arising due to broad environmental factors that impact, to a lesser or lesser extent, many organisations, industries and sectors (e.g. climate change). Sustainable leaders also respond to microenvironmental changes specific to an organisation or the immediate location or sector in which they operate. Lastly, how a leader manages internal and external interdependencies and a web of interrelationships is critical in creating and sustaining an organisation. Sustainable leadership has a proactive approach to constantly scanning the broader and internal organisational environments to monitor internal and external changes regarding interdependencies and interfaces. Sustainable leaders reconfigure the organisational architecture and develop a sustainable relationship with internal and external stakeholders. As sustainability is the prism through

which activities to create value are strategized and executed, and success is defined and achieved, there is a need for sustainable leaders to apply a context-based approach to sustainability.

6.3 Characteristics and competencies of leading self sustainably

Individual leaders who are sustainable rely on consciousness and sustainable literacy as a robust foundation in interactions and interrelationships in pursuit of sustainability. Leading self as a sustainable leader demands four different competencies to develop own mindset and attitude and support others in the pursuit of sustainability. The proposed integrative framework pronounces that accurate sustainability self-awareness, systems literacy, strategic thinking and ethical competencies are critical for sustainable leadership to balance the triple bottom line effectively. Leading self-sustainably is key initial step before the use of appropriate influence tactics (e.g. bargaining, building coalitions, assertiveness and creating goodwill) and role modelling of sustainable and ethical behaviours to influence others as a leader. The proposed integrative framework for sustainable leadership underscores the need to balance personal ethical values, business objectives and physiological and psychological well-being when leading others and planning and implementing social and environmental responsibility activities.

6.4 Sustainable organisation and society

Sustainable leadership is stakeholder centric and involves multiple social influences, not limited to internal and external stakeholders. Sustainable leaders must facilitate different types of social capital, internal and external, to the organisation necessary to access network and relational-based sources. The organisational capability to develop, maintain and change to a sustainable organisational culture is salient for employees and leaders. Sustainability-oriented basis assumptions, espoused values and artefacts need mutually reinforce each other. Another critical organisational capability is leading and managing the complexity of interdependencies arising from interactions and relationships, which cross levels and boundaries in pursuit of triple bottom lines. While the capacity to drive incremental, sustaining innovation is critical, a sustainable organisation must pursue disruptive innovation in the various elements of the organisational architecture to operate in new sustainable ways. However, sustainability innovation and practices are not possible without infusing sustainability into the whole process of operations, strategy and HRM.

At the societal level, the organisational capability for social and environmental responsibility reflects the multi-stakeholder nature of sustainable leadership. Sustainable leaders focus on how their organisation positively contribute to society to grow social responsibility, preserve cultural heritage and promote ecological conservation. Ethical values and norms—specifically, the pro-environmental behaviours and values focused on strict social and environmental responsibilities—become crucial in sustainable leadership. Being socially and environmentally responsible pays off by increasing sustainability performance outcomes and stakeholder harmony.

One of the pragmatic implications of the proposed framework is that it provides insight into the nature of competencies, type of HR and value of sustainability literacy and culture as necessary building blocks for sustainably leading self, others and the organisation. In this way, the review has offered a valuable tool for leadership to focus their developmental effort on the various components at the individual and

organisational levels to practice effective, sustainable leadership at all levels to ensure organisational longevity. Future research needs to empirically test the proposed model to validate or alter it based on views of sustainable leaders in different contexts to enrich our understanding of sustainable leadership further.

7. Conclusion

The chapter has presented and analysed a variety of seminal and influential frameworks and models of sustainable leadership to primarily illuminate potential pitfalls, which can easily scupper any unsuspecting leader or scholar. Additionally, the chapter has highlighted insights to enhance an accurate and deep understanding of the nature and practice of effective, sustainable leadership, which is pivotal for practitioners who enact sustainable leadership.

There is no scholarly consensus on the meaning of sustainable leadership. However, what is clear from this review is that sustainable leadership is complex, multi-dimensional and parsed into individual and organisational-level capabilities, which integrate into the pursuit of DAC. Sustainable leadership does not have a singular focus on the organisation as it pursues DAC typified by the long-term perspective, holistic and systemic balance in the triple bottom line, which embraces broader society.

The proposed integrative framework of sustainable leadership brings together the individual, organisation, society and sustainability context, which shape sustainability-oriented DAC. This framework is crucial in providing tools for leaders grappling with embedding sustainability in their organisations. It is also a catalyst for future academic research on sustainable leadership. Scholars need to develop more pragmatic and theoretically-informed frameworks that adopt a systems lens to integrate the individual, organisation and society while taking cognisance of the multi-dimensional nature of sustainability and the challenges of pursuing a sustainability-oriented DAC.

Conflict of interest

The author declares no conflict of interest.

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Chapter 4

Wilderness Experiences Foster Authentic Leadership

Boy Van Droffelaar

Abstract

Against the backdrop of dramatically increased complexity, speed of change, great uncertainty, and lack of confidence, the call for "new leaders" has become louder. These contemporary challenges demand more than just a change in leadership competences. Scholars and practitioners have argued that a more fundamental shift in mindset is required. At the same time, leadership development is largely based on cognition-based learning to improve competences – skills and abilities (skillset) – through classroom exercises in traditional venues. This is in contrast to addressing the capacities of leaders – their inner resources (mindset) in the face of complex leadership challenges. Yet, changing mindsets is not easy and requires different training than competency-focused programs. However, a stay under primitive conditions in pristine nature does something to us. People relax, reflect, or even transform. Three consecutive empirical studies, conducted by the author, suggest that such a wilderness journey promotes the transformation towards purposeful, authentic leadership.

Keywords: wildernesss, peak experiences, authentic leadership, episodic memory, transformation, purpose, SDG

1. Introduction

A stay under primitive conditions in pristine nature does something to us. People relax, reflect, or even transform. Recent research indicates that such a journey promotes the development of purposeful, authentic leadership.

Despite the promising intentions after corporate scandals, corporate malfeasance and the 2008 financial crisis [1, 2], distrust of leadership is still problematic today. In addition, the contexts in which leaders operate have become increasingly complex over time [3–6]. Focus on traditional organizational values (e.g. product and service quality, financial performance) is expanding to one with a broader orientation that also includes social responsibility and environmental stewardship [7, 8]. Moreover, in this regard, the Sustainable Development Goals (SDGs), adopted by all United Nations Member States in 2015, provided a shared blueprint for peace and prosperity for people and the planet, now and into the future, that is, a sustainable world by 2030. The 17 goals cover a wide range of topics involving people with different needs, values, and beliefs. The SDGs are a partnership for humanity; they are multigenerational, with purpose at the core, and aim to ensure that nobody is left behind. This poses an extra tough challenge

for organizations and their leaders. Yet, more and more companies see the purpose of business differently and aspire to thrive, over the long term, by serving all stakeholders [9]. The companies that embrace the opportunity from meeting the SDGs—an estimated $12 trillion and 380 million jobs globally, by 2030, in only four sectors—will thrive. However, while there is a vision of what needs to be done, progress in this vision so far has been disappointing. The multitude of contemporary challenges requires more than just a change in leadership competencies. Therefore, scholars and practitioners have argued that a more fundamental shift in mindset is required [10–13]. However, leadership development is still largely based on cognition-based learning to improve competencies - skills and abilities (skillset) - rather than addressing the capabilities of leaders - their inner resources (mindset) in the face of complex leadership challenges [12]. Crossing this threshold requires social technologies, tools, methods, and leadership practices that deliver a shift in mindset and consciousness from ego-system awareness to eco-system awareness [14] —from a mindset that values one's own well-being to a mindset that also values the well-being of one's partners and of the whole.

More fundamentally, Maturana and Varela [15] have described the process of mind shift in an important maxim: "*You can never control a living system. You can only disturb it*" [15]. And with that, the argument continues: You cannot disturb a living system unless you transform its consciousness. And you cannot transform consciousness unless you make the system see and sense itself. Thus, to make a shift in mindset, the beam of conversational attention needs to be bent back to its source. Instead of just seeing others, we need to learn how to see and sense ourselves through the eyes of others and of the whole [14]. Accordingly, Woiwode et al. [16] assert that a living system is most effectively changed through inner transformations related to consciousness, ways of thinking, values, worldviews, beliefs, spirituality, and connection between man and nature. So, shifting mindsets is problematic and therefore requires different training than competency-focused programs [17, 18]. Traditional programs often rely to a bigger extent on formal learning, that is, knowledge-based learning through abstract texts. When it comes to changes in attitudes, values, and beliefs - rather than pure knowledge - experiential, emotional, and social learning is more effective than formal learning [19–23]. On that account, Inner Development Goals (IDG) [24] was recently founded, a non-profit organization for inner development that receives input from world-leading scientists and opinion leaders. The IDG framework of tools and qualities relate to what is needed to successfully work with complex societal issues, in particular those identified in UN's Agenda 2030 and the 17 Sustainable Development Goals. In this regard, experiential nature-based leadership transformation programs appear to be a promising tool for transforming towards purposeful, authentic leadership.

The central research question in this chapter is: what is the impact of wilderness experiences on the development of authentic leadership? To address this aim, in Section 2, a literature review will address the definition of authentic leadership and its capabilities, the status of leadership development in literature, and the role of trigger events in nature. The third section introduces the wilderness leadership transformation program conducted by the Foundation for Natural Leadership. The fourth section then presents the empirical studies, conducted by the author, that provide answers to the various research questions. In section five, concluding remarks are made and the findings are positioned within relevant academic debates. In the last section, some important practical implications will be presented.

2. Literature review

2.1 Authentic leadership

In the context of today's challenging questions facing leadership, societal and academic focus has shifted to leaders who are optimistic, inspiring, authentic, demonstrate integrity, care for others, and are able to reflect on themselves [25–28]. The concept of Authentic Leadership (AL) has been introduced to represent this desired leadership style [19, 29–32]. Authentic leaders are guided by sound moral convictions and act in concordance with their deep-rooted beliefs and values, even under pressure. They are well aware of their self-image, strengths, and weaknesses, and strive to understand how their leadership influences peers and followers [29, 32]. Walumbwa et al. ([32], p. 94) defined authentic leadership as:

> *"a pattern of leader behavior that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development."*

Scholars distinguish four components of authentic leadership. First is self-awareness, which refers to understanding one's strengths and weaknesses. Through interactions with others, leaders with a strong sense of self-awareness gain valuable personal insights, including knowledge about the impact they have on others in general, and those they lead in particular. Second, internalized moral perspective, which is a process of self-regulation guided by moral standards and values. Authentic leaders are not tempted by opportunities that require violations of their core principles and obligations. Third, balanced processing of information, implies analyzing all relevant information before making a decision. Balanced processing helps authentic leaders to make the right decision for their group, organization, or society, even if this is not personally beneficial. Authentic leaders are therefore open to feedback. Fourth is relational transparency, which denotes openness and honesty in presenting oneself to others. It allows followers to understand the reasoning behind a leader's decision, minimizing fear of the unknown and stimulating feelings of trust [32, 33].

Empirical research on Authentic Leadership has shown positive relationships between authentic leadership and many positive individual (e.g. engagement, job satisfaction, work performance), group (e.g. teamwork), organization (organizational citizenship behavior), and society (social responsibility and environmental stewardship) outcomes [32–34]. These findings lend support to the assertion that authentic leadership responds to today's leadership challenges [29–31]. A shift in leaders' mindset, so they can become more authentic leaders, can be thought of as a prerequisite underpinning the depth of leaders' self-reflection and with that promoting the effectiveness of leaders' competences [35]. Supported by research on twins [36] and meta-analytic evidence (based on 140 independent effect sizes and from 13,656 unique participants) [37], the literature suggests that individuals can change their leadership style and improve their leadership qualities over the course of their life.

2.2 Leadership development

Leadership scholars have argued that intrapersonal leadership development practices are a loose collection of assumption-driven actions, rather than evidence-based programs [11, 38, 39]. Nevertheless, reviews suggest that leadership interventions can have the intended positive effects [37, 39, 40]. The most comprehensive review, a systematic meta-analysis of 200 empirical studies, suggested a 66% probability of achieving a positive outcome after leadership interventions [37]. On average, effect sizes were moderate, yet effectiveness varied widely across studies. Experimental studies have investigated specific outcomes of training or other interventions, such as task performance, job satisfaction, or persuasiveness. Yet, experimental studies have not focused on the effect of interventions on general authentic leadership style, rather than on specific behaviors or mental dispositions.

Only a few studies on the effects of leadership intervention include a thorough evaluation and measurement of leadership development outcomes [41, 42]. Studies with longitudinal measurements, which allow a systematic comparison of leadership attributes before and after intervention, are relatively rare [40]. A qualitative study by Baron and Parent [43] suggested that participants in a training program introspectively noticed development in three dimensions of authentic leadership (self-awareness, relational transparency, and balanced treatment of information). Another study used classroom trigger events and an exercise. The study concluded that these interventions stimulated a learning orientation towards authentic leadership based on a content analysis of students' narratives [44]. While these findings suggest that authentic leadership development is achievable, there is still a need for quantitative research, which allows statistical testing [10, 31, 40, 44].

The qualitative and longitudinal quantitative studies described in this chapter indicate whether interventions in natural environments can help change the mindset of leaders, resulting in a more authentic leadership style.

2.3 Trigger events and nature settings

Various scholars suggest that "critical life events" – trigger events that shape people's lives – are probably an important antecedent of authentic leadership [10, 29, 31, 45]. Trigger events can induce both dramatic and subtle changes in people's perspectives and circumstances, and facilitate personal growth and development [29]. Thus, trigger events can affect mindsets [46–48]. The interaction between trigger events, initiated by a leadership development program, and reflection on them and the insight gained through coaching, for example, can lead to changes in leadership style [19, 49]. Typically, the subjective experience of trigger events can enable leaders to reflect upon their self-concept, basic beliefs, emotions, and worldview. In addition, trigger events can define anchor points from which their leadership approach and identity develop and grows [48]. In this context, Gardner et al. [29] argue that life stories and critical life events could be antecedents for authentic leadership development. Critical life events may involve childhood experiences or other major life events, such as a severe illness or a new career [29, 31, 46]. However, these experiences are described as coincidental events that can happen to a leader and not as part of a well-organized training event. Some recent studies have suggested that leadership training programs can be effective if they take place over a longer period of time and include seminars, planned trigger

events, and individual coaching [10, 50, 51]. Yet, these studies fail to indicate what is meant by planned trigger events and what these should look like.

The founders of major religions and renowned mystics, shamans, philosophers, romantics, and natural history writers spent long (solitary) periods in remote nature reserves. The rites of passage and initiation ceremonies found in indigenous cultures are also often associated with extended periods in wilderness [52–54]. Maslow [55] argued that wilderness settings can evoke peak experiences. Peak experiences are transforming experiences involving holistic cognition, transcendence of ordinary time and space, and profound experiences of an integrated self, accompanied by feelings of bliss and wonder [56]. In a similar vein, Csikszentmihalyi [57] claimed that nature can nurture flow experiences, in which a person performing an activity is completely immersed in a feeling of energized focus, complete involvement, and enjoyment in the process of the activity. Both DeMares [58] and Laski [59] have specifically noted that wildlife interaction and observation can act as causal factors for peak experiences. Empirical research supports these claims [60–63].

In addition, research indicates that spending time in nature can have profound psychological effects, including stress reduction [64] and attention restoration [65, 66]. Ulrich et al. [64] sought to investigate the extent to which exposure to different environments helped or hindered recovery from stress and determined whether exposure to natural environments promoted greater recovery than exposure to urban environments. Duvall and Kaplan [66] wrote extensively about the value of nature in restoring mental attention. The need for attention restoration is a response to mental fatigue. One way to restore the ability to mentally focus is by allowing fascination to reign for a while. Fascination is involuntary attention to something that is exciting, mysterious, or inherently interesting. The Kaplans [66] argued that immersion in a natural setting is particularly effective as nature can be a restorative environment that promotes fascination, allowing the brain's turmoil to rest. The preference for natural environments is "an expression of underlying human needs" [66]. Furthermore, research suggests that nature experiences may lead to positive psychological effects, such as emotional well-being [64, 67, 68], personal development and increased self-awareness [69–73], self-sufficiency, independence, and self-regulation [65, 74, 75], creativity and inspiration, spirituality, greater authenticity, and connectedness [76–78], increased intentions to pro-social behavior [78, 79], and potential for contributing to sustainability [80].

Typically, peak experiences may act as trigger events constituting a 'transitional space' that facilitates moments of self-focused attention, self-reflection, narrative processes with peers, and opportunities to share life stories, promoting intrapersonal change [76, 77, 81].

3. The wilderness leadership transformation program

Fueled by the widely recognized need for a new wave of leaders whose characteristics include high moral standards, honesty, and genuine care, the Foundation for Natural Leadership (FNL), based in the Netherlands, invites leaders to develop their authentic leadership capacities by bonding with nature in some of the world's most remote wilderness places. To build their program, the FNL has drawn from a body of thought, a framework called "U Process", coined by Joseph Jaworski (1996) [82], and further developed by Scharmer [83], Scharmer and Kaufer [14] and Senge, Scharmer, Jaworski and Flowers [84]. The U process shows how individuals, teams,

organizations, and large systems can build the essential leadership capacities needed to address the root causes of today's social, environmental, and spiritual challenges. In essence, the U process lays down the path to a person's inner source of leadership and creativity. It is a process that invites leaders to take a fresh look at the bigger picture and use all their senses to observe issues and challenges and create creative solutions.

Grounded in this framework the wilderness leadership program is a well-defined trajectory built around the important so-called trail principles: simplicity (disconnected from the mediated world and its built structures), sensing (opening up all senses), sharing (within dyads or councils with the 'talking-stick'), silence (during hikes and night watch), sincerity (being honest to oneself and others), service (caring for nature and each other), and self (who am I and what is my work?). It is the facilitator's role to monitor and apply the principles during the trail.

The program consists of a four to six-day wilderness trail with a group of five to seven participants, supplemented with one or two local guides and a certified FNL facilitator. Prior to the trail, an intake conversation is held, aimed to address the participants' motivation, as well as a meeting aimed to get the participants to know each other and to provide practical information about the program. The design of the trail meets the conditions for participants to be fully immersed in nature. Participants go into wild, remote natural places without human-made facilities, make hikes every day, and take only a backpack with a sleeping bag and food. Trails are organized in remote wilderness places in Switzerland, Germany, Italy, Spain, Portugal, South Africa, Rwanda, and Botswana. Besides camping, walking in silence, periods of solitude, and sleeping under the stars, there is ample time for self-reflection, telling life stories, one-to-one conversations, and sharing experiences while sitting in a circle with the so-called "Indian talking stick". After the trail the individual participant and the facilitator evaluate the event and the commitments and intentions that have emerged. Finally, after 2 months, trail participants come together to share how those commitments and intentions translate into practice. Participants included both female and male leaders, working in business, banking, and (non-)governmental institutions.

Obviously, the characteristics of such a training program can be found in other settings as well. After all, Kaplan and Kaplan [72] stated that the characteristics of a restorative environment are not necessarily confined to natural settings, and research suggests that high-impact experiences are not limited to natural environments but might also occur during sports while appreciating music and visual art [85] through artistic pursuits [86] and while practicing meditation and mindfulness [87]. Yet, in recent years many consultancy companies have focused on incorporating nature into their leadership programs. Incidentally, with varying degrees of success, after all, the guidance requires professional facilitating and coaching skills and the subtlety to guide the often profound transformation processes in the right direction. In contrast to the often rational-cognitive, consultancy method ("know and tell"), the delicate attitude formation process requires a more affective approach ("ask, listen, and give support") with room for emotion in order to guide leaders in their transformation process. An adequate facilitator and coach training is therefore required, which is sometimes neglected.

4. Empirical research

Three empirical studies have been conducted, which (1) analyze leaders' experiences and resulting intentions to change, (2) measure the actual impact of the

training program on authentic leadership, and (3) examine the role of memories of experiences on their leadership style and leadership style change.

4.1 Study 1: the role of wilderness experiences in leaders' development towards authentic leadership

The first empirical study is guided by two research questions: (1) What did the leaders experience during a nature-based training program? And (2) What intentions are triggered by leaders' wilderness experiences?

The study used a sample of 97 senior leaders. Content analysis was used on trail reports made by participants of a wilderness-based leadership program [88]. Participants were asked to write personal reports about their wilderness experiences, and related behavioral intentions. Participants characterized many experiences with words like "intense, a sudden realization, deeply moving, powerful, enormous feeling, elevating, being reborn", flagging peak experiences. Four types of peak experiences were apparent: heightened sense of self, awareness of one's core values, a sense of deeply connected attention, and being in full presence. Data analysis revealed four types of intentions: be more aware of self, live by the inner compass, improve careful listening, and become more transparent (**Table 1**).

Intentions	Representative excerpts	AL Components
Be more aware of self	*…the trail made me rediscover who I really am which enables me to make unprejudiced choices…*	Self-awareness
	…By the trail I got to see who I am. Thereby I will make choices as to how I go live my life and work over the next few years and how I will contribute to the world around me…	(a process of reaching a deeper understanding of one's strengths and weaknesses)
Live by inner compass	*…follow my core values and do the things which give me energy; walk my own path; take the time to reflect and to change…*	Internalized moral behavior
	…I want to be sincere and honest and how I practice this in private and in business…	(a self-regularity process whereby leaders use their internal moral standards and values to guide their behavior rather than allow outside pressure to control them.)
Improve careful listening	*…increase and evoke stillness on a regular basis creating overview and insight, radiating peace of mind, peace of action…*	Balanced processing
	…Listen, listen and listen again to what is going on in people to be able to respond to this…	(Ability to analyze information objectively and explore other people's opinions before making a decision)
Become more transparent	*…going to a deeper level with my team by sharing more personal things…*	Relational transparency
	… I will show more of my emotions. Emotion gives strength. I have found, although it makes me vulnerable, but that vulnerability makes me what I am…	(Openness and honesty in presenting one's true self to others)

Table 1.
Intentions and resonance with AL component.

Being more aware of self (reported by the majority) implies the intention to better understand who one really is, to realize the importance of having an open mind, and to build in moments of reflection in their daily activities. Participants wanted to live and work more from their inner source, knowing their qualities and weaknesses. These intentions resonate with the component of self-awareness of authentic leadership, referring to a process of reaching a deeper understanding of one's strengths and weaknesses, and being cognizant of one's impact on other people.

Living by their inner compass (reported by the majority) reflects participants' intentions to stick to their vision and to be honest and sincere in business as well as in their personal and private contexts. They intended to follow their core values and take time to reflect on them. These intentions resonate well with the authentic leadership component of internalized moral behavior, describing the state that the leader is guided by internal moral standards and values.

Improve their capability of careful listening (reported by half of the participants) encompasses the intention to give full-hearted attention to their employees and colleagues in their work environment as well as to their beloved ones in their private daily lives. Participants intended to practice nonjudgmental listening and to increase and evoke quietness in themselves in order to create an overview and insight. In addition, they wanted to become a servant leader by wanting to empower and develop their employees, expressing stewardship, humility, respect, and authenticity. This intention resonates with the third component of authentic leadership: balanced processing, referring to the state that leaders objectively.

analyze all relevant data before making decisions, whilst soliciting views that challenge their deeply held positions.

Becoming more transparent (half of the participants) refers to the intention to make conscious choices and decisions on the basis of feelings of inner knowing and intuition, and clearly communicate those choices and decisions. Participants indicated the will to reveal more personal aspects in their teams. They were willing to show their vulnerability, creating a much more open and sincere interaction. These intentions resonate with the fourth component of authentic leadership: relational transparency, referring to openness and honesty in presenting one's true self to others.

In conclusion, the study suggests that being immersed in nature may act as a significant life event that has the potential to foster authentic leadership.

4.2 Study 2: nature-based training program fosters authentic leadership

The second study aimed to answer the following research question: To what extent has authentic leadership increased after participation in a wilderness-based training program?

The experimental study (n = 66) tested intrapersonal change towards authentic leadership after participation in a nature-based training program that included a stay in a remote wilderness without any facilities [89]. Authentic leadership was measured before, immediately after, and 1 year after the training program. While the literature assumes authentic leadership development to be a lifelong learning process [38, 45], long-term change is by necessity implemented through a series of short-term changes. Also, the trigger event effect of immersion in wilderness could catalyze change. Therefore, the following hypothesis was tested: Participation in a nature-based training leadership transformation program increases authentic leadership.

Two weeks before the wilderness experience, participants received an invitation by email to complete the web-based pre-event survey. Ten weeks after the wilderness

Authentic leadership component	Mean (SD) pre-training	Mean (SD) post-training	Mean (SD) 1 year after training	Difference pre–post	t-value	p-value	Cohen's d
Self-awareness	3.84 (0.56)	4.21 (0.48)	4.25 (0.56)	0.37	5.23	<.001*	0.71
Internalized moral perspective	4.26 (0.58)	4.63 (0.39)	4.58 (0.43)	0.37	4.83	<.001*	0.75
Balanced processing	3.92 (0.58)	4.27 (0.52)	4.58 (0.43)	0.35	5.81	<.001*	0.64
Relational transparency	4.25 (0.52)	4.56 (0.50)	4.56 (0.39)	0.31	4.67	<.001*	0.61

Table 2.
Differences in authentic leadership components before and after training program.

experience and at the end of the entire training program, participants received a similar invitation to complete the post-event survey. One year later, participants were asked to fill out a delayed post-event survey. As short-term effects might fade away over time [90], the delayed survey was needed to examine persistence of effects.

Of the training program participants, 89 (83%) completed the pre-event survey, and 66 (62%) completed the pre- and both post-event surveys. Of the participants included in the analyses, 33% were female, and the mean age was 45 (SD = 6.38). All three surveys contained the same scales. The 16-item Authentic Leadership Inventory [32] was used to measure participants' leadership orientation.

The results of the pre-event survey show that, before the training program, participants were already oriented towards authentic leadership (**Table 2**). Still, all authentic leadership components increased after the training program. The effect sizes of all increases in authentic leadership components were in the range of .61 to .75, which can be qualified as effect sizes between medium and large. These figures confirm the hypothesis that participation in the program increases authentic leadership. Increases in authentic leadership persisted after the training program. Balanced processing increased during the year after with 0.31 (t = 4.51, p < .001); all other authentic leadership components were statistically equal for the post and 1 year-after measurement.

The increases in authentic leadership were not statistically different between sexes and between locations of the training program as estimated by independent sample t-tests.

In conclusion, the study's natural experiment offered evidence that all components of authentic leadership can increase among participants, following a nature-based training program. Moreover, the change did not fade away over time, as suggested by the delayed (1 year) measurement.

4.3 Study 3: episodic memories of wilderness experiences foster sustainable leadership style transformation

The last empirical study focused on two research questions: (1) Which memories of the wilderness-based training program do the leaders relive in their work situations? And (2) What changes in their leadership style do leaders perceive as influenced by their training experience memories?

The study encompasses a qualitative analysis of interviews with 36 leaders who had participated in a wilderness leadership transformation program in the past (on average 6 years before) [91]. The research evaluates (1) work situations prompting

participants to recall memories of a wilderness-based leadership training program, (2) the content of such memories, and (3) the leadership attitudes and behaviors inspired by those memories.

Experiences are usually immediately forgotten, only some experiences and aspects of those experiences become part of people's memories [91, 92]. Episodic memory involves recalling the spatial–temporal context of an original, most often first-time experience [93, 94]. It is personal, emotional, imbued with detail, and involves "players" and specific places [95]. Specifically, emotion-laden experiences constitute episodic memories [96–98] that inform self-identity, purpose, and the direction of decisions [99, 100].

Central life events are usually infused with emotion, both at the time of experience and while reminiscing [85, 92, 101]. The remembrance of an emotional event (i.e. episodic memory) often involves rich representations of the original experience [94, 99]. Also, frequent retrieval (i.e. rehearsal) of episodic memories enhances accessibility patterns, increasing the emotional and cognitive content of the events [93]. Typically, wilderness immersion can create impactful emotional experiences, constituting episodic memories that act as significant life events.

The findings of the present study suggest that at moments of emotional pressure and psychological stress, episodic memories of wilderness experiences have a positive influence on actual leadership style. Episodic memories involved moments of solitude, a deep connection with nature, and peer-to-peer counseling.

Many participants mentioned typical work situations, which evoked memories of peak experiences, such as coping with stressful situations. Interviewees mentioned situations during work where they dealt with opposition and negative feelings. For example, one interviewee responded, "*When I have a difficult meeting, where I have to persuade my people to accept new realities.*" (Director, Software company).

Others mentioned situations wherein they had to cope with high pressure and gain overview. An interviewee said, "*When under great work stress, I am actively looking to put things into perspective*" (Entrepreneur).

Additionally, about 20% of interviewees conveyed that their memories were triggered by certain types of challenging work situations (e.g. preparing and giving presentations for group meetings). A participant recalled the following situation:

A big conference was organized in America, and I really wanted to do things differently. The remembrance gave me inspiration and courage. (Director, R&D).

Around 30% of the interviewees relied on memories during brainstorming sessions and when creativity was needed to explicate complex issues. An interviewee stated, *"Memories arise during team sessions while brainstorming"* (Director). Another responded, "*When preparing for important meetings and telling my personal story using metaphors*" (CEO). The characteristics of work situations that evoked memories typically included other people and stress.

Furthermore, memories of experiences from the training program were frequently.

recalled. Around 40% of the respondents reported that they thought about their wilderness experiences almost daily and the remaining relived it every week.

Interviewees believed that their wilderness experiences influenced their leadership style permanently. Perceived changes included a shift in consciousness, peace of mind, increased self-confidence, and open interconnectedness with peers and followers.

The results specify that work situations evoking memories of wilderness experiences can be characterized as involving tense personal contacts, stressful occurrences, and

challenging moments. Amid tense work situations, episodic memories are daily or at least weekly relived in great detail. This study indicates that leaders' episodic memories of wilderness-based training involve moments of solitude, a deep connection with nature, and peer-to-peer counseling. Thus, episodic memories of wilderness experiences can adequately deal with challenging work situations involving peers and followers.

The present study indicates that not only direct nature experiences but also episodic memories of nature experiences can be meaningful to individuals. Hence, the present study suggests that under emotional pressure and psychological stress, such episodic memories can have a positive influence on actual leadership behavior.

Furthermore, the findings suggest that participants considered these episodic memories as impactful on their attitude towards leadership and leadership behavior and led to an enduring transformation to a more authentic leadership style.

5. Conclusion and discussion

As argued in the Introduction, contemporary challenges (e.g. distrust, pace of change, uncertainty, broader societal orientation, sustainability goals) call for a shift in leaders' mindset, more than for improved skills and abilities (skillset). How such a shift in mindset – a transformation of leadership style – can possibly be achieved is therefore an important practical and scientific question [10–12].

The findings of the three studies suggest that the studied nature-based training program does foster more purposeful, authentic leadership. This is an example of a shift in mindset, as the components of authentic leadership, rather than learning a particular skill, reflect changes in thought and behavior: a clear self-concept, focus on moral standards, beliefs, and values, an empathetic listening attitude, and openness and honesty towards others. Therefore, it seems plausible that a nature-based leadership transformation program could be a suitable tool to achieve the inner development goals (IDG). As such, the findings suggest that commitment to authentic leadership would enhance leaders‘ ability to respond to current challenges. Greater ethical responsibility and transparency on the part of leaders could lead to greater social responsibility and environmental stewardship, as well as help, build public trust.

In the results of particularly study 1 and 3, the emotional content of the experiences and memories stands out. When participants describe their peak experiences during the trail, they often do so in terms that suggest underlying emotions. Peak experiences are positive, emotionally, and cognitively intense, stand out and have the potential to fuel lasting change in subjects [55]. In addition, during the interviews, participants relived personal, important, and emotion-laden moments, not seldom accompanied by tears in their eyes. Typically, emotions related to a past event, and identified as important in the mind, can inform current feelings, thoughts, and actions [101]. Therefore, emotional experiences must be recognized as an important means of generating insights that can bring about change - learning new things and changing mental dispositions and behaviors. With little room for emotion, however, leadership development programs predominantly opt for cognition-based trajectories, and again, mostly in workplace/classroom settings [12, 40–42]. A meta-analysis of 335 samples [102] estimated the effectiveness of leadership training over many years (1951–2014) and organizations. Their analysis indicated that leadership training is effective in improving affective, cognitive, and skills-based outcomes. Thereby, the researchers suggested that the most effective training programs include all three - cognition-based - delivery methods, that is information-, demonstration- and practice-based

methods, preferably performed at a location that is on-site. Only in one sentence did they mention that "future research should examine whether affective content can improve affective outcomes to a greater extent" ([102], p. 1701). Thus, very little has been written about the role of emotions in leadership training, and there is an unavoidable lack of findings on the results of using emotion concepts to guide leadership development research. It leaves us with unanswered questions about how leaders can develop their leadership capabilities through emotional experiences. This gives rise to the suggestion that perhaps the most fruitful way to innovate leadership development is to incorporate emotional concepts to address the root causes of learning in leaders.

Of course, self-report data should be appraised critically when it comes to drawing inferences about how effects are brought about, as the way people perceive how things work might be different from how things actually work, and people are not always necessarily honest. Yet, for some findings, it is hard to imagine that self-reports produce artifacts, such as the finding that leaders often recall episodic memories reflecting intense nature experiences when they face challenges at work.

Participants reported they had rediscovered their 'true nature' in stillness. Afterward, as suggested by the interviews, they regularly felt this stillness inside, creating overview and insight, and radiating peace of mind. This mindset shift goes beyond the benefits of well-being and spiritual growth, which are more focused on the self than on others, as documented by research on nature and spirituality [60, 63, 71]. A fruitful area of future research would be to examine how, by what psychological mechanisms, unfamiliar challenges in a natural environment influence changes in leadership style. Perhaps, stronger feelings of empowerment and self-confidence are important mechanisms.

Qualitative research is usually not used for identifying cause-effect relationships. Conclusions relying on findings from reports and interviews could be seen as speculative. Yet, in the studies' context, self-report measurements are perhaps more accurate than a standard interpretation would suggest. For example, some participants perceived a specific wilderness experience as a defining moment, evoking thoughts, reflections, and intentions, and subsequently recalled that moment during important events as a leader. By assigning this meaning to the experience, framing it as an important moment, and storing the memory as a tag that denotes rich associations and is connected to behavioral intentions, they made the experience a trigger for their mindset shift. Thus, the act of perceiving a cause-effect relationship can constitute a cause-effect relationship. Following this reasoning, as participants believe wilderness experiences, storytelling, and unfamiliar challenges change them as leader, it is highly likely that these indeed contribute to leadership style change.

Furthermore, this research is leader-centric, focusing on the intentions and behavior of individual leaders. However, leadership involves a dynamic social interaction within a particular situational context. The organizational context has not been part of this research. Hence, the influence of this context on the sustainability of changed leadership style requires further research. It could, for instance, be interesting to investigate to what extent the change of leadership style is valued in organizations dominated by millennials.

6. Key practical implications

First, participants in the examined training program formulated the purpose for which they wanted to participate in the program before it started. Defining purpose is

one of the key attributes at the beginning of the program. Leadership transformation is a process of personal growth, therefore careful formulation of personal purpose is important. Participants who can explicitly formulate their personal purpose, possibly assisted in a coaching conversation, make a good start in terms of self-awareness, one of the components of authentic leadership. Therefore, it is recommended that training designers build in that each leadership training starts with mapping and engaging participants' personal. Involvement contributes to commitment and may give direction to the entire training program. Similarly, organizations might consider having their managers formulate their purpose as a starting point for the formulation of strategic organizational goals. This could contribute to the significance of these goals for those involved and thus to their personal commitment to achieving them [9].

Second, being alone in nature for a longer period of time evokes feelings of a deep connection with nature. The findings indicated that the challenge of experiencing periods of solitude in pristine nature or being alone at night-watch posed an unfamiliar physical and emotional challenge. The leaders stated that these experiences had made a deep impression. The experience of being alone made them realize the importance of taking ample time for self-reflection to create new insights (internalizing moral perspective). Moreover, they felt more self-confident and experienced more peace of mind. Leaders reported that after this experience they felt capable of dealing with other challenges as well, such as the challenge to change their leadership style to become a more authentic leader. Therefore, it makes sense to incorporate longer periods of self-reflection in leadership training programs and leadership curricula of Business schools and MBAs. Organizations can think of creating a climate in which it is possible to take breaks during meetings in which team members can take the time to let things sink in and reflect on them, for example by taking a short silent walk.

Third, participants are encouraged to consciously go into nature. It does not have to be wild nature. It can be a garden as well, as long as it is a place in which they can connect with nature again and again. Returning to this place, one gets to know it through all the different seasons and see all subtle changes. A few hours per week, just being in this place, maybe with a notebook to write things down or make a drawing. But always focusing on the relationship with the place, allowing it to become alive, to be full of meaning. Being receptive and listening, and really sensing nature could leaders help remember their trail experiences and with that the importance of being attentive to others with pure intention, becoming a more purposeful, authentic leader.

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Section 3

Educational Outcomes and Leadership

Chapter 5

Assessing Leadership Styles in Student Unions: A Quantitative Survey in Ghana

Fred Awaah, Emmanuel Ekwam Okyere and Andrew Tetteh

Abstract

In Ghana, student unionism has become integral to the leadership culture. Over time, this has witnessed successive national leaders emerging from the wings of student governance. Our study investigates the preferred leadership styles of students in Ghana. The study adopted a quantitative methodology. The population for the study consists of member-students of the Students Representative Council (SRC) of the University of Professional Studies-Accra. The sample comprised students offering various courses from levels 100–400. Ninety-five (95) students were selected using a simple random sampling technique for the study. Anchored on the contingency leadership theory, we found that students preferred to be led through a democratic leadership style (M = 3.52, SD = 0.45) than laissez-faire (M = 3.51, SD = 0.42) and autocratic styles (M = 2.3, SD = 0.72). We also found that senior students prefer autocratic leadership styles. We conclude that students' preference for a democratic leadership style stems from the need to create a participatory environment. This gives followers a sense of ownership of the decision-making process. We also conclude that as students' academic responsibilities increase, they may prefer autocratic leadership styles as it ensures that their needs are met quickly.

Keywords: leadership styles, student unions, democratic leadership, autocratic leadership, Laissez-faire leadership, contingency leadership theory

1. Introduction

Ghanaian leaders are likely to adopt a paternalistic leadership style, influenced by the traditional rule system where the chief is seen as the father of the community [1]. Asiedu-Appiah et al. [1] argue that Ghanaian leaders in a work organisation are also expected to make decisions that will benefit the organisation and employees without involving them in decision-making. Overall, their study's findings suggest that influential leaders were achievement and results-oriented, focused, committed, courageous, hardworking, and have integrity. While their study investigated leadership broadly, the results have implications for leadership in the Ghanaian educational sector.

Effective leaders are needed to manage vocational-technical educational institutions in Ghana as the government plans to raise its workforce's skill level [2]. Leadership styles would be a prominent feature of any educational institution that intends to ensure enhanced productivity and efficiency in its service delivery. The leadership of the Polytechnic predominantly exhibited autocratic and democratic (participative) leadership characteristics [3]. Yahaya et al. [3] further reports that leaders who exhibited democratic (participative), people-oriented or transformational leadership characteristics enhanced staff productivity. The study concluded that the leadership of the Polytechnic were either autocratic or democratic in its leadership approach.

While the works of [2, 3] seem to give preliminary evidence of the need for good leadership in Ghana's educational sector, there seems to be a certain lack of awareness among educational managers on the styles that produce results within the Ghanaian educational system. For instance, [4] reports that unless headteachers are well equipped with leadership knowledge and skills, they would not know if they have any influence on their schools and academic work. The study also established that even though respondents agreed that a leadership style could affect academic performance, the headteachers do not gain the confidence of the stakeholders enough to build terms that can enhance the quality of teaching and learning.

Inferring from the work of [4], the leader directs the progress of every organisation. This is found true in the work of [5] that leaders should know any action to improve subordinate commitment and job performance should take into account appropriate leadership behaviour. Also, human development training should be instituted to shape the enterprise's present and future leadership needs.

While these studies on leadership and its styles are specifically aimed at university managers, it does appear that, within the Ghanaian educational system, there seem to be minimal studies on the leadership styles relative to the student unions and their leadership. This deficit in the leadership literature precludes educational stakeholders from holistically accessing, in broader terms, the leadership styles adopted by the educational system in Ghana since that will be bereft of the inputs of students' leadership. This study fills this gap by interrogating the leadership styles adopted by student leaders in a public university in Ghana.

The significance of this study is that it would contribute to the existing literature on leadership styles adopted in the Ghanaian educational system from the lenses of students. It is also significant that we will be able to establish whether the styles adopted are effective or otherwise in achieving the desired outcomes for students within the Ghanaian educational sector. The study is further significant in that it introduces readers to studies on university governance from student leadership perspectives.

2. Literature review

2.1 Theoretical antecedence of the study

We adopt the contingency theory as the theoretical base of our study. The theory posits that the situation, environment and other factors are the basis of choosing an appropriate leadership style. According to [6], contingency theories dominate scholarly studies of organisational behaviour, design, performance, planning and management strategy. While they vary widely in subject matter, they have the

common proposition that an organisational outcome is the consequence of a fit or match between two or more factors. Fielding [7] also asserts that contingency theory postulates that no universally accepted model of the organisation explains the diversity of organisational design. Therefore, an organisation's design is contingent on factors relevant to its situation. We argue that given the complex nature and characteristics of student organisations and needs, the leadership preference of students will vary depending on the situations they find themselves in and will require leaders to also vary in their leadership approaches.

2.2 Leadership styles

Leadership styles have continued to be one of the most widely discussed areas by researchers worldwide [8, 9]. When leaders interact with their subordinates, they use various diverse features, attributes, and behaviours collectively referred to as their leadership style [10]. According to [10], leadership is the pattern of managerial action intended to integrate organisational or personal interests and impacts for accomplishing specific goals. The various definitions of leadership only imply that a variety of behaviours or aspects can explain the concept of leadership. These dimensions are usually referred to as leadership styles [11].

Like the general leadership construct, democratic leadership also has no conceptual precision [11]. Pioneer studies on leadership presented a classic formulation of democratic leadership that distinguished the concept from autocratic and laissez-faire leadership styles [12–14]. The idea of democratic leadership suggests that decision-making should be shared between the leader and the group so that praise and criticism may be delivered objectively and for the group as a whole to feel more accountable [15]. Decisions are made jointly by the leader and the group, in which praise and criticism are offered objectively, and a sense of accountability is fostered. This gives the followers the chance to take the initiative and contribute [15].

Contrarily, the laissez-faire leadership style avoids making important decisions and provides little assistance with problem-solving [16]. With laissez-faire leadership, there is no work improvement intervention or follow-up of performance feedback [17]. A Laissez-faire leadership style is associated with role conflict, increased stress, and low job dissatisfaction [16]. Laissez-faire leadership is ineffective because it may prevent followers from receiving information and feedback from their leader [18] and support when dealing with difficult situations at work. Indeed, this lack of adequate leadership has negative consequences for followers, such as higher levels of distress and more conflicts with colleagues [19], as well as reduced satisfaction with the job, satisfaction with the leader, and leader effectiveness [20].

According to [21], autocratic leaders use forceful methods to uphold the law, influence decision-makers and the public and reward loyalty over merit. Strict adherence to the organisational structure and a precise explanation of processes are concerns of autocratic leadership. According to research by Fred Fiedler, authoritarian leaders can be effective in some circumstances because they can alternate between consideration and ruthlessness [22, 23]. Given that the leader has unquestionable authority within a team or organisation, the leader's power determines the autocratic leadership style [24]. The organisation's behaviour, performance, and accomplishments are all decided upon and are the leader's sole responsibility. From co-workers, he requires them to follow his instructions and directives, respect and implement his decisions and orders, and communicate formally and in written form [24].

This leadership approach can be used for jobs that must be accomplished quickly, with reliant subordinates, in shaky working groups. This leadership approach performs well in the beginning and produces positive outcomes. Cherry [21], however, suggested that if this style of leadership conduct is used for a long time without taking into account the level of human resources and the requirement for associate independence, it becomes a limiting factor in the firm's growth.

2.3 Student leadership

Student leadership in schools is a distinct area in research and practice, as education is, first and foremost, a moral enterprise [25–29]. However, emerging trends in the last 15 years show a renewed focus on developing critical leadership outcomes in students, with momentum built in recent years primarily due to increased accountability for learning [30]. These studies reveal that Student Leaders are a part of School Leaders and have a significant role in the classroom and their respective organisations [31]. Compared to earlier leadership theory and philosophy, the developing tendencies observed include a paradigm shift toward reciprocal and relational models [32, 33], the business sector's increasing emphasis on teams and collaborative methods [34]; the professionalisation of the educator's role in student leadership [35]. Other trends include the creation of new student leadership paradigms [35, 36]; the civic engagement, service learning and volunteerism movement [37]; among social identity groupings, the empowerment of leadership needs [38]; and the creation of new tools, conferences, and resources for leadership educators, including the "International Leadership Association (ILA)" and the "Association of Leadership Educators (ALE)" additionally to the "National Leadership Symposium". These new developments point to a societal and institutional imperative for educational institutions, including secondary schools, colleges, and universities, to cultivate responsible student leaders [30].

2.4 Student voice in leadership

The role of leaders of student unions is to serve as a pivot for channelling the collective opinions and needs of the students they lead. Arguably this is best achieved when students when the opinions and interests of all involved are solicited and defended by the few chosen to represent them. Fielding [7] writes persuasively that student-led dialogue can lead to open and exploratory exchanges founded on 'active listening' in 'joint inquiry [which is] respectful, attentive and committed to positive change' Student Representative Councils in institutions of higher education try to achieve this by establishing other chains of representations from faculties through departments down to classes. Robinson and Taylor [39] asserts that one of the values underpinning pupil voice work is that of participation. To create a school in which there is democratic inclusivity, there is a need for ways of allowing the whole student body to participate in school decision-making and recognising that there are multiple voices to be listened to, regardless of gender, ethnicity, disability, behaviour and social class. The mandate of the SRC to advocate for student needs and interests is also achieved through partnerships with faculty and management, serving as a close mouthpiece to the two parties and aligning interests. The beneficial outcomes of partnership engagement are emerging in published literature [40]. Cook-Sather [41] also report positive learning impacts for students, while [42, 43] demonstrate how students and staff who work together have a greater feeling of leadership in, accountability for, and

motivation for the learning process. Other scholars report a transformed sense of self and self-awareness for both students and staff [41, 42, 44, 45] alongside the development of more inclusive teaching practices [46].

2.5 Leadership orientation of staff

Regarding the benefits of partnerships between student leaders and faculty and staff, it is also important to discuss the leadership orientations of faculties and staff and the outcomes/effects on the wellbeing, behaviours, achievements and performances of the student populace. Focusing on building faculty leadership skills with an emphasis on increasing student collaboration may lead to increased student performance [47]. Studies suggest that there might be no unique or universal approach to leadership that can improve all aspects of students' welfare. For instance, [48] examined the effect of principals' leadership styles on students' academic performances in the Kenyan Certificate of Secondary Education (KCSE). The study's foundations were modified versions of Bossert's and Pitner's theoretical frameworks, which claim that interconnected factors, such as external antecedent variables and current external environmental conditions, impact the principal's role. They discovered that schools with more democratic and participative leadership styles that promoted teamwork and group work outperformed those with more authoritarian, largely dictatorial leadership approaches.

Al-Khasawneh and Moh'd Futa [49] first sought to determine the leadership style most frequently employed by Jordanian university professors and then looked at how three different leadership philosophies—autocratic, laissez-faire, and democratic—affected how students behaved. The findings showed that the academic staffs at the universities under study operate democratically. The simple regression results showed that only the democratic leadership style affected how the behaviour of students.

In a slightly different context, [50] investigated the influence of principals' democratic leadership and autocratic and laissez-faire styles on students' performance. The study established that democratic leadership accounted for 37.4% of student academic performance variation, as signified by adjusted R square 0.374. Autocratic leadership accounted for 43.8% of the variation in students' academic performance, and the Laissez-faire leadership style accounted for 15.7% of the variation in students' academic performance. They suggested that principals should be encouraged to balance both democratic and autocratic styles but avoid Laissez-faire.

Similarly, [51] compared principals' leadership styles in public and mission secondary schools on students' academic performance in Nigeria. Results of the investigation reveal that autocratic leadership style was positively correlated with students' academic performance. The study recommended that principals' application of autocratic leadership style can increase students' academic performance.

2.6 Leadership orientation of student leaders

Based on the leadership orientation survey (LOS-self) by Bolman and Deal, [52] investigated the leadership philosophies of student leaders at secondary and postsecondary institutions in Malaysia. Four leadership philosophies—structural, human resource, political, and symbolic—were examined. Findings showed various leadership philosophies among Malaysian student leaders of the three main ethnic groups, genders, and between those enrolled in secondary school and postsecondary education. The structural frame is the second most common after the human resources frame.

According to [52], the human resource frame focuses on human needs and assumes that organisations that meet basic needs will work better than those that do not. Human resource leaders value relationships and feelings and seek to lead through facilitation and empowerment. The political frame assumes that organisations are coalitions composed of individuals and interest groups competing for scarce resources. The political framework assumes that institutions are coalitions of people and interest groups vying for limited resources. Conflict results from persistent disparities in the values and views of various groups and people. The structural frame emphasises goals and efficiency. It assumes that leaders work by establishing crystal-clear objectives. Institutions use policies, procedures, and the chain of command to classify people into distinct jobs and coordinate a variety of activities. In a world where meaning and predictability are social constructs and facts are interpretative rather than objective, the symbolic frame sees chaos. Organisations create culture and symbols that subtly influence people's behaviour and foster a sense of shared purpose and identity.

Mohanan and Shah [53] also examined the leadership frames of university presidents using the Bolman and Deal framework. They also emphasise that, given the complexity of the modern presidency, using at least three frames is essential to effectively lead the organisation. Leaders who analyse challenges from many viewpoints are better equipped to address more complicated difficulties. Tull and Freeman [54] evaluated the preferred leadership frames and locus of power used by 478 student affairs administrators in a different study. Administrator responses were analysed to determine the most popular leadership frames and their preferred rankings. The survey's findings showed that administrators preferred the human resource frame above the structural frame, ranked second, and rarely focused on the political frame.

Furthermore, by ranking the preferred leadership styles and influence strategies at a management institute as part of a class assignment, [55] investigated the preferences of 209 MBA students. Findings showed that individuals favoured adopting nurturing-task and participatory methods over transformational style more frequently. Additionally, they discovered that they were least likely to adopt an authoritarian style. The first three styles have positive correlations, indicating that they can invoke all leadership styles to varying degrees. Sinha and Gupta [55] further research revealed that although influence tactics and leadership styles were significantly associated, there were enough overlaps to imply that leaders might flexibly employ various styles and influence tactics depending on the circumstances of various scenarios. Literature on the prevailing leadership styles of students in the sub-continent is relatively scarce. The current student then seeks to remedy this by shedding light on the preferred leadership styles of undergraduate students in Ghana.

3. Materials and methods

3.1 Research design

This study used a quantitative research paradigm with survey research as the design for the study.

3.2 Sample and population

The population for the study consists of member students of the Students Representative Council (SRC) of the University of Professional Studies-Accra. The sample comprised students offering various courses from levels 100–400. Ninety-five (95) students were selected using a simple random sampling technique for the study.

3.3 Instrumentation and validation

The preferred leadership style questionnaire (PLSQ) used in this study comprised nine items that examined three leadership styles preferred by students. Anchors in the instruments were: 1 = Strongly Agree, 2 = Agree, 3 = Strongly Disagree, 4 = Disagree. Items (2, 5, & 8) measured preference for democratic leadership, items (1, 4, & 7) measured preference for autocratic leadership and items (3, 6, & 9) measured preference for laissez-faire leadership style. A principal components exploratory factor analysis with varimax rotation showed Kaiser-Meyer measure of sampling adequacy of 0.71 and also showed that at Eigen-value of 1, there were two constructs explaining 47% of the variances between the items in the PLSQ with the first six items loading together in the first component and the last three in the second. The items on the PLSQ had a Cronbach's alpha α=0.694.

3.4 Data analysis

We used mean analysis with standard deviations and kurtosis to examine the preferred leadership styles by students using SPSS package version 26. The means for the preference for leadership styles were ranked using scales: 1 = very low, 2 = low, 3 = high, 4 = very high. We further used regression analysis to determine the relationship between age, level and preference for autocratic leadership styles.

4. Findings

The study's objective was to determine students' preferred leadership styles. as part of this objective, the researchers measured preference for democratic leadership (see **Table 1**). We analysed frequencies for each item and presented the data as means. The scores for items that measured preference for democratic leadership style "SRC should involve us in decision making" (M = 3.67, SD = 0.53), "SRC should allow us to allow us to collectively brainstorm for decisions" (M = 3.46, SD = 0.64), "SRC should

Items	N	Mean
SRC should involve us in decision making	95	3.6737
SRC should allow us to collectively brainstorm for decisions	95	3.4632
SRC should implement the decision of the majority	95	3.4316
Democratic leadership	95	3.5228

Table 1.
Descriptive statistics for student preference for democratic leadership style.

Items	N	Mean
Students should be allowed to make decisions that do not impede the functions and activities of the SRC	95	3.5368
SRC should trust students to be able to perform tasks assigned to them by building their confidence	95	3.5263
The SRC should delegate some responsibilities to students	95	3.4842
Laissez-faire	95	3.5158

Table 2.
Descriptive statistics on student preference for Laissez – Faire Leadership.

Items	N	Mean
The SRC should govern students by strict rules and regulations	95	2.6000
The ideas and judgement of the SRC should supersede that of students	95	2.3789
The SRC should allow no inputs from students in decision making	95	2.1684
Autocratic leadership	95	2.3825

Table 3.
Descriptive statistics on student preference for autocratic leadership.

implement the decision of the majority" (M = 3.43, SD = 0.70) and the overall score for students' preference for democratic leadership was (M = 3.52, SD = 0.45).

Also, we examined students' preference for Laissez-faire leadership (see **Table 2**). The scores for the items that measured preference for laissez-faire leadership were "Students should be allowed to make decisions that do not impede the functions and activities of the SRC" (M = 3.53, SD = 0.59), "SRC should trust students to be able to perform tasks assigned them by building their confidence" (M = 3.52, SD = 0.63), "The SRC should delegate some responsibilities to students" (M = 3.48, SD = 0.59). The overall score for student preference for laissez-faire leadership style was (M = 3.51, SD = 0.42).

Lastly, we examined students' preference for autocratic leadership (see **Table 3**). The scores for the items that measured preference for autocratic leadership were "The SRC should govern students by strict rules and regulations" (M = 2.60, SD 0.99) and "The ideas and judgement of the SRC should supersede that of students" (M = 2.37, SD = 0.93), "The SRC should allow no inputs from students in decision making" (M = 2.16, SD = 1.08) and the overall score for student preference for autocratic leadership was (M = 2.3, SD = 0.72).

Interestingly, mean scores for student preference for autocratic leadership demonstrate a preference for autocratic leadership in students, although it is the least preferred leadership style. A further regression analysis between age and level with a preference for autocratic leadership style shows a positive and significant relationship between student level and preference for autocratic leadership style [R^2 = 0.075, F (2.92) = 3.70, p = 0.028].

5. Discussions

The findings offer insights into the preferred leadership styles of management students at the University of Professional Studies - Accra. Most students were males

between the ages of 21–30. Students preferred being led by leaders who adopted democratic leadership styles, followed by laissez-faire leadership. Findings from this study corroborate the works of [48–51, 56].

Obama et al. [48] found that the schools that embraced more democratic and participatory leadership styles that encouraged group work and team spirit performed significantly better than those that used more autocratic leadership styles that were largely dictatorial. Al-Khasawneh and Moh'd Futa [49] also found that democratic styles were effective in modifying student behaviour. While the current study only surveys the prevalent leadership styles preferred by students and does not delve into the styles adopted by staff and faculty, it informs student leaders in collaborating with staff and faculties. Smith et al. [47] adds that focusing on building faculty leadership skills with an emphasis on increasing student collaborations may lead to increased student performance.

Results from the current study also show that students also prefer laissez-faire over autocratic styles, and [56] found that the laissez-faire leadership style was positively correlated with the self-efficacy of the academic staff in the studied university, which has positive results in the student's achievements.

Autocratic leadership style, although the least preferred leadership style, had a relative satisfactory preference among some students. Further regression analysis showed a positive correlation between student preference for autocratic leadership and their academic level and age. This means that seniors and older students preferred autocratic leadership. This may be due to the maturity levels compared to younger students who prefer participatory leadership styles often exhibited by democratic leaders. This mildly corroborates the work of [51], who found that autocratic leadership style was positively correlated with students' academic performance.

In student governance, the leadership's fundamental objective is directed toward students' wellbeing, and as such, student preference for democratic, participatory and mentorship styles are merited. However, depending on the student's lifestyle and academic responsibilities, laissez-faire or autocratic styles may be a better proposition for some students, especially seniors [57]. Increasing academic responsibilities in senior years might shift the preference for democratic leadership to laissez-faire or autocratic leadership to accommodate other responsibilities. Since leadership tenures typically last only for an academic year, it may best serve some students even if leaders exhibit autocratic styles as it ensures that issues can be solved in the relevant time frames, unlike in democratic or participatory styles, which require more time in decision-making.

What this broadly implies for literature on the preferred leadership styles of students in institutions of higher education is that in identifying and promoting students' voices as agents of change, student unions/organizations and their leaders in the sub-continent can now alter what has been the normative leadership style particularly in the African contexts where leadership is predominantly paternalistic [1]. This can provide opportunities for student-faculty partnership in higher education, particularly those that open up discussions among subject specialists, students and educational researchers, creating forms of transactional curriculum inquiry between these three parties [58], that will support faculty and students in embracing a partnership model and thereby transform teaching and learning into shared responsibilities of faculty and students [46]. A snowball effect of this will then be better academic performances that is built upon better negotiations and partnerships between the student bodies, faculties and management [48, 50, 59].

6. Conclusions and implications

The study sheds light on the leadership styles students desire from their leaders. The study found that students preferred democratic (participative) leadership more than laissez-faire and autocratic styles. The study further found that senior students prefer autocratic leadership styles. We conclude that students' preference for democratic leadership behaviours stems from the need to create participatory environments where followers feel a sense of being part of the entire decision-making process. The study also concludes that increasing academic responsibilities might necessitate students' preference for autocratic leadership styles, as an autocratic leadership style could ensure that needs are met quickly without requiring too much time in decision-making. The Practical implications of this study are that student leaders of the student unions can identify and be flexible with the type of leadership orientations they lead with.

Moreover, student leaders can encourage staff to engage students depending on specific needs in collaborating with staff and faculty. The study, however, does not explore how different leadership orientations will improve students' welfare or otherwise, which contributes to a major limitation of the study. Although the study was conducted at the University of Professional Studies – Accra, its results will be beneficial to other student organisations, including the National Union of Ghana Students, Graduate Students' Association of Ghana, Teacher Trainees' Association of Ghana, University Students' Association of Ghana, Regional Students Representative Councils, and the National Association of Health Sciences Students of Ghana.

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Conflict of interest

The authors declare no conflict of interest.

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Chapter 6

A New Theoretical Approach to Enacting Transformative Leadership with International Students

Michèle Schmidt, Kristina Berynets and Charles Scott

Abstract

Our focus in this chapter is the experience of international students in higher education in the Western contexts. The challenges faced by these students as a result of colonial attitudes and approaches in educational leadership are outlined. We ask how we can enact transformative leadership to support these students. We outline the dimensions of transformative leadership and review the postcolonial analyses of the challenges faced by these students. We then propose a theoretical framework, Pra-colonialism, that allows us to see these students in their fullness as students and as having the potential to become "more fully human." Pra-colonialism thus can enable us to enact the vision of transformative leadership in creating educationally humanizing conditions for international students.

Keywords: transformative leadership, international students, higher education

1. Introduction

This chapter explores the potential of transformative leadership enacted through a Pra-colonial lens for international education and international students. We argue that a Pra-transformative leadership approach can enable the educational experiences that will allow these students to flourish. We also problematize the situation by asking this research question: *How can transformative leadership be enacted to support international students in postsecondary education?* In response to this question, we offer a theoretical perspective—Pra-colonialism—that transformative leaders can enact in supporting international students. Therefore, this chapter offers an exciting new approach to theorizing how leadership, teaching, and pedagogy in higher education might better meet the learning needs of international students.

The significance and rationale for this chapter are in keeping with other higher education scholars' work about international students. For example, Collard [1] presents a compelling argument that leadership models have historically followed a Eurocentric approach in education and ultimately fails to address cultural diversity in the twenty-first century. These traditional leadership approaches actually alienate,

exclude, and disadvantage minority groups and international students. Furthermore, diverse student cultures are not acknowledged, celebrated, or examined for their "cultural fit" in the Western contexts. This calls for an introduction to a more contemporary and perhaps radical discourse that challenges colonial leadership epistemologies.

We introduce a Pra-colonial notion that moves beyond colonialism and post-colonialism in its intention to recognize and acknowledge intercultural notions of culture. As an educational community, we have not considered how educators perceive and thus respond to *international* students as opposed to *domestic* students in the context of higher education. The evidence is that even though we no longer call them the colonized or oppressed, we refer to them as international students, or, for example, ESL students, language learners, and non-native speakers. We concern ourselves with how well they adapt to our systems of education.

We are calling for an examination of our own deep-seated, core biases and how these biases then shape our perceptions of these students as *other*. We call this a Pra-colonial perspective because even though postcolonialism acknowledges the existence and value of others' cultures and not just the colonizer's culture, it (post-colonialism) does not offer a robust enough examination of its own culture and ways of perceiving. We are calling for an examination of interiors—phenomenological experiences and the creation of hermeneutic meaning—in addition to examining exteriors, such as context.

Western-centric leadership models hold little currency when leading international and other indigenous minorities toward educational success. New leadership approaches must "question normative discourses and practices from our [colonial] cultures.... The alternative is to indulge in a post-colonial form of professional practice which verges on imperialism and we should not be surprised if our deeply cherished, culturally derived values encounter resistance or fail to be implemented as we would expect in the West" ([1], p. 744). Leadership scholars such as Leithwood and Steinbach [2], Begley [3], Ribbins [4], Heck and Hallinger [5], and Dimmock and Walker [6] are ever reminding us not to forget about the important link between culture and leadership practice that Euro-centric epistemologies fail to address.

As long ago as 1988, Maxine Greene [7] argued that educational leaders need to raise the critical consciousness of those working and studying in the educational field to "... teaching toward the end of arousing a consciousness of membership, active and participant membership in a society of unfulfilled promises" (p. xxx), teaching for what Paulo Freire [8] used to call "conscientization" (*conscientização*) (p. 35): heightened social consciousness, a wide awakeness that might make injustice unendurable. With this in mind, a newer or more radically "woke" theoretical framework of leadership and its perspective on international student identity is needed for the twenty-first century. This is what we call a Pra-Transformative theory.

In this chapter, we will first review the literature on international students and their experience of higher education in the Western contexts, the impact of colonialism and post-colonialist perspectives on these students, and discuss how transformative leadership offers better possibilities for such students. We then offer a theoretical framework—Pra-Colonialism—that we believe transcends postcolonial perspectives and offers greater possibilities of success for international students in higher education. Finally, we offer insights into the behaviors and attitudes of transformative leaders and examples of how they might enact Pra-Transformative pedagogy. And in doing so, they are also instilling important activist and social justice values for international students and *all* students to prepare them for the twenty-first century.

2. Literature review

2.1 Students in the context of higher education

International students are encouraged to study in universities globally. They bring many benefits to institutions—from intercultural exchange to revenue from higher tuition and other fees [9]. Universities pride themselves on internationalizing education, providing global perspectives, and enriching campuses in many countries. At the same time, even though universities benefit from the internationalization of education both in terms of the knowledge and unique experiences that students bring as well as in terms of marketing, "international students" are ascribed a label that affects how they are viewed and positioned in the educational context. This label of "international student" has been problematized [9, 10] around the perception that the term implies homogeneity [11] within the group for the otherization [12] and, thus, maintains a deficit model [13] viewing students not only as different but, therefore, less than. This categorization is critiqued because universities use it to label students based on their visa status. However, this process has implications for how students are perceived. These assumptions about students include deficit language proficiency, academic literacy, different cultural values, beliefs, etc. that place international students as not fitting within the educational context. These assumptions then inspire the expectation that, regardless of the benefits for the university, students should adjust to the educational context unilaterally [14, 15].

On the other hand, universities are already privileging the students by accepting them and imposing knowledge, so there is little space for any relational approach, negotiating needs, or adjustment from the institutions. It is not surprising that research on international students' experiences, incorporating students' voices, and leadership practices that honor these experiences and voices are only recently starting to emerge. Page and Chanboun [9] highlight how, based on the fact that universities recruit international students for intercultural exchange, there is an assumption that international students seek to socialize and learn more about the host culture. This assumption appears in many studies without any evidence. Based on this assumption, much of the research on international students focuses on students' participation and socialization with host students. Page and Chanboun [9] state that "Once we realise that the students themselves may have different goals than those of the educational institutions, then their lack of integration with the host nationals ceases to be seen as a failure state" (p. 880).

Page and Chanboun [9] also point out that policy making, curriculum, and even research about international students fail to include students' voices in the conversation about them and their needs. This disregards their perspective and dehumanizes them ignoring that every student brings a unique background with experiences, expectations, needs, values, strengths, and knowledge. As a result, diversity is disregarded promoting discrimination and, with it, coloniality. Discussions such as these provide the impetus for more leadership research in this understudied field. Twenty-first-century leadership practices must be informed in such a way as to advocate for rather than undermine students who come from international locations in the world.

Jones [10] calls for problematization and reimagining of the categories assigned to students suggesting a framework of the various factors contributing to every student's experiences. She argues that the dichotomy does not serve anyone because students are influenced by various factors, making them unique. Heng [11] similarly

argues for addressing the heterogeneity within student populations by policy makers. We understand that the distinction may not be erroneous or stems from a lack of understanding of international students. Often, absences or silences reveal a lot about bias. For instance, research on academic literacy, the knowledge of discipline-specific language and genres, focuses on participants for whom, just like for the second author of this chapter, English is an additional language [16–18] and ignores the needs of domestic or native-speaking students. The gap may indicate that students are expected to require more training in academic literacy even though, as mentioned above, academic literacy has more to do with discipline-specific skills than language proficiency. In Canadian educational settings, this view of low language proficiency as an indicator of low academic literacy seems common. For example, EAL students would usually be admitted to educational programs based on standardized language test scores, such as IELTS, iTEP, or TOEFL, even though these tests' effectiveness has been questioned and critiqued [19, 20]. If scores are insufficient for admission, meaning that students are believed to lack language proficiency, EAL students may often be required to take additional courses. These distinctions exist, though challenged as detrimental to student learning and marginalizing. They are built on the coloniality inherent in higher education.

2.2 The impact of colonialism and post-colonialism on international students

Coloniality refers to the ongoing practices and ways of being, doing, and knowing in various contexts, including education, which does not only favor Eurocentric or Western frameworks as better or more valuable than the indigenous, Asian, South American, African (and the list may go on) ontologies and epistemologies but may even recognize the Eurocentric framework as the only legitimate one. Higher education has been recognized as one of the spaces and places that not only serve as terrain for colonial practices but have also been created based on the dominance of Eurocentric epistemologies [21]. This chapter attempts to acknowledge and challenge the coloniality within higher education. Postcolonial theory problematizes the positioning of the colonized and the colonizer and sheds light on the inherent power dynamics that affect the said colonized and colonizer and various contexts.

Kubota [22] discusses the critiques of postcolonialism as well as theories that are aimed at disrupting colonial discourses and power dynamics, including hybridity [23] or multiplicity and plurality [24]. However, these theories, in turn, may still tend to "turn our gaze away" from the issues that still persist. For example, in Canadian education (and arguably other educational contexts), the phrase "international students" and the phrase "domestic students" are taken up as if they are neutral, taken up with little consideration of the ideologies behind them [25, 26]. So, there has been little focus on how educators construct the perception of the said other (international student as opposed to [domestic] student) in the context of higher education. The focus is largely on the students and whether or not they "fit" in the educational context. The critique of post-colonialism is based on the fact that it does little to challenge and shift the power dynamics and the status quo. Arguably, it creates power dynamics by ascribing the identities of the colonized and the colonizer, essentializing them, and almost stabilizing the dominance of one over the other.

Decoloniality [27, 28] is the theory and praxis to challenge coloniality. It is called to challenge the Western views as the legitimate or standard framework and, frankly,

as the only framework. Our "Pra-perspective," outlined below, is our theoretical decolonial response, offering a perspective that educational administrators can employ as part of their transformative leadership efforts. The framework of decoloniality places the issue of international students as othered within these settings as a colonial practice. International students are othered and forced to learn about the context because it does not recognize them in one essentialist knowledge system. We would argue that the ongoing othering of international students and framing differences as a deficit [29] stem from the internalized belief in the centrality and legitimacy of Western epistemology.

There is extensive research on the identity construction of international students and international identity with primacy placed on an individual's construction and positioning in context [30–32]. While it is recognized that students are socioculturally positioned, there is this narrative in how students are being perceived, whether contextually or individually, as the "other" (i.e., internationally rather than domestic, non-native rather than native) linguistically, culturally, or racially. When these students are perceived in these ways, they are then positioned as being "less than" in many respects, particularly linguistically and epistemically. So, there has been little focus on how educators construct the perception of the said "other" in the context of higher education. The focus is largely on the students and whether or not they "fit" in the educational context; with that focus, students are often essentialized [33]. Thus, as much as we champion cultural diversity, we still lump individuals under superficial essentialist umbrellas of what are usually outer characteristics that hide or even obviate inner uniqueness and diversity. As Biesta [34] maintains, we offer students the "common discourse" of their provisional membership in the "rational community"; however, he argues that we "… at the very same time de-legitimize other ways of speaking" (p. 312). The rational community, especially in its educational contexts, demands its voice. Fuchs [35], like Bauman [36], Biesta [34], and Lingis [37], draws our attention to the categorizing and labeling tendencies of reason.

This point is important for international students in educational contexts because educational leaders and instructors often ignore the focus on their identities and identity construction when they are positioned as international. Biesta [34], in citing the earlier work of Zygmunt Bauman [36] on postmodern ethics, argues for a "genuine emancipatory chance" based, not in any postcolonial sense of valorizing tribalism, but rather in "the question as to what it means to be a subject" (p. 315). While our postcolonial efforts to recognize the cultural traditions and heritage of the students are laudatory, they often utterly fail to recognize the inherent humanity of such students or the possibility of what Freire [8] repeatedly refers to as "becoming more fully human" (p. 44), a task recognized by transformative leaders as central to education.

Hongyu Wang [38] refers to a "third space," a space, in contrast to the confines of essentialism, in which "… people can live together expressing their own uniqueness without doing violence to one another," a space which arises out of "… two original moments in cultural translation and its hybridity supports the emergence of new positions, structures, and activities" (p. 9). It is a space that can be cultural, psychic, intersubjective, gendered, regional, national, global, or even cosmic; it is a space of dynamic, unfolding possibility. We wish to offer a theoretical framing that offers the possibility of such a third space for these students, thus contributing to the emancipatory work envisioned by transformative leadership.

2.3 Transformative leadership as a gateway to success for international students

Transformative leadership is "distinct from other theories such as transformational or transactional leadership" ([39], p. 558). Shields [39] advocates for learning in contexts where all participants' overall development and well-being are promoted, along with an orientation to social justice. Such transformative practices emerge out of what Blackmore [40] refers to as the "politics of difference" (p. 26). Carolyn Shields [39] describes transformative leadership as including both local and global perspectives that attend to the learning and well-being needs of all participants; deconstructing knowledge frameworks and power relations, especially those that contribute toward inequity; offering a balance of critique and hope; working toward "liberation, emancipation, deep democracy, equity, and justice" while also working toward achieving organizational goals that foster inclusion (p. 2). Such leadership is critically transformative, and mindful of possible requirements for significant and systemic change to improve well-being for all participants and the best means of implementing such changes. Maxine Greene [7] asserts that our role as educational leaders is to assist students in becoming "citizens of the free world–having the capacity to choose, the power to act to attain one's purposes and the ability to help transform a world lived in common with others" (p. 32). Greene's advocacy resonates as a foundation of transformative leadership, which focuses on "not only what *can* be done ... but also on what *should* be done for a better and more just society" ([7], p. 21). Since our focus is on students, Blackmore adds, "What leaders *can* do is transform unequal conditions of power and resources ... that may enable others to mobilize their sense of agency" ([40], p. 23).

2.4 Transformative learning and pedagogy

Transformative learning and pedagogy [41], guided by transformative leadership, move beyond mere knowledge acquisition at the cognitive level and include more nuanced learning aspects that include emotions, spirituality, and mindfulness. Transformative learning "changes the way people see themselves and their world. It attempts to explain how their expectations, framed within cultural assumptions and presuppositions, directly influence the meaning they derive from their experiences" [42]. By realizing their agency, students increase awareness and critical reflection. Students become aware of oppressive structures and practices and learn strategic awareness to change these structures and practices through activism and collective change. Seminal educational theories offer valuable insight into how this impactful learning can be achieved. For example, Friere's [8] work provides a practical and theoretical approach to emancipation through education by showing students how to develop an "ontological vocation": "to be a Subject who acts upon and transforms his [sic] world, and in so doing moves toward ever new possibilities of a fuller and richer life individually and collectively" (p. 32). Freire calls for a social transformation, a "demythologizing" of reality, and an awakening of critical consciousness "whereby people perceive the social, political, and economic contradictions of their time and take action against the oppressive elements" ([42], p. 18), through critical reflection and dialog with other learners. With such foundational tenets in mind, transformative leadership and pedagogy include purposeful activities such as cultural autobiographies, narrative inquiry, autoethnography, arts-based and other contemplative forms of expression, prejudice reduction workshops, cross-cultural interviews, intercultural development, educational plunges, diversity panels, reflective analysis journals,

and activist training to assist students (and leaders and faculty) in developing their capacity to engage in self-directed learning, critical reflection, experiential learning, and opportunities for learning to learn. These learning opportunities are, essentially, opportunities for identity transformation and becoming "more fully human."

In Hooks' *Education as the Practice of Freedom* [43], she echoes Friere [8] by urging learners to resist "false consciousness" and educators to empower and equip students to interrogate the political implications of racism, sexism, and classism and externally imposed curriculum standards, banking pedagogical approaches, and hierarchical arrangements within educational settings. Transformative leaders and educators become, in essence, educational activists, teaching students to act politically and advocate individually and collectively for themselves and other marginalized groups.

Activism requires Freire's [8] critical consciousness and the means to organize for action reflectively. Students must also develop "a sense of political efficacy and be given practice in social action strategies which teach them how to get power without violence and further exclusion" (p. 149) [44]. Leaders can emphasize opportunities in the curriculum for social action, where students can exercise power to help liberate marginalized groups or individuals.

2.5 Attitudes and behaviors of transformative leaders

Transformative leaders serve as moral stewards, investing in "reflective analysis and … active intervention" ([45], p. 268) rather than maintaining the status quo. Zammit-Lucia [46] describes the characteristics of "good" leadership in the twenty-first century era of activism as: "Effective leaders encourage dissent and activism, combining listening skills with the ability to define and live up to a convincing moral and political vision" (para. 8). He admonishes that leadership (of the past) that maintains the status quo typically defers from "science" when faced with conflict, which he describes as "politically expedient, in that it allows groups to justify any decision in scientific terms. However, most often, such a response is a sign of weakness….Science is not equipped to make decisions that are fundamentally moral and political….Effective leaders do not hide behind such transparent veils" (para. 8). In other words, transformative leaders achieve transformation through decisive activism and resistance to change with clear and consistent political and moral goals. In this way, Zammitt-Lucia [46] compellingly argues that "activism …. is a fact of life and needs encouragement in an increasingly complex world. Only leadership that can present a coherent moral and political vision, and act accordingly, will ensure that reasonable opposition will result in constructive dialogue rather than paralysis and the subordination of the common good to narrow interests. Sadly, such leadership seems increasingly uncommon even as the need for it becomes more essential" (para. 13).

We are thus reminded that such leadership and teaching require courage and vulnerability to confront one's biases in an educational community to be authentic and effective [42]. Fullan [47] emphasizes that, "Conflict, if respected, is positively associated with creative breakthroughs under complex, turbulent conditions" (p. 22). Shields and Hesbol [48] note that transformative leaders make it essential: to establish "mutually respectful relationships with students, staff, families, and the community"; to be mindful of each student's race, ethnicity, linguistics, and sociocultural and economic positioning; and to offer learning opportunities that allow the students to flourish. However, Shields and Hesbol [48] discovered in their recent research that "until mindsets change, and both implicit bias and deficit assumptions are overcome,

then equity, inclusion, and social justice will remain illusory" (p. 558). This recognition and the resulting work of mindset change are vital as the foundations upon which transformative learning opportunities can be developed.

3. Theoretical framework

3.1 What do we mean by a Pra-colonialism perspective?

Bai, Cohen, Culham, Park, Rabi, Scott, and Tait [49] write, "The greatest educational challenge today is not downloading more, better, sophisticated knowledge and skills into students but helping them to cultivate the unity of heart and mind ..." (p. 289). In another publication [50], we outline a Pra[colonial] framework, intersecting with transformative leadership, that allows us to engage with students in ways that develop heart and mind and develop the full potential of humanity already present within the students.

Pra is a word from Sanskrit, and it may be called a contronym as it means both "before" and "forward, forth" [51]. Postcolonial theory and, even more so, decoloniality inspired the Pra perspective. We are offering it to recognize the epistemic diversity that was widely present and recognized before colonization and to explore ways forward now that we live with the remains of coloniality. Perhaps the most important aspect of Pra is that the word must be used with verbs to gain its contronymic meaning (before and forward), which is central to our aim. Therefore, the implication is that it calls for actions, perhaps an active position, continuous effort, and inner dive, without which any work of transformative leadership simply lacks in meaning.

We do not wish to present a post-postcolonial perspective; instead, we are referring to the ontology of such people before colonialism while also representing their ontological wholeness, completion, and excellence. The other possible contribution of our perspective builds on decoloniality, a concept and also praxis, and a call for action for those who were colonized or positioned and affected by colonization. The Pra perspective is a way to reorient the thinking and do some "inner diving" for those who represent the colonizer and the Eurocentric worldview and continue to recreate the practices we are trying to move away from. Ours is an ethical-onto-epistemological [52] perspective, embodying the moral obligations and relationality between humans, bodies, and places, reorienting our ways of being, doing, and thinking. It is a tool that hopes to contribute to the conversation, especially in education. It would also imply moving forward—away from and beyond or forward from colonial practices, worldviews, and hierarchies, where the power dynamics and mimicry [23] and the one [Eurocentric] "universal standard" would hopefully no longer exist.

Pra-colonialism and transformative leadership critique inequitable practices and offer the promise of greater individual achievement and a better life lived in common with others ... transformative leadership, therefore, inextricably links education and education leadership with the wider social context within which it is embedded ([39], p. 559).

The Pra-colonial perspective acknowledges the importance of intersubjective encounters in the *Lebenswelt*, the "life world" [53], the "pool" of perception and experience generated in and between individual subjectivities. Encountering other subjectivities allows us to realize that there is more to the experience of the world

than our own solitary perceptions can afford us. We are meeting, engaging, and encountering another human. There is at least the possibility of encountering the foundational human *qua* human. This, we maintain, is the Pra-colonial turn, the Pra-colonial move. Transformative leadership can serve as a means of enabling such a turn.

4. Conclusion

4.1 What happens when we intersect Pra-colonialism and transformative leadership

The intersections of transformative leadership and Pra perspective on identity are germane to our discussion. Being aware that, from a poststructuralist perspective, identity is a negotiated process in the contexts of social location and positioning, how are students positioned? How are student identities negotiated, if at all, with educational leaders? What powers do students have to express themselves as they wish within the curriculum? The roles of leaders in curriculum development and pedagogies of the oppressed become evident. Do the theories and foundations of educational leadership, administrative systems and policies, organizational cultures, curricula, pedagogy, and assessment allow students to be seen for who they truly are, for who and what they wish to become? Shields and Hesbol [48] conclude:

> *To meet the needs of rapidly changing populations, whether immigrant or refugee, whether they speak the language of instruction or not, whether they have experienced trauma or not, and whether the school is in a vibrant urban setting or a remote rural setting, it is incumbent on school leaders … to lead in ways that promote inclusion, equity, and excellence for every student (p. 559).*

As Sayani [54] asks, what is the epistemic status of the student's lived experience and knowing? We begin with reflections on our mind-sets around that question. We have outlined here a Pra [colonial] framework, intersecting with and guided by transformative leadership, that allows us to engage with students in ways that develop body, heart, and mind and develop the full potential of humanity already present with the students.

Again, we want to stress that our Pra perspective includes consideration of cultural, regional, gender, or other such unique characteristics of the students; but it also transcends them. Our perspective "precedes," in an ontological sense, these considerations. Suppose we are willing to recognize students in their basic humanity. In that case, we can strive as educational leaders to create educationally humanizing conditions, working toward the possibilities of what Freire [8] refers to as "becoming fully human." As Bai, Park, and Cohen [49] note in distinguishing education from mere instruction:

> *Education is for growing, raising, maturing, cultivating, and fulfilling human beings, manifesting the full potential of humanity….[the wisdom] traditions share an understanding that education has to do with human becoming …. the larger aim of education that the wisdom traditions hold up before us: humans increasingly maturing into and embodying a fuller humanity that can manifest wisdom and virtue (pp. 114–115).*

We do not believe that simply applying a transformative leadership paradigm to the problem of engaging international students in higher education in a manner that simply "transcends" colonialism and Euro-centric pedagogical practices is the solution. Instead, we believe that a genuinely radical leadership paradigm shift lacks meaning or cannot occur unless a call for action occurs by intersecting a Pra perspective with the praxis of transformative leadership.

In summary, then, Pra-colonialism challenges colonialism and post-colonialism by offering a heuristic to problematize deeply ingrained ideologies that international students are less than or different from other students. We suggest that by viewing international students *as* students, leadership, and faculty respond as if providing equity, inclusivity, and diversity in their regular classrooms with "regular" students. Current ideologies have resulted in pedagogical practices rooted in a deficit model or oppressive pedagogical and curriculum approaches that limit the potential of what can happen in classrooms. To mitigate current damaging approaches, we suggest a Pra-transformative perspective that recognizes *and* legitimates the students' subjectivity and lived experience, offering and enacting transformative pedagogical opportunities where student identities can be explored as a means of becoming more fully human.

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Chapter 7

Leading for Educational Change: How Can We Disrupt the Colonial Legacy?

Joseph Seyram Agbenyega and Emmanuel Semanu Asiam

Abstract

There are various ways school leadership is understood and practised in education systems worldwide. Any act of leadership that gives rise to something new is a creative leadership. Drawing on complex dynamical systems critical social theory perspective of Pierre Bourdieu, the chapter analyses the views of selected teachers and school leaders in five basic schools in Ghana to explicate the ways leadership is conceptualized and enacted in practice in their schools. Doing so, the chapter argues that leadership evolves from human habitus in the interaction of capital within fields of practice. This view allows us to envision the non-linearity of leadership and to move away from reproductive or colonial leadership.

Keywords: Bourdieu, education, Ghana, habitus, leadership

1. Introduction

The development of quality education is closely linked to effective leadership [1]; however, attaining effective leadership is a challenge that many schools grapple with daily. Concerns have been raised about colonial forms of leadership and management in education systems, for example, leading by domination which deprives those who are oppressed, the agency and opportunity to take risks and contribute to the development of their schools [2]. Internationally, leadership styles such as distributive, democratic and transformational, just to mention a few, have replaced colonial styles of leadership. This is allowing teachers to support headteachers in decision-making to improve school practices. In Ghana, where this study was conducted, government has implemented several education reforms, for example, a free pre-tertiary education policy to expand educational access to all citizens; however, little attention has been given to school leadership.

This chapter aims to contribute to the literature on school leadership for educational change by examining selected Ghanaian Junior High School teachers' and headteachers' experiences and perspectives of effective leadership practices in their schools. This focus is important because leadership is frequently mentioned as one of the panaceas for educational transformation, but which is at the bottom of consideration in educational policy making in Ghana. With more demands placed

on schools to make all students learn and succeed in education, there is a need for developing systems whereby headteachers and teachers can work together with less political interference to transform schools.

This chapter has three main purposes: (1) to glean the insider perspectives of teachers and headteachers about the concept of effective leaders; (2) to gain insights into the leadership practices and possibilities offered by Pierre Bourdieu's theory in analyzing those practices; and (3) to identify the challenges the teachers and headteachers face pertaining to leadership effectiveness in their schools and ways to improve existing practices. These purposes indicate the need to further explore and understand leadership issues in the context of school practice in Ghana. Understanding the perspectives of teachers and headteachers about how leadership is enacted and the opportunities and challenges that exist are crucial for improving schools. In view of this purpose, the following three qualitative research questions were formulated to lead the investigation.

- How do headteachers and teachers in the research schools understood effective school leadership?
- How is leadership practised in the research schools?
- What challenges do the teachers and headteachers described pertaining to leadership effectiveness in their schools?

In the sections that follow, the chapter introduces the literature on Pierre Bourdieu's ideas with respect to leadership, followed by the study to illustrate teachers' and headteachers' experiences in relation to the enactment of school leaders' roles. We conclude with an analysis of implications and ways to transform leadership processes in Ghanaian schools so that school leaders and their followers can work as a team to improve school performance.

2. Literature informing the study

Effective school leaders aim to develop schools as places of innovation and efficiency. There is much evidence in Bourdieu's concept to support this, and yet, we have noticed that leading for educational innovation and efficiency are difficult to implement, particularly in developing countries [2, 3]. This situation can be partially explained in ways that leaders' roles are understood, enacted as a command rather than leadership as a process of influencing and rendering service [2]. It is found that in school systems where leaders suppress teacher agency schools tend to remain traditional, and 'legitimate and institutionalise dominant beliefs and values; a process that both undermines critical thinking as a democratic educational and social practice' ([4], p. 8).

Pierre Bourdieu's work seeks to problematize and uncover the confounding effects of subjugation, exclusion and representation that perpetuate notions of superiority in educational leadership and management [5]. Bordieuan constructions of leadership and leaders' roles offer a socio-critical space to examine and analyze discursively how capital and habitus (belief and value systems) are structured in fields (networks of relations) to create hierarchical meanings and practices of educational leadership. Therefore, through Bordieuan analysis, the arrays of power, identity and subjective/

objective relationships that exist among leaders and leadership processes can be identified and transformed [6].

2.1 Bourdieu's view of leadership

Pierre Bourdieu's theory has had great influence on reflexive practice, inequality and injustices in education. His theory helps researchers and practitioners to interrogate and disrupt how education systems produce and reproduce existing orthodoxies of leadership as a process of domination [6, 7]. The purpose for using Bourdieu's theory is to create transformative spaces for developing education to serve the interest of all. However, little of his work has been applied to educational leadership.

In this chapter, we focus on Bourdieu's concepts of habitus, capital and field to explicate how leadership can be enacted as a dynamic and collaborative process to counter inequality and create efficient education systems. Contemporary research emphasized that shared decision-making, where leadership processes are distributed, can have powerful effect on educational effectiveness [1]. Thus, taking a social critical perspective highlights the need to examine leadership through habitus, capital and field – the complex and interrelated theoretical lenses of Pierre Bourdieu.

2.2 Habitus and leadership

Bourdieu defines habitus as 'internalized embodied social structures' ([8], p. 18). Habitus includes our beliefs, values, norms and attitudes and dispositions, which reflect our sociocultural contexts in which they are developed. Habitus is

> *a kind of transforming machine that leads us to reproduce the social conditions of our own production, but in a relatively unpredictable way, in such a way that one cannot move simply and mechanically from knowledge of the conditions of production to knowledge of the products ([9], p. 87).*

Bourdieu explains that through the habitus individuals can generate a wide range of actions linked to their values, beliefs and dispositions. These actions can either be a transformation of dominant practices or the reproduction of the status quo. Ritzer for example argues that 'habitus is a structuring structure; that is, it is a structure that structures the social world. On the other hand, it is a structured structure; that is, it is a structure which is structured by the social world' ([10], p. 541).

Arguably, leadership practices emanate from leaders' habitus which involves the deployment of their beliefs, values and dispositions. Effective school leaders shift away from a set of rigid pre-programmed ideologies and embrace rather generative and transformative approaches that value multiple voices within their school community. This means, headteachers or school leaders must be critically aware of how their own dispositions can produce practices to structure teachers or offer them opportunities to be valued players within the school leadership process. If habitus shapes the ways individuals understand and relate to others in the social world, then it is inevitable that it can be developed to promote distributive leadership by dismantling structured powers of domination. Bourdieu argues that habitus is embodied in everyone which is nurtured through historical and institutional socialization and the embodiment of habitus is visible through practice [9]. In this sense, the enacted leadership practices of school leaders can be argued to emanate from their embodied habitus.

Arguably, the inclusion or exclusion of teachers in decision-making by headteachers or policy-makers depends on the values and dispositions that those who wield power have towards others. Viewing teachers as objects to be manipulated, which also draws from the human habitus, often leads to imposing predetermined structures or decisions on them. However, it is argued that a positive image of school community members often creates respectful spaces for all members of the school community to contribute to and share in the leadership of the school [8].

2.3 Capital and leadership

Leadership in schools involves the use of multiplicities of capital. Bourdieu defines capital in various forms – economic, cultural, social and symbolic [11]. Economic capital functions as wealth or resources with monetary values. For example, school leaders draw on funding and other resources in their schools to help the school function to its maximum. Bourdieu explains cultural capital as a person's or an institution's recognized wealth, expertise, experience and wisdom to lead others [11]. Added to this is social capital, which can be explained as social relations that exist in schools between and among the members of the school community. Symbolic capital on the other hand describes individual status, honor or prestige within the existing relationships within schools [11]. Capital in its various forms can determine the nature of leadership and school management relationships that exist in the ecology of schools. By implication, school leaders that position themselves as having superior knowledge to other members of the school community are likely to engage in dictatorial leadership practice than leaders who view others as valued colleagues who are equally knowledgeable and worthy of consulting before important decisions are made in the school [12]. Indeed, recognizing the capital that others in the school community bring can help develop strong and effective leadership in schools.

It can be argued that the destabilizing experience of many school leaders emerges from the lack of respect for the capital of those they work with in their schools. According to Bourdieu, the struggles within education fields of any form are by far the result of the ways some leaders act towards their members of the school as if their capital is not worthy of utilization [13].

Bourdieu's ideas thus offer deeper understandings of how the positioning of a school leader can either engineer crisis or collaboration within schools. In addition, hierarchical leadership behahviours always induce issues of equity, social justice and human rights within schools [11]. This is because the lack of recognition for teachers' individual cultural capital and recognized knowledge may create perceptions and actions that perpetuate inequality and injustices against those who are considered inferior in the school community [11, 13]. To counter this, Bourdieu suggests that educators must move away from positioning people in deficits views by recognizing their various forms of cultural, symbolic and economic capital [12, 14]. By assigning important roles, or distributing leadership, leaders are signaling that they value and respect the capitals of others and that they recognize and authorize their collective contributions to the leadership and development of the school [13].

2.4 Field and leadership

Bourdieu explains field in terms of spatial relations that people form in spaces of social and institutional practice. In his view, 'fields are hierarchical and contain dominant voices and powerful agents' ([5], p. 156). Within a field, 'constant,

permanent relationships of inequality operate inside this space, which at the same time becomes a space in which various actors struggle for the transformation or preservation of the field' [7]. Mills and Gale claimed that the concept of field helps us to analyze the complexities of social lived experience in schools [14]. The role of school leaders is interactively complex because it deals with a variety of human habitus and different forms of capital in fields. Field as a social arena of participation according to Bourdieu [12] creates opportunities as well as challenges when people interact, engage and fight for recognition in pursuit of efficiency [12]. Leaders' practices and decision-making in schools are often influenced by doxa or taken for granted beliefs. It is argued that habitus is, 'utterly taken-for-granted beliefs about the world and existence … sustained by shared beliefs and orientations' ([15], p. 340). School leaders and every action taken by them occur in social fields.

Arguably, since fields are spaces of the acquisition of knowledge, capital and credentials tensions exist, thus making it challenging for leaders in varying degrees to work inclusively and please everyone. Yet, school leaders have the responsibility to develop dispositions that could minimize tensions in schools between the leadership team and the rest of the school's community. This means, leaders must take a critical attitude to embrace distributive leadership practices that create opportunity for honest collaboration as a way of life in the school [16]. It is argued that distributive leadership 'takes as one of its central projects an attempt to be discerning and attentive to those places and practices where social agency has been denied and produced' ([17], p. 3]). Bourdieu also added his voice that when educators become conscious of their positioning relative to others in fields, it is then that collective knowledge can be brought together to enhance the efficiency of leadership in schools [13].

3. The study context

The study reported in this chapter took place in the Eastern Region of Ghana. Ghana is a west African nation with a population of 31 million distributed over 16 regions. Ghana was a former colony of the British Empire but got her independence in 1957 and became a republic in 1960. Schooling in Ghana is free from primary to secondary level, and students are supported through a school feeding programme. The Ministry of Education is the policy formulation agency for education whilst the Ghana Education Service is a government agency under the Ministry of Education responsible for implementing government policies that ensure Ghanaians of school-going age irrespective of their ethnicity, gender, disability, religious and political dispositions receive quality formal education.

Pre-tertiary education is divided into difference phases as listed:

- Phase 1 [Foundation level comprising Kindergarten 1 and 2],
- Phase 2 [Lower primary level made up of B1–B3],
- Phase 3 [Upper primary level of B4–B6],
- Phase 4 [Junior high school level of B7–B9], and
- Phase 5 [Senior high school level comprising SHS1–SHS3].

This study took place at the Junior high school level. The purpose is to find out from teachers and school leaders (headteachers) their understanding of effective leadership and how leaders lead in their schools.

4. Methods

A qualitative interpretive research approach with in-depth individual semi-structured interviews with 10 teachers and five headteachers was adopted for this study. The participants were from five Junior High schools (one headteacher and two teachers) from each school making a total of 15 participants. **Table 1** shows the first names and related demographic details of the participants. The interviews were conducted by the first author and recorded for later transcription and analysis. Each interview, which lasted on an average of 45 minutes, was conducted in each school after the participants have completed their daily work. We used a six-stage thematic approach developed by Braun and Clarke to analyze the corpus of interview data [18]. The approaches involved data familiarization, generation of initial codes for comparison, developing themes, reviewing themes, defining and naming themes and producing the final report [18]. However, our analysis was not independent of theory; rather, we reflexively applied Bourdieu's theory to shift through the corpus of data to identify if the participants' views referred to habitus, capital or field mechanisms. By so doing, we brought deeper interpretations to the data set.

4.1 Ethical considerations

This research received ethical permission from Emirates College for Advanced Education. Additionally, permission was sought from the respective school heads

Pseudonym	Age in yrs.	Position	Qualification	Experience in yrs.
Amanda	49	Class teacher	B.Ed.	23
Clara	52	Headteacher	M.Ed.	23
Dorothy	49	Headteacher	M.Ed.	17
Evelyn	47	Class teacher	B.Ed.	19
Favor	28	Class teacher	B.Ed.	3
Jack	44	Class teacher	B.Ed.	14
Jessica	35	Class teacher	B.Ed.	9
John	45	Headteacher	B.Ed.	18
Kate	36	Class teacher	B.Ed.	8
Kevin	36	Class teacher	B.Ed.	9
Maxwell	56	Headteacher	B.Ed.	26
Michael	51	Class teacher	B.Ed.	27
Peter	50	Headteacher	B.Ed.	22
Terri	26	Class teacher	B.Ed.	2
Tom	48	Class teacher	B.Ed.	17

Table 1.
Research participants in alphabetical order and demographics.

after the research was clearly explained to them. Invitation and consent forms were sent to potential participants, and those who returned the signed consent forms were included as participants in the study. Interview transcripts were sent to the participants for confirmation before analysis started.

5. Findings and discussion

Generally, the purpose of this study was to analyze the views of Junior high school level teachers and headteachers about their understanding of effective leadership, how leadership is practised in their respective schools and the leadership challenges that the teachers and headteachers face in the management of their schools. The data interpretation process adopted interpretive approach using Bourdieu's concepts of habitus, capital and field and focused upon three important themes. The definitions, explanations, overlaps and tensions between the different understandings of leadership by headteachers and teachers provide some interesting knowledge with important implications for transforming school leadership. The views shared by the participants collectively, although demonstrate minimal variations, exemplified understanding of leading as a mutual responsibility, but practices as given, command and directive often leading to tensions.

5.1 Leading is a mutual responsibility

The views came from participants with varying ages (26–56 years) and professional experiences (2–27 years). Collectively, the five headteachers and 10 teachers interviewed had almost similar views about leadership to making schools effective. However, further discussions indicate that the leadership practices experienced in the various schools are different from what they understood and defined as good leadership practices. Some of the participants explained leaders as 'having the capability to lead' (Clara, headteacher), 'develop directions for the school' (Amanda, teacher) and 'coordinate the activities of others so that the school can achieve its goals and objectives' (John, headteacher).

Other views claimed that leadership is about 'setting standards' (Kevin, teacher), 'having the ability to engage in difficult conversations even when you are dealing with superiors' (Dorothy, headteacher) and 'taking critical decisions even if this is not possible because everything is decided at the political level and handed to us' (Maxwell, headteacher).

Similarly, participants expressed that 'leadership is not about one person directing others, it is about bringing everybody on board since we all have something to contribute' (Michael, teacher). Others were explicit about what they understood and want from leadership by saying:

> *the moment I think about leadership, motivation, collaboration and support is what comes to my mind because no single person can lead the school…it is collective responsibility that can only work with motivation and sharing of knowledge (Jack, teacher).*

Despite having understood leadership as a collective responsibility, another participant was of the view that 'everybody cannot lead at the same time…one person must be in charge and draw others to support…if everybody is leading in their own ways that could bring chaos' (Clara, headteacher).

These views resonate with Bourdieu's ideas which give power to the consideration of viewing leadership as a recursive relationship between agency and habitus and field within the social contexts in which practice takes place [1]. In this way, we cannot focus only on the leader's habitus and capital but also the specific socio-cultural constructions from which embodied dispositions are formed [11]. Again, the views espoused by the participants in this study concerning their understanding of leadership brings into consideration how the concept of field enables us to reflect on the social and political contexts in which leaders enact power relations [12].

5.2 Leading by colonizing others

In general, the findings indicate dominant leadership practices in the various school which can be described as colonization. The participants expressed that school leaders adopted dictatorial top-down approaches where they give orders and manage teachers based on directives, they received from their superiors from the Ghana Education Service.

> *I understand that effective school leadership must be consultative...we must be caring and reflective of the actions we take but the fact is that even as head teachers policy makers do not consult us on important matters. Our job is to receive directives and then communicate this to our teachers (Clara, headteacher).*

Similar views were expressed by another teacher who claimed that headteachers in the Ghanaian school system are treated as 'policy conveyer belts in production lines' without any human dimension.

> *In fact, I am just viewed a tool... there is no high premium on my personal values and capabilities. I can't change anything as a leader and all I can do is to manage the school and my teachers within the existing directive framework. In fact, whatever they tell me from above, I do (Maxwell, headteacher).*

Other headteachers mentioned the politicization of school leadership to the extent that they were afraid of losing their job if they voice out issues related to how they were being manipulated by policy-makers.

> *Leadership has moved into politics. It is a serious matter, a narrow and irrational managerial view of leading others. Counterviews from school headteachers are viewed as standing in the way of policy makers. If you are not afraid of losing your job then you can talk, even as school leaders sometimes we do not know when our children will go on vacation or resume school. Everything is a mess, but can you talk about it? (Peter, headteacher).*

Teachers also described the leadership processes in their schools are exclusive lacking effective consultation on important matters affecting their schools. They described leadership as imposing views and making decisions before communicating to them these decisions.

> *My experience is that the school has no unique direction apart from what the Ghana Education Service wants us to do. We the teachers are at the receiving end. We are not*

> *part of any tough decisions-making that can make the schools unique and effective. We act on what we are told from headteachers (Kate, teacher)*

Importantly, the teachers' views reflected leadership of domination entrenched in dispositions that communicate the status quo. While all teachers are tasked with the responsibility to make their schools effective in terms of teaching and learning, their views do not necessarily matter. This does not mean there were no staff meetings held in the schools.

> *We do have staff meetings as our operational practices demand but these meetings held to stamp the decisions from policy makers communicated through the headteachers. Our view doesn't have any influence as teachers (Amanda, teacher).*

It is interesting to note that despite head teachers being approachable and compassionate, their hands are tied in how much the consultative opinions of the teachers can be utilized in any decision-making process.

> *Our head teachers encourage and motivating us to be involved in school matters and decision making but how can you be motivated to do anything if you know that you are just wasting your time and energy, realizing that you, have been doing these things all along, but your ideas are not implemented in any decision-making? (Michael, teacher). It is not the headteachers' fault, I would say because they are also in the same challenges with us because they are dictated to by policy makers and if they fail to do what they are told, they will be severely sanctioned or demoted (Favour, teacher).*

While the teachers and headteachers agreed that leadership is about vision and mission of schools, they were of the view that the directives from the Ghana Education Service under which school functions in Ghana do not make this possible.

> *In fact, leadership practice in our schools appeared to be the sole responsibility of who is in charge from GES. The headteachers are just figureheads on whom to impose decisions from above. We are just spectators and have nothing to do with real contribution to new ideas to lead the schools. (Evelyn, teacher).*

These views reflect Bourdieu's ideas of how some education systems are constructed to reproduce dominant practices [1]. The leadership practices described by the participants denote actions that communicate superior–inferior tendencies. This dominant discourse is a form of colonizing others into complete compliance to political domination. Indeed, school leaders and teachers that formulated alternative options to how their schools should be led to improve the efficiency of teaching and learning are often disparaged as reactionaries against government policies. But leaders must be critical to challenge existing orthodoxies to bring about school transformation [10]. The leadership practice situations described by the participants demonstrate a struggle within leadership standardization in the Ghanaian education field [4]. This resonates with Helen Gunter's statement that:

> *The struggle is about legitimacy and there are vested interests in a field. This is illustrated by those who classify in the field, and those who are classified products of the field. Reputation and status fluctuate, and there can be a process of misrecognition in*

> *which power relations are not seen for what they are but are interpreted in a way that is seen as legitimate [6].*

5.3 Challenges to effective leadership

Headteachers and teachers acknowledge the complex challenges of leadership in their schools when they referred to the centralized directives and lack of recognition for teacher identify and voice which are creating tensions and dilemmas for school leaders in Ghanaian schools. Despite having the knowledge and capabilities of leading their school, transforming teaching and learning becomes a difficult or even an impossible task because of lack of freedom to make contributions to decision-making.

Some participants claimed that 'many schools are failing in Ghana, student performance is low and teachers' capacity to turn things around is ignored' *(Favor, teacher).* Another headteacher claimed:

> *school leadership is now a political game. If you present a counterview to what is handed down to you from above, they view you as an opposition trying to distabilise government policy. (Peter, headteacher).*

The participants also referred to the lack of infrastructure, resources such as textbooks electricity and furniture as serious challenges to school leadership in Ghana. 'Let me give you example, our schools were supposed to teach IT skills, but schools do not have electricity, how do you operate computers even if you have one?' (Kate, teacher). Similarly, other said:

> *our students do not have adequate textbooks and classroom furniture is not conducive to learning. Even some of our students have to sit on molded blocks...as a leader of the school, you are stressed every day because things are not working but you cannot talk about it because you are afraid of political reprisal (Clara, headteacher).*

Despite school leaders being highly regarded among the teachers and head-teachers, it appears policy-makers often distance themselves from the teachers and headteachers. This means that policy actors make all decisions without considering the opinions of members of the schools' community. This does not mean the policy-makers are not aware of the critical role of teachers and headteachers in improving the quality of teaching and learning in Ghana. The entrenched master-servant relationship established through colonial legacy keeps influencing current operations of the education system at large [3].

Additional challenge to school leadership in Ghana espoused by the participants pertains to the excessive interference of politics in school leadership. Two participants claimed:

> *the Ghanaian education system is seriously influenced by cultural and political affinity (Terri, teacher)...In fact all decisions are political decisions even if things are not working well the same agenda continues to be pushed through which affect the effective school development, teaching and learning (Maxwell, headteacher).*

This sentiment was identified in a previous study which claimed that the Ghanaian political structure of the country is deeply rooted in its culture, and there is no simple way to distinguish between culture and politics, which makes it difficult to

address the two forces of influence separately [3]. The political climate in the country is a direct reflection of educational leadership that governs learning reforms and programmes.

It is claimed that the Ghanaian education system functions through political interference and ruling parties creating inconsistencies and ineffectiveness [3]. Suggestions were made to disentangle educational leadership from excessive political interference by 'developing a country vision for education whereby school leaders are consulted to share in that vision (Peter, headteacher). They argued that 'leadership is about development, vision, progress and efficiency which cannot materialize if politics is mingled with education' (Tom, teacher). This means having difficult conversations at all levels of leadership, critically interrogating our habitus and our collective and individual practices to create transformative opportunities for leading education in Ghana.

Having critical conversations also means challenges ideologies of domination by people who have colonizing tendencies such as policy-makers who view themselves as superior to others and therefore must overpower them by dictating how they should lead their schools [7]. In education systems where a leader or policy-making group deemed itself as superior to teachers, ascribed excessive power to carry out domination behavior to self-proclaim and to benefit through legitimation of the status quo, schools are bound to fail. Ideologies emanate from the habitus; therefore, to counter ideologies of supremacy, we must start by interrogating our individual and collective habitus [8]. It is through conscious interrogation of the habitus that we can challenge dominant discourses and give voice to formerly marginalized teachers and headteachers to be involved in strategic decisions that relate to their contexts of practice.

5.4 Implications

The findings of this study have several implications for practice. The realization that leadership evolves from human habitus (identity) and interacts with capital to produce actions within fields serves to deepen understandings of practice as taking place in social fields, relationships, personal positionings and interactions. In Ref. to this, social spaces must be taken seriously when thinking about school leadership. In this view, we can envision the non-linearity of leadership and that the concept of leadership itself is a relational concept that warrants valuing the contribution of everyone within the school. On the contrary, we identified in this study that the Ghanaian school leaders do not appear to have voice in constructing their own leadership because the process of leadership in schools is dictated through politics of control and subjugation [5, 6, 19]. It is argued that designing leadership for others [20] is an act of leading without others; therefore, to lead with others, it is important for leadership to move away from reproductive or colonial leadership which replicates acts of domination and exclusion. Leadership practices that

> *are lodged and validated in the doxa of the times, they only will remain viable if schools and the larger social-economic social space in which they remain also stay fixed. They will not challenge the conservative political ideology and social inequalities which are at the root of ineffective school leadership and school achievement decline ([5], p. 169).*

By implication, this calls for policy-makers to interrogate their own habitus and generate actions that invite and reward teachers to be part of the leadership process.

Bourdieu places emphasis on the interrogation of one's habitus as well as the analysis of various forms of capital that individuals possess to bring their values to interactions in social spaces. Analyzing and critically reflecting on the value of the capital that others bring to the leadership process can create valuable leadership opportunities within the school to collectively improve teaching and learning. ...

Researchers [1] argued that 'school leaders are important agents in schools, they can interpret, envision, verbalize, and, as such, create the social world' ([1], p. 297).

The implication of our study resonates with what previous leadership researchers profess that:

> *education should be centred not first and foremost on what is expected and imagined of them (by politicians, experts, bureaucrats, etc.), but on who they are, what they do, and why they do it. In other words, the education should be depoliticized and adapted more to local, specific and democratic meaning making ([1], p. 308).*

School leadership is a growing arena of professional identity formation. Leaders shape the profession, school development and effectiveness. But leadership is not an individual practice. Understanding the importance of Bourdieu's three concepts of habitus, capital and field and applying these to leadership practices can help us disrupt the colonial legacy of leading by domination.

6. Conclusion

This chapter is informed by data collected from headteachers and teachers in five Junior High schools in one region of Ghana to understand their views of leadership and enacted practices and challenges. The findings suggest that the participants understood leadership as a collective responsibility; however, they felt that leadership practices in their schools are exclusive, replicating colonization of others within the school system. Their comments, by large, indicate that leadership is marred in political excesses, which serve as serious challenges to an effective leadership in schools. It is based on these findings that we found Bourdieu's concepts useful in helping us understand, interrogate and disrupt the reproduction of colonial orthodoxies in school leadership practice so that schools can become spaces of freedom for collective thinking and decision-making to enhance teaching and learning, particularly in Ghanaian schools. Arguably, understanding and conceptualizing leadership as a social practice that values multiple voices can help schools move away from colonial leadership and pedagogical approaches that exclude students and teachers from fully participating in the educational process. This means, leadership must enact practices that offer opportunities for the whole school community to share in the leadership process.

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Conflict of interest

The authors declare no conflict of interest.

A. Appendix

Interview protocol

B. References

Interview protocol.

Demographic questions

1. Can you tell me a little about yourself?
2. What is your highest level of qualification?
3. How long have you been teaching?
4. What is your numerical age?

Leadership questions

1. How would you define effective leadership?
2. What do you expect from leadership?
3. How is leadership practised in your schools?
4. How are major decisions regarding the running of your schools made?
5. What major challenges do you face as leader?
6. How would you want leadership practices to be in your school?
7. Any other comments?

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Chapter 8

Advancing Community Engagement in Higher Education Institutions in South Africa: Addressing the Leadership Gap

Tshimangadzo Selina Mudau, Mavhungu Abel Mafukata and Ndwakhulu Tshishonga

Abstract

Globally, higher education institutions are charged with the responsibility to play three roles, which are teaching and learning, research, and community engagement. This chapter focuses on the third mission, community engagement. Reviewed literature has revealed that teaching and learning and research in higher education have had greater attention and support from the government, while community engagement remained at the periphery of this support. The success in teaching and learning and research in higher education in South Africa stems from its astute leadership, whereas the same cannot be said with community engagement. A plethora of literature has revealed that the challenges experienced in community engagement in higher education in South Africa include among others lack of, and leadership, lack and insufficient funding, and lack of outcome evaluation for example. This chapter focuses on the leadership gap in community engagement with specific attention given to four (n = 4) purposively selected institutions of higher education. The main objective was to identify the challenges impacting the successes or lack of it in community engagement efforts in higher education in South Africa. This is desktop qualitative document analysis conducted to analyse the alignment between the strategic plan and the annual reports.

Keywords: community engagement, strategic planning, Africa, higher education, university ranking, third mission, curriculum

1. Introduction

Higher education institutions (HEI) are trusted with multiple tasks, which are equally important to improve the lives of citizens and develop and direct new knowledge and innovative solutions to the challenges bedevilling society [1, 2]. The three-pronged university responsibilities include teaching and learning, and research and community engagement. Through community engagement, HEIs are to ensure that

community needs are met to ensure social transformation [3, 4]. This commitment demands quality, efficient and effective leadership.

While institutions of higher education prioritise leadership for teaching, learning and research, the same has not been the case with community engagement. This is despite the notion that community engagement is among the three components or functions of the HEI. Designated top leaders such as the Deputy Vice-Chancellor (DVC) in community engagement are thought leaders charged with responsibility and accountability to ensure the achievement of the strategic objective of community engagement [5]. On the other hand, the supporting structures or offices will ensure daily operations of community engagement activities across the university. The importance of community engagement is well noted through its endorsement in the policies governing higher education institutions [6]. A plethora of scholars [1, 3] has affirmed challenges for full implementation of the community engagement wing across various universities Such challenges include poor leadership direction, lack of insufficient funding and lack of community engagement outcome evaluation among others [7–9].

The conceptualisation of community engagement has been an issue for decades. For example, in some institutions it is called social responsibility; in others, it is referred to as the Third Mission, while others call it community service, engaged campus, civic or public engagement and so on [5, 8–10]. In most instances, community engagement has been institutionalised to fit the contextual mission of the respective facilities. The 2024 Carnegie First Time Documentation Guide recommended that whereas there are different conceptualisations of community engagement, the important thing is the core value that grounds the process. These are 'participatory practices, reciprocity, co-construction, democratic practices, shared authority, and shared resources' ([11], p. 2). In midst of these various conceptualisations, this chapter will adopt the concept of community engagement. It is acknowledged that the contestation along the conceptualisation of community engagement lends challenges in monitoring and evaluating and reporting outcomes and performance measurement among universities globally [5]. In the absence of clear measuring tools, activities performed by universities as services and skills shared or exchanged with communities or other institutions at the consultancy level may not be quantified or credited correctly to such institutions. For example, in view of Boyer's model (discussed below) in the scholarship of the application when university faculty or academics are invited to provide expert knowledge on national television or radio programme to educate the community on certain social issues. Contrasting views in the conceptualisation impact largely on the measuring of outcomes because one institution would devalue what others values. For example, when community engagement is measured based on benefits to communities or public good, the question is who determines whether the community has benefited or not? How much voice or power does the community have to determine their benefits?

The concept of leadership is elusive and fluid based on the nature of various dimensions played by those in the position [12, 13]. Leaders influence desired organisational culture and goals through various approaches and styles [12]. Community engagement is all about innovation and creativity within the respective disciplines to collaborate with communities to address identified needs. Effective leadership influences members to challenge, build capacity and inspire intellectual capacity to change the status quo and break boundaries to advance change [12]. In academia, senior leaders are responsible for driving the vision and monitoring performance towards the intended goal [14]. According to Arntzen [15] whether the leader is a

Dean or not academic leadership entails comprehensive responsibility for setting goals for all the functions of the university. Leaders provide strategic direction by infusing energy through their management role to stimulate interest and innate ability to those lead [15].

Leadership inoculates energy among various structures in the university, 'establishing and strengthening culture' by demonstrating the ability to maintain external relations through 'networking, representing, conveying and convincing, transmitting and buffering' [Arntzen p. 53].

Those occupying top positions cannot be dissociated from both leadership and management responsibilities. This is because the leadership position is governed by university statutes, laws and policies, while at the same time the person must influence organisational goals by employing unprescribed innate abilities and experiences. Organisational leadership is a matter of collective efforts because no single person can make an organisation achieve its vision alone [16]. In the case of community engagement, the person assigned and charged with the position uses his situational and authoritative power to influence goal attainment in collaboration with academics, administrators, technical support staff and students to network with external stakeholders for a common goal.

This chapter aims to present leadership challenges and gaps to facilitate the macro-, meso- and micro-levels of community engagement among the four South African universities. The chapter will furthermore present the extent of strategic processes among some universities and related implications, funding and its implications. The methodology, findings and discussion are thereafter presented. The chapter closes by stating the recommendations and concluding remarks.

2. Literature review

2.1 Strategic management shortfall in community engagement

Strategy is an intentional action to maximise strength and opportunities while finding ways to navigate weakness [17]. Strategic management provides direction and inspiration for the institution to move to the next level [18]. According to Usoh and colleagues [19], strategic planning within universities 'is an official document that determines policy direction, decision making and institutional strengthening within the university'. Such planning is done to ensure proper resource allocation [20], which leads to positive organisational outcomes [21]. The organisation's strategic plan and objectives are aligned with the vision and mission. Most universities include community engagement in their vision statement. The challenge is mostly in the actualisation of the statements. The failure of attaining the intended objectives renders such vision statements fruitless. Strategic objectives should be well-defined and have clear indicators to measure and monitor progress. Evidence from a study at the University of Vienna pointed out that when goals are not clear, faculty are not certain of what to do [22].

Based on the evidence that universities do not include community engagement in the strategic planning, it is important that university top managers reconsider its inclusion. This will require that all the layers of leadership be involved in various forums to bring input on what is required. In fact, if universities are to live up to what community engagement is, that is, redressing the skewed relationship with communities, such strategic planning should start at the community level to identify needs

to influence transformation [4]. If universities are to be true to themselves [23], it would important to include community inputs, such as social needs or gaps, in the strategic planning to ensure accountability and responsible reporting in their report. Such needs will inform strategic objectives whether short-term or long-term. The community-university collaboration will amplify and authenticate their voices and ideas. This aligns with what Julius Nyerere challenged universities on not using their knowledge for self-prestige but to bring change among communities whose taxes are the lifeblood of universities globally [24].

Scanning through the strategic plans of some universities revealed that community engagement is an afterthought. This is because the teaching and learning component and research have clear targets and are well funded [25, 26]. The same cannot be said for the third component, community engagement since it is prioritised in most universities globally. This is despite the call to transform community engagement so that it addresses social needs [10]. According to Martin [27], without strategy, business is left to chance or wishy-washy thinking, which might never happen. Holland [28] emphasised the need for universities to establish strong administrative leadership to steer the community engagement schedule to achieve the set vision and mission.

When HEIs endeavour to define community engagement-related strategic goals, all role players are aware of the intended objectives; thus, required activities are planned and implemented [22, 28]. Given the limited resources within HEIs, the development of such objectives forces management to take bold decisions and challenge themselves to break the status quo related to community engagement by taking new stances through budget provisions. Observations from the University of Cape (UCT) Social Responsiveness annual report indicate the level of boldness, and the management has taken to lead the transformation of the community lives no matter how small it may be compared to the extent of inequalities in RSA [29].

2.2 The community engagement in the African higher education context

It is commonly believed that Africa lags behind in most educational development areas. While there are few universities in the top World University Ranking (WUR) report, the majority are at the bottom of the list [30]. In view of the university rankings, most universities globally are miles behind in gaining points on community engagement. From the very beginning, in East African University, one African leader, the first President of independent Tanzania, emphasised the importance of universities being visible in the communities, 'work against prejudice' by revealing the truth within communities through science, to advance community development [4]. The sharing of knowledge concurs with Julius Nyerere who said if a part of Africa develops, then the whole of Africa will benefit as well [24]. Thus, according to Horthemke [31] knowledge is regarded as an instrument to create culture and identity among the citizens. According to Cunningham and colleagues [10], Community engagement must be engrained in universities such that it becomes a culture. This means that it must be a tangible lifestyle through which those academics and students strive to improve those around them. Ultimately, through community engagement, the discriminations, marginalisations and inequalities are removed as university faculty engages reciprocally to share and exchange knowledge [9, 24, 32].

A plethora of evidence reveals that the other aspect of community engagement which is service learning has been receiving the best attention from most universities globally. For instance, students across various disciplines such as medicine [33], nursing [34] and education [35] and among a few are annually exposed to experiential learning within

communities. This is mainly because service learning is clearly defined, and allocated time bears credits for students' learning outcomes [36].

The most recent quest for university transformation in South Africa (SA) appears to be turning the tide towards the long-neglected social responsibility and collaborative knowledge development through community engagement [37, 38]. The call for engaged scholars and community-driven universities was long made by the late President of Tanzania, Julius Nyerere who challenged universities to use education to influence change in the African continent [24]. From the inception of the 'third mission' in 1800, in the West, education was challenged to include community engagement, which was meant for nation-building and not to enrich an individual only [39].

Universities are gunning towards commercialization and entrepreneurship, which relates to community engagement [22, 40]. In SA, top-ranked universities such as the UCT, Stellenbosch and Pretoria, their budget is most fed by the so-called third-stream financial system [41]. On the contrary lower-raked universities such as Sol Platjie, Mangosothu, Sefako Makgatho Health Sciences University (SMU) and Zululand depend largely on government and student tuition for funding [41]. Of course, there are many factors causing such disparities in income generation and allocation among the RSA universities. The main driver is the long-term history of inequality, skewed prioritisation of communities, and race difference through the apartheid system. The wounds of such a system will obviously take longer to heal because the historically disadvantaged universities such as those listed above are occupying the bottom sits in the RSA ranking are left miles behind by those at the top. This will take longer and would require serious reconsideration by the government and respective universities if the community engagement status quo is to be changed.

Reflecting on the report by the 2019 Department of Statistics report, it appears that universities such as Cape Town and Wits depends less (34% and 36%) on government funding (40% and 30%) on the third stream [41]. The allocation on these universities is much lower than total average of all universities in RSA. On the flip side, Sol Plaatjie and Mpumalanga depend largely on government funding 87% and 86%, respectively, with very little coming from the third stream 4% and 2%, respectively. Based on the funds' allocation presented by the Statistics Department of SA [41], the annual reports of the four universities with a high focus on the third mission can sustain themselves more than their counterparts. While the business of the university is good as another funding, it is recommended that the basic humanitarian aspects of social responsibility must not be neglected [40] and such university's innovative strategies feed SDG number nine, on building resilient infrastructure, promoting inclusive and sustainable industrialisation and foster innovation [42].

3. The theoretical framework

This chapter is underpinned by Boyer's model. Boyer's model provides a framework that guides knowledge exchange and transfer during community engagement [20, 43]. The model guides community engagement using four interrelated components—the scholarship of discovery, integration, teaching and application. There is a close relationship between the three functions of the university because one leads to another. Faculty develop research out of their teaching practice, while students are exposed to the service learning aspect of community engagement [36, 44].

Evidence from most universities reveals that universities clearly report on the teaching and learning, which includes the scholarship of and application through

service learning, the scholarship of application, and discovery through research and the scholarship of integration through collaboration locally and internationally [29, 44]. Scholars such as Farnell [3] have acknowledged that the Third Mission has not received well-deserved attention, especially in the addressing social needs of the vulnerable group among others [22]. The assertion concurs with the evidence from reports from Universities, which points to the absence of inclusion of transformative collaborative activities with communities [25, 26]. Through research, the engaged scholarship facilitates community-based research that will address socioeconomic needs through skill development. Some global universities have made impressive strides through innovative community projects that address both students' knowledge and the economic wing of the community [45, 46]. The lack of consensus on the definition of community engagement creates grey areas in reporting outcomes especially because Boyer's model includes all components of teaching, research and community engagement.

In view of Boyer's scholarship of engagement [20], there seems to be notable progress in some aspects of the model across universities, particularly service learning, but the engaged community components are still staggering behind. Observations from the university ranking systems demonstrate great strides in community engagement because the ranking measures aspects such as scholarship application, and integration [47], where academics collaborate to share and exchange knowledge as the scholarship of application and integration.

4. Community engagement curriculum gap in the higher education institutions

The curriculum provides directions on what to teach, how, when, who and how long. At the outer layer of curriculum planning, the national and the international level, community engagement or the Third Mission is part of higher education [22]. Since the birth of the Higher Education division centuries ago, the teaching component of the university has always enjoyed the top and highly recognised position by governments and universities [48]. As far as the other aspect of community engagement concerned, which is another component of community engagement, their reporting and outcome measures are very narrowly focused. This is because most studies report on the experiences of students, participation, learning and outcome achievement but nothing on its impact on recipients of such services [49]. Such an approach defeats the very primary objective of community engagement—thus redressing the skewed position of academics or researchers and that of the communities. For community engagement through the service learning wing to benefit the communities, their voices, thoughts, experiences and gains or benefits should be exemplified in the reporting. This questions the level of respect given to the communities during service learning. There is a dearth of studies reporting research outcomes from community-initiated activities where universities joined hands to solve social problems. On the contrary, academics engage communities to identify problems using approaches that illuminate their weakness, such as poverty, level of income and living conditions that are compared with unrelated areas.

The country-specific policy and higher education Acts are the antecedents of community engagement practice and processes of the universities [22, 32]. This is because such institutions provide expectations and direct the vision at the university level. While this forms the basis of the intended curriculum, and most universities

align their visions and missions with it, in some universities, there is no direction on the implemented curriculum. Ironically, community engagement does not form part of the subject delivered or a module in the teaching plans. Lack of alignment of teaching and learning, and research and community engagement create a situation of 'optional or subjective activities', which will only be done by those who are interested or are necessitated by the programme outcome. Similarly, there will not be assessment outcomes to be measured, that is, the achieved curriculum.

5. Community engagement funding

It goes without saying that all academic activities require funding to be realised. It is worrisome that community engagement has not yet received its well-deserved attention even after centuries of the birth of universities [3]. This is because there are no clear policies supporting and providing guidance at the policy level both at the universities and government level. In his speech in 1968 at the inauguration of the University of Zambia, Julias Nyerere summoned the government to play its role in providing funds for universities to use its intellect and resources to advance the development of proximal and distal communities and Africa for Africans in general [24]. While community engagement is well articulated in the institutions' vision and mission, there is a gap between pronouncement and actualisation of such pronouncements through the strategic budget and goal setting. Evidence from the strategic planning of most universities is that there are no clear objectives or goals set for community engagement. In the absence of set goals, there will not be activities planned and this will mean no accountability from both students and faculty. Inherently, there will be an allocated budget. Looking at the strategic plan for Universities such as Zululand [45], there is no mention of community engagement goals. There is an agreement between the various university reports [50] and studies reporting lack of funding as a challenge to implement community engagement across universities in the both developing and developed countries [3, 22].

There is strong and closer relationship between government and universities such that there is a close alignment of university policies to government legal frameworks [47]. In RSA, HEIs are expected to submit the annual performance plan (APP) to the Department of Higher Education and Training (DHET) annually [37]. The APP should report on the performance targets, which must be aligned to the respective university strategic plan during DHET's Medium Term Expenditure Framework (MTEF) period. DHET as the major funding body of the HEIs [20] measures the performances because the department ensures that set targets by the government are met. Each university's APP and the annual reports must clearly display the relationship between the strategic plan and the performance relating to the three-core business of the university as tabled in the reporting regulation [37].

6. Method

6.1 Study design

The chapter employed a qualitative document analysis (QDA) approach to the strategic plans and annual reports of four universities in South Africa. The advantages of QDA are time-serving, reliable data, yielding multidimensional data and

easy access to the public domain such as websites or libraries in a short space of time without seeking permission [51, 52]. According to Scott, 1999 in Karppinen and Moe [51], documents are primary sources of activities and interest of the owner; in this case, universities, so in analysing them, researchers move from 'sources to facts'. The interpreted data present facts on the actual alignment of the university's vision, mission and strategic goals as depicted in the annual report. The strategic plan provided the context from which the annual report was derived [52]. In this chapter, an analysis of the strategic plans and the annual reports give various dimensions of the community engagement activities in various disciplines and other university activities.

Like any kind of research, the content analysis should adhere to particular qualities to enhance rigour. In the case of journal articles, aspects such as peer reviews, citations and methods among others are preferred guiding principles [53]. This study employed desktop document analysis of strategic plans and annual reports of the four universities in South Africa. Document analysis is known for weaknesses such as missing information, among others [53]. The researchers compared annual reports for consistency of table contents with those of the previous years to identify wide deviations. The reporting framework prescribed by the DHET in South Africa was also used to check for annual report content alignment with the framework. Construct validity was ensured by comparing the reports with those submitted by the universities to the DHET and Department of statistics. All reports agreed with the reporting framework**.** The annual reports and strategic plans were considered authentic, reliable and valid because they were official documents of the universities and signed by the university chancellor and also contain statements by independent auditors [51, 53]. More so, the annual reports are a by-product of various academic activities in which universities account for spending on their clientele and DHET as a funding body [37, 52]. The documents contained the comprehensive university strategy for teaching and learning, research, community engagement and administrative and financial plans. The researchers scanned through the documents to locate community engagement-related plans and reports. Due to different conceptualisations of community engagement across universities, specific concepts per university were searched. For example, community engagement at the University of Cape Town is called social responsive, at WITS it is referred to as social impact, at UNIZULU it is community engagement, and at Fort Hare, it is community engagement [25, 26].

The quality in QDA is also established by document content quality and not by the number of documents assessed [52]. In the chapter, oldest universities such as the University of Limpopo were excluded by the available strategic plan was less informative [53], and only the 2017 annual report was accessible on the website. This is the step taken when triaging the documents for relevance [52].

6.2 Data collection approach

The study population was 23 South African universities, appearing on the 2021 university ranking list [WUR], from which four (n = 4) were selected for the study. The WUR 2021–2022 ranking list was used to identify the four universities as indicated in the inclusion criteria below. The first step was to establish the corpus [52], by analysing the university ranking table to identify the four universities to be included in the document analysis. This was followed by visiting each university website to access the documents. These documents are all ready for public consumption as they have been placed on public platforms such as the websites of these universities. The search keywords at the respective university websites were the annual reports and strategic

plans. The inclusion criteria were that universities should be historically advantaged or disadvantaged, 40 years and above, and at the top rank locally or at the bottom of the rank. The top-ranked Universities included are the University of Cape Town, 193 years old, at the first position and WITS 100 years old, at the second position, the University of Venda (UNIVEN) 40 years old, and at number 15, and the University of Zululand (UNIZULU) 60 years old, at number 22 in the 2021 RSA university ranking. Respective university strategic plans and annual reports were downloaded from the university websites. A checklist with variables was designed to ensure objective, fair and consistent analysis. The items identified were extracted from the DHET reporting framework [37]. The items are a five-year-old strategic plan, 2) the strategic plan has strategic goals and objectives, and a financial plan on community engagement, 3) an annual report aligned to the strategic plan and 4) evidence of a core set of indicators to monitor institutional performance on community engagement.

6.3 Data analysis approach

For this chapter, QDA was adopted following the described by Bowen [53]. The method was initiated by a material search of the local university ranking to identify the top one among the historically advantaged and the historically disadvantaged ones in RSA. The searching keywords were reports and strategic plan. The second phase was an in-depth reflection and descriptive analysis of the most recent strategic and annual reports 2020 to check for items listed on the study checklist. The researchers checked the strategic objective related to community engagements, its performance indicators, related funding, time frames, and monitoring and evaluation measures. This was then checked if the same activities were reported on the annual plan. The researchers read and re-read the report to check for variables tabled on the checklist.

6.4 Findings and discussions

Thematic content analysis revealed findings categorised such as 1) the content of the strategic plan, 2) alignment of the annual report with the strategic plan and 3) evidence of a core set of indicators to monitor institutional performance on community engagement. Details are presented below.

6.4.1 Content analysis and discussion of findings

The authors analysed the strategic planning content per university based on the items on the checklist.

1. a five-year-old strategic plan,

2. the university strategic plan was checked for relevance to address aspects detailed by the reporting framework of the DHET (as indicated above).

6.4.2 Content of the strategic plan

The strategic plan was checked for its ability to prescribe the university's community engagement strategic goals and objectives, which are supported by a financial plan. UNIZULU has tabled its community engagement mission with related sub-objectives. From the strategic plan, it comes out that the university faces challenges

of limited management support through funding and provision of human resources. The lack of leadership support is highlighted on the SWOT (strengths, weaknesses, opportunities and threats) analysis as evidenced by poor alignment of community engagement activities within the university core business since community engagement is a once-off visit. The stated weakness concurs with poor income generation from the third stream as reported in the Statssa [41] where UNIZULU received only 8%. Such leadership oversight presents a double-sword in that leadership failed the support, which could have indirectly supported their revenue. On a positive note, in the 2021 strategic plan [26] the university ensured a clear definition of community engagement to avoid confusion in the implementation. Additionally, the performance indicators and funding needs were tabled, which include bringing hope in the next strategic years. Wits University's long-term strategic goal (2030) [54] paved community engagement broad statement on what is intended to be achieved on social responsibility and its sustainability approach across disciplines. Specific community engagement achievements were narrated across various faculties.

The University of Forte Hare is among the oldest universities in RSA, which was founded in 1916 and currently is 106 years old [25]. Its strategic goal two speaks of building the University's Research and Innovation Profile, which ensures the sustainability and multi-disciplinary identification of the rural- and urban-relevant research niche areas. However, the balanced scorecard as a yardstick to monitor performance lacks direction in this regard. This defeats the strategic intention to build the institutional culture of the core principle of community engagement through the scholarship of application and integration [25]. As Mallon [21] asserted lack of strategic goals leads to failure. The strategic plan alignment demonstrates the university management's willingness and support to achieve the set objectives.

6.4.3 Alignment of the annual report with the strategic plan

Lack of funding related to community engagement has been reported for decades across various universities. It is concerning that university leadership seems to know how to allocate funds for classroom teaching and learning and research but not for community engagement. The Makerere University in Uganda has demonstrated achieving the most with what they have by ensuring that the teaching and learning policy includes activities, roles and responsibilities for students, academics and the community partners during the field attachment (which is a Makerere contextual concept for service learning in other universities) [2]. The policy clearly spelt the funded activities for students' field visits. The Makerere University management demonstrated that it is a matter of leadership and not only a shortage of resources to bring the much-needed collaborations leading to transformation through innovative knowledge exchange [41]. The UNIZULU 2018–2019 facts and figures report [26] clearly quantifies the teaching and learning, and research output but the same is not done for community engagement. This reveals the poor alignment of the strategic plan with the annual reports. The 2020 annual reports had no clear achievement on community engagement, but a wishful indication to improve funding for community engagement. At the two top universities, that is WITS and the University of Cape Town, there is a clear alignment of engagement with society service learning, professional services, global engagement, public engagement, partnerships and international academic collaboration/cooperation.

Although there are critics such as one by William Herbert, the executive director of the National Center for the Study of Collective Bargaining in Higher Education and

the Professions, from the City University of New York's Hunter College, that '...So many forces are pushing for education [to be] viewed as a commodity, as an expectation with a return. It's devaluing education' [53], in community engagement indigenous and local knowledge, and education of both the communities and the university scholars are appreciated, valued and promoted, while at the same breath/time stakeholders are capacitated socially and economically [43]. There should synergy between the strategic objectives and the measuring tools to monitor progress towards the intended vision. Such synergy is demonstrated through all the levels of the curriculum, the intended, the implemented through teaching and learning and community services or outreach by students, and the achieved curriculum reflected on various reports.

In the University of Cape Town and Wits [54, 55] the set targets are clear and there are dedicated leaders to oversee the implementation of the community engagement activities in the university. In comparing all four universities, the management structure is such that community engagement at the University of Cape Town and WITS is led by the DVC, while the other universities are led by the director. One may assume that the good results are due to the type of leadership. This is because, at Makerere University, the senior management has ensured that community engagement is part of each programme. At Makerere University, academics are required to ensure that their teaching and learning are tied to communities with students engaged in well-planned and funded field visits [2]. The same alignment is noted on the 2021 WITS university annual report where social responsibility achievements such as transformative engagement with society through students' service learning, professional services, global engagement, public engagement, partnerships and international academic collaboration/cooperation enlisted are the focus within the university.

6.4.4 Evidence of a core set of indicators to monitor institutional performance on community engagement

Findings in this section revealed that the University of Cape Town and WITS had set clear targets to be achieved annually per discipline [29, 46]. On the contrary, universities at the lower rank provide broad statements only. According to the strategic plan development, indicators provide direction and guidance on what should be achieved [18, 28]. Such indicators are the yardstick or standard of facility performance. Without a clear definition of objectives, there will not be purposeful actions at various levels of operations to achieve the desired goals.

7. Conclusions

This section presents conclusions drawn from the study, summarises the practical implications of the conclusions, describes the study limitations, offers suggested recommendations for future research, and briefly summarises the conclusion of the study.

7.1 Conclusions drawn from the study

The conclusions emanating from the study were drawn from its focus areas, which are as follows:

The review of the five-year strategic plan of each surveyed university with a particular focus on its ability to prescribe the university's community engagement

strategic goals and objectives, which are supported by a reasonable financial plan. On the other hand, support for community engagement initiatives and targets from the university management has been mixed. While there is evidence that support is lacking in some cases, it can also be concluded that there is sufficient willingness among some university management to support community engagement initiatives and targets. This study concludes that community engagement is clearly defined and therefore clearly understood by stakeholders. The clear definition of what community engagement entails and the willingness of the university management to support the cause of community engagement through the provision of leadership reveal some level of strain for implementation. There are notable complexities and challenges in that there is a general lack of clearly developed strategic goals to facilitate meaningful community engagement initiatives and targets. Where there is evidence of lack of proper support from the university leadership on community engagement, pointers are that there was a lack of funding and provision of human resources to aid community engagement initiatives and targets.

The focus of this study was also on the ability of the university to align the annual report with the strategic plan. It is concluded that in some cases, universities prioritised other key performance areas of their operations such as Teaching and Learning and Research, for example at the expense of community engagement initiatives and targets. The majority of the universities provided audited or quantified their outputs on Teaching and Learning and Research for example, but these audits have often excluded community engagement. The prioritisation of Teaching and Learning and Research over community engagement in some universities reveals that there was a poor alignment of the universities' strategic plans with their intended outputs as measured in the universities' key performance focus areas. The reports reflect these patterns. For example, this study observed that the 2020 annual reports lacked clear outputs on community engagement, whereas these reports only revealed some wishful indications on the improvement of funding for community engagement for example. However, observations conclude that it is not all doom and gloom for South African universities. At the two top universities that were observed for the purpose of this study, there is a clear alignment of community engagement with service learning, professional services, global engagement, public engagement, development of partnerships and international academic collaboration/cooperation as evidence that community engagement in these universities remained a high priority.

7.2 Practical implications

Observation of the strategic goals of the case study universities in this chapter paints an optimistic picture, especially among the poor-performing universities. According to [21] no matter how long the vision statement can be without visible outcomes, in the end, it will inoculate organisational culture, which will lead to such expected outcomes. Neglection of community engagement that is the third responsibility of the HEIs limits other opportunities such as university-community innovative knowledge development and potential socio-economic development of such communities. Lessons from this chapter are that universities cannot hope to be above the rest without clear goals and related indicators as drivers to the ultimate goal. Strong and productive leadership is important to steer the process with definite responsibility and accountability. When universities align their core functions with humanitarian development, the ultimate result is the attainment of all SDGs because all disciplines will provide their expert knowledge where communities are at a disadvantage.

When there are model universities such as those highly ranked, it is best if there join hands to uplift each other to greater heights. Benchmarking has proven to be a learning strong tool across all economic spheres. Julia Nyerere [4] spoke of one African University lifting another for the sake of Africans (public good) if we have a top-ranked University such as the University of Cape Town and also have the University of Fort Hare struggling to meet the social responsibilities as required in the community engagement, then we are miles behind to achieve the full responsibilities of the higher education institutions expected by governments, political leaders and communities at large. Companies that are aspiring to grow visit those that are doing well and exchange knowledge and skills. In the case of universities, skills and knowledge exchange is already in the process through examination moderations, exchange programmes, peer reviews and so on. If universities go contrary to knowledge and skills sharing to advance community engagement for the public good, we perpetuate knowledge ivory towers, strangulate new knowledge creation, and block social networking opportunities and isolation of others.

Strategic decisions need designated leaders to influence decisions that will be communicated and articulated in a clear set of performance indicators to operational stakeholders at various levels within the organisation. Based on the comparisons between the top-ranked universities and those at the bottom of the ranking, strategy is the main deciding factor because, without the strategy, university vision is left to chance, gut feeling or subjective actions. Globally, universities need to shiftily move to the hybrid operation of in-campus and out-of-campus to address social challenges such as poverty and extreme hunger, climate change and its impacts, the digital divide that impacts learning across the low-resourced areas, contextual community-innovated agricultural approaches. If universities shy away from social needs, then HEI is irrelevant for communities.

7.3 Limitations

The authors were limited by using document analysis only without supplementation of interviews of the stakeholders from the case study universities. This could have closed data gaps and provided answers to some missing information on the documents analysed. A small study sample limits data generalisation since only four out of 26 universities were studied. Additionally, various conceptualizations of community engagement across universities created challenges in identifying activities related to community engagement. Reliance on documents available in the public domain such as the websites and some universities presented challenges where such documents were not posted.

7.4 Recommendations for further studies

Regarding the noted complexities and challenges pointing to a general lack of clearly developed strategic goals to facilitate meaningful community engagement initiatives and targets in some universities, a study is needed to establish how the universities which responded well to this effect were developing and implementing their strategic plans for community engagement. The lack of proper support from the university leadership on community engagement needs to be investigated as a gap needing assistance to improve the community engagement initiatives and targets for universities. Furthermore, a model of funding community engagement initiatives and targets needs to be developed. Currently, there is no known model which exists.

Respective universities should conduct research focusing on community engagement challenges and a general understanding of community engagement across all departments and disciplines. A university-community collaborative intervention study raises community awareness to stimulate community-driven or initiated studies. This will enhance contextual problem statements as understood by communities and not the other way around.

8. Summary

The chapter employed a QDA aimed at presenting the leadership challenges and gaps to facilitate community engagement among the four purposefully selected South African universities. The authors conclude that community engagement occupies a subordinate position compared to the three responsibilities of the university. Lessons drawn from this chapter are that strategic leadership is important to inspire and influence resource allocation internally and externally. In the exclusion of community engagement in the strategic plan, universities will not have clearly defined performance indicators and monitoring measures to evaluate the process. When there is an identified leader to drive community engagement, such as in the top-performing universities, there are concentrated efforts to achieve the set goals. While there are perpetual problems in the allocation of funds across the universities, the major hindrance is the lack of willingness and drive to use the available resources to pursue community engagement across the university disciplines and programmes. Finally, the global absence of a common definition of community engagement within the respective universities is a serious handicap because faculties use this as an excuse from taking the expected responsibilities.

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Section 4

Academic Development and Leadership

Chapter 9

Relational Leadership: Advancing Leaders in Higher Education through Mentoring

Chandra K. Massner, LeAnne Epling, Nancy Cade and Rachel Breckenridge

Abstract

Mentoring plays an essential role in preparing the next generation of higher education leaders. This chapter will examine the role of mentoring on college campuses, describe its impact on faculty and staff growth, and highlight its function in leadership development. A background of mentoring research, including a discussion of its benefits, types, and stages will be shared. The chapter investigates the idea of mentors encouraging colleagues to become leaders through example, shared knowledge, and encouragement. A relational leadership theoretical perspective as it applies to mentoring provides a lens for understanding how mentoring and leadership intersect. Further, the chapter will consider the effect of gender on mentoring and mentoring in higher education. Results from a study conducted about mentoring relationships in higher education, leadership, and gender will be presented.

Keywords: mentoring, higher education, women, relational leadership theory, gender

1. Introduction

Traditionally, the professoriate has encouraged the next generation of college and university leaders through mentoring. The term "mentor" originated with the ancient Greek, Mentor, who king Odysseus put in charge of caring for his son, Telemachus, when Odysseus left for the Trojan Wars. Through Mentor, the goddess Athena encouraged and educated Telemachus. Throughout history, mentoring of students who often became the next generation of political and academic leaders was an important role for faculty at the great universities. In popular culture, the term has evolved to mean a trusted advisor, a guide, or a coach [1]. However, within education, mentoring has always played a crucial role, with teachers serving a mentoring role in and out of the classroom. Mentoring benefits both the individual mentors and institutions and, in turn, benefits both the academy and students as it encourages the development of leadership.

Mentoring can be seen as a way for higher education institutions to invest in their junior faculty and staff members as the mentoring relationship provides young members of the institution with experienced mentors who foster the professional and

personal skills they need to succeed [2]. Mentors are generally leaders on campus who take on the responsibility of serving as role models and nurturing the next generation by sharing advice, providing feedback, and encouraging them to develop their leadership potential [2]. Often, these mentoring relationships occur informally, but since the benefits of mentoring for individuals and institutions is well established, formal mentoring programs have become a more common systematic method for institutions to encourage junior faculty and staff in their professional development [3]. Regardless of how the relationships are initiated, mentoring plays a significant role in the development of future leaders on college campuses [3].

Ideas about how the pandemic has negatively impacted faculty and staff relationships, their work satisfaction, and their engagement with students and their profession are concerns in higher education institutions. Therefore, it is crucial for administrators and others in higher education to better understand the role of mentoring in faculty and staff relationships with colleagues and their institutions. This chapter examines the role of mentoring in the lives of faculty and staff members in higher education.

This chapter will consider the definition, benefits, stages, and types of mentoring, focusing on the overlap in the development of mentoring and leadership in higher education with an emphasis on gender. The research focuses on mentoring and leadership in the field of higher education, which is distinctively different from leadership and management in the business world but is essential for colleges and universities to understand more fully. The importance of mentors in job satisfaction and job performance will be considered. The chapter will also look at the idea of mentors encouraging colleagues to become leaders through example, shared knowledge, and encouragement. The efficacy of same sex vs. cross-sex mentoring and the efficacy of informal vs. formal mentoring are examined. A brief review of previous scholarship about mentoring in higher education is presented as well as information about how gender impacts mentoring and leadership. Relational leadership theory guides the approach of a study about mentoring relationships in higher education. An online survey instrument, refined from a pilot study, addressed four research questions: RQ1: What role does mentoring play in higher education for faculty and staff members? RQ2: What kinds of mentoring experiences affect faculty and staff members at higher education institutions? RQ3: Are there any gender differences in the mentoring experience for men and women? RQ4: Do mentors encourage their protégés to pursue leadership opportunities? Quantitative results and qualitative findings from this study are shared.

2. Background

2.1 Definition of mentoring

At its heart, mentoring is a relationship between a mentor and protégé designed to foster career and personal development [2]. Within the body of mentoring research, a mentor is described as a coach, a teacher, and a confidant, while most research focuses on how these caring relationships facilitate growth through reflection, critical thinking, and skill development [3]. For the purpose of this chapter, mentoring is a mutually beneficial relationship between a mentor and protégé that promotes development through transformative learning. This study focuses on the ever-evolving concept of mentoring in academe. Mentors within academia can be academic advisors, division chairs, or experienced faculty, while others find mentors in other disciplines or

departments. Mentors across higher education help grow the development of individuals and institutions. Similar to management, coaching is a term not applicable to the higher education context and so will not be addressed in this chapter.

2.2 Benefits of mentoring

There are an overwhelming number of personal and career benefits to mentoring as mentoring provides both intrinsic and extrinsic benefits for both mentors and protégés [2, 4]. To begin, mentors provide much emotional support that helps their protégés. Psychosocial benefits to mentoring include increased self-confidence and self-efficacy [4]. Having a mentor and receiving positive psychosocial support from a mentor increases a protégés work satisfaction [5–7]. Also, positive psychosocial support positively relates to the protégé's outcomes, optimism, flexibility, and adaptability [5, 6]. Reduced stress, anxiety, and depression are also key benefits for protégés [4]. The positive effect on optimism carries later into the protégé's career [5]. Furthermore, multiple mentors intensify the effects. Research has shown a diversity of mentors and the interplay between these developmental relationships affect protégés positively [6]. Mentors themselves receive intrinsic benefits, such as a sense of personal accomplishment and greater job satisfaction [4].

In addition to the personal benefits of mentoring, career functions of mentoring focus on organizational culture and knowledge [2]. Mentors share knowledge and provide crucial feedback to protégés, which enhances their performance while building their competence. This learning of valuable skills is essential for career advancement [4]. Extrinsic benefits related to the career function of mentoring include faster advancement and greater pay [4]. Mentoring also leads to increased organizational commitment and less turnover [4, 6, 8], which is why organizations are attracted to formalizing the practice through structured mentoring programs.

Additionally, a more recently developed concept, called "reverse mentoring" is a new take on mentoring that allows a young mentor to guide someone older. The idea is "(r)everse mentoring in a multigenerational workforce will break down stereotypes, reduce conflicts, and lead to greater interaction among team members" ([7], p. 21). Through reverse mentoring, older protégés learn vital skills to enhance their leadership abilities while young mentors realize their own leadership potential, encouraging them to continue to advance those skills.

2.3 Informal and formal mentoring

Informal and formal mentoring are differentiated by how they are initiated. Informal mentoring relationships are established by the mentor and protégé, corresponding to their personal needs and preferences, while formal mentoring is artificially arranged to meet an organization's needs [3, 4, 6]. In the informal model, protégés select mentors who they feel have expertise they recognize as valuable while mentors select protégés who they believe have the potential for success [4]. Informal mentoring relationships, therefore, are more intense as the relationships begin based on personal desires, and they are also broader than formal mentoring relationships as they often include personal and professional development aspects. Informal mentoring relationships are also not bounded by time constraints. While informal mentoring relationships create mutually beneficial arrangements for mentor and protégé, sometimes informal mentoring may not be recognized by both parties as a mentoring relationship, so there can be more ambiguity in the relationship [6, 9].

Overall, the literature has determined that informal mentoring provide greater outcomes than formal mentoring program outcomes [4]. However, formal mentoring programs may achieve similar outcomes [4]. Recognizing the well-established benefits of mentoring relationships, organizations seek to expand these results across a greater number of organizational members by creating formal mentoring programs [4]. By formalizing the process, organizations hope to create opportunities for increased job satisfaction, increased job performance, reduced turnover, and leadership development. Formal mentoring programs provide structure for the matching of mentors and protégés as well as procedures and policies to guide the relationships. Since formal mentoring is prescribed, the outcomes can be less successful in some cases because protégés may not be high performing, career-driven, or willing to listen to their mentors [4]. Additionally, formal mentoring programs tend to produce less career-oriented goals due to the time constraints of such programs [4]. Further, somewhat surprisingly, involuntary formal programs lead to more positive outcomes than voluntary formal programs [4]. This may be because an important contributor to a formal mentoring program's success is institutional support and buy-in, and required programs are symbolic to participants of full institutional commitment [3, 4].

2.4 Stages of mentoring

Mentoring is a process that happens over time. Several researchers have identified multiple stages through which mentoring relationships evolve [2, 10–13]. The traditional four-stage model includes initiation, cultivation, separation, and redefinition [2]. Mentoring begins when a mentor offers a protégé career support during the initiation stage. Next, the level of support increases during the cultivation stage and includes career and psychosocial support. The third phase, separation, is marked by a decrease in career and psychosocial support by the mentor, which is driven by the career development of both mentor and protégé. This leads to a process of redefinition, the fourth stage, in which the mentoring relationship either ends or is redefined by less direct support from the mentor to the protégé [2].

During these stages, mentors are approachable, caring role models for their protégés. They model appropriate behavior, share information about organizational culture, provide guidance on career development and advancement, encourage mentors during times of crisis, and foster confidence within the protégé [4].

2.5 Mentoring and higher education

Mentoring in higher education is intuitive as it presents an extension of the learning process itself. The value of mentoring academics at all levels is noted by the literature [14] and can be rewarding and fulfilling for both mentor and protégé [3]. Faculty mentoring other faculty leads to increased employment satisfaction as well as improved outcomes for promotion and tenure for the individuals [3]. Mentoring assists protégés in overcoming personal and professional challenges that may arise, encouraging them to continue in their careers [15]. For the institution, mentoring increases faculty production and retention [3]. Mentoring also contributes to higher quality of scholarship output [16], which benefits the educational endeavor in general. Finally, student outcomes are also improved when their faculty are mentored as mentored faculty feel better prepared to teach their courses and advise students [4, 16].

2.6 Gender and mentoring

Mentoring, both formally and informally, occurs primarily in dyads that are either same-sex or cross-sex. Overall, there are more male mentors, and this is primarily because men hold more executive and advanced positions. Further, same-sex mentoring occurs more frequently than cross-sex mentoring in business and academic environments [17], so more men are mentored than women. The preference for same-sex mentoring is easily explained due to the similarity in attraction principle. People are attracted to those who are like themselves [17]. These facts, however, create an environment in which it is more difficult for female protégés to find mentors.

There are other potential reasons same-sex mentoring occurs more frequently. One concern with informal cross-sex mentoring is the perception by others that there may be a romantic relationship between the two [17]. The public perception when older male mentors are paired with younger female protégés is especially problematic [2]. These rumors about cross-sex mentoring may be less common in formal mentoring programs than in informal mentoring [4]. However, these perceptions are particularly difficult to overcome for women working in traditional male occupations. In today's professional climate, fears about sexual harassment discourage cross-sex mentoring relationships from forming, creating what has been described as a "glass partition" ([18], p. 46) that prevents women from advancing and succeeding in predominately male organizations. "In contrast, men in predominantly male organizations have sufficient numbers of same-sex colleagues to befriend, further isolating women, and limiting women's ability to network and obtain information in informal settings" ([18], p. 46).

In higher education, researchers have found that women need support to remain in the field and succeed [19, 20]. Therefore, the lack of appropriate mentors for female academics creates a barrier for women in higher education to advance into leadership positions [18]. Furthermore, without adequate same-sex guidance, many women academics withdraw from higher education early in their careers [19, 20], and this consequence, in turn, will continue to perpetuate male dominance in the academy.

2.7 Women and leadership

The workplace can often become an unsettling place for women without the presence of mentors. Women and minority groups often feel a sense of incivility in the workplace when in a position of leadership [21]. Women are the recipients of insolent behaviors more often than men but experience an increase in rude and disrespectful behavior when placed in a supervisor position. When in leadership positions, women often face derogatory remarks, interruptions, doubts of ability, and a disregard for opinions from male colleagues [22].

In addition to experienced behaviors, women are often faced with perceived behaviors from colleagues when placed in leadership positions. Because women do not often hold supervisory positions, they are expected to be more socially adept, communal, and welcoming to colleagues [23]. Women in leadership roles are often stereotyped with possessing higher intensity in emotions while being more emotionally expressive. These stereotypes create a stigma that women in leadership positions lack the ability to control emotions and that they will lead with emotions and feelings more than their male counterparts, resulting in a double standard for women and men in the workplace [24]. Men often are greeted with acceptance and respect in instances

when higher emotions such as anger are displayed. However, women are often seen as unreasonable or too sensitive in cases where anger is detected. It is for this reason that many women seek female mentors in higher positions as a means of influence [25]. Women in higher-ranking positions are often more likely to assist lower-ranking colleagues with promotions once they reach a position of influence [24].

This chapter illuminates the evolution of the role of women as mentors and protégés in higher education. These considerations are especially important during periods of isolation that occurred during the pandemic. In higher education, the lack of women mentors has hindered the advancement of other women.

3. Theoretical framework

The relationship between leadership and mentorship is long established. With roots in ancient Greece, mentors have long been associated with leadership as well as overall human development and growth. Adapted from management literature, many theories of leadership have been proposed for implementation in education settings, including relational leadership [26], transactional leadership [27, 28], and transformational leadership [27, 28]. Mentorship encourages leadership development for both the mentor and protégé, creating positive outcomes for the individuals involved and the organization they serve [7]. Although characteristics of mentoring may be seen in various leadership styles and frameworks, this study approaches mentorship through a Relational Leadership Theory perspective.

3.1 Relational leadership theory

Much of the leadership literature emphasizes the leader experience and fails to realize that leadership occurs between both leaders and followers in relation to one another [29]. The mentoring relationship can be viewed in a traditional sense as the mentor in a leader role and the protégé in a follower role. However, this study broadens the context of leadership to consider the greater relationship between leader and follower as paramount to the discussion of how leadership is itself negotiated. This perspective is grounded in Relational Leadership Theory, which emphasizes the social construction of leadership through relationships, social interactions, and communication [26]. Mentoring relationships emerge and are sustained through communication and interactions between people [30], and this is how leadership may also be best understood "as a process that is co-created in social and relational interactions between people" ([29], p. 83). This study approaches mentoring as both a form of leadership and as a means of developing future leaders. Specifically, mentoring relationships are established and maintained through a process of interactions in which mentors and protégés are constantly defining and redefining their relationship while they co-construct the leadership process [6, 29].

Relational Leadership Theory can be viewed "as an overarching framework for the study of leadership as a social influence process through which emergent coordination (e.g., evolving social order) and change (e.g., new approaches, values, attitudes, behaviors, ideologies) are constructed and produced" ([26], p. 654). From a Relational Leadership perspective, scholars study how leadership relationships are produced and how relational dynamics affect leadership. The relationship-oriented leadership style is associated with many positive outcomes, including increased group cohesion, job satisfaction, leader effectiveness, leader satisfaction, and motivation [31]. Interestingly,

a study of department chairs in higher education determined relationship-oriented leadership style is associated with chair effectiveness [32]. Relational Leadership Theory highlights how mentoring relationships are sites of leadership as well as a method for leadership development, and the theory offers insight into how those mentoring relationships are integral to leadership in higher education.

3.2 Relational mentoring theory

Super Bowl champion and former NFL coach, Tony Dungy, wrote a popular book, *The Mentor Leader* [33] and further drew attention to the connection between leaders, mentors, performance, growth, and success. Mentor leadership has the potential to transform the lives of mentors and proteges in powerful ways. While some maintain leadership is inherent, most scholars agree that leadership qualities and competencies can be learned. Time and concern for others is vital for organizations to develop leaders for tomorrow [34]. Therefore, this study advances the ideas of mentor leadership through a lens of Relational Leadership Theory.

Relational mentoring theory takes a relational leadership approach to mentoring, stressing the connections between mentors and protégés rather than resources. The positive, mutual experiences of mentoring develop skills such as authenticity, empathy, and vulnerability [35]. The need to belong motivates both mentors and protégés to initiate relationships [36], and a primary tenet of relational mentoring is its recognition that mentoring is a mutual relationship [6].

3.3 Leadership and communication

Crucial to the establishment of mentor relationships is communication. Various leadership styles have been identified that evaluate a leader's communication patterns [37]. Notably, research has found a connection between leadership styles and solidarity communication that affects job satisfaction and burnout [37]. Open communication between supervisors and subordinates also leads to higher job satisfaction. Solidarity refers to the psychological connection that employees feel for supervisors. When solidarity exists, workers experience more motivation, lower levels of burnout, and higher job satisfaction [37].

Mentoring relationships are established and maintained through communication. Communication is key to the psychosocial and career benefits protégés receive through their mentoring relationships. "Emotional support includes listening, showing concern, and providing reassurance of self-worth. Appraisal support includes feedback and confirmation" ([4], p. 21). Career benefits are communicated through giving advice, providing direction, and sharing information.

Traditionally, effective interpersonal communication skills have been required to establish and maintain mentoring relationships. However, in the digital age, the rules may be changing. Technology and digital communication may have altered and changed mentoring relationships, specifically mentor relationships may begin virtually and may be maintained and redefined through digital means [6].

4. Purpose

The purpose of this study was to examine the role of mentoring on college campuses and describe its impact on faculty and staff leadership development. This

study addressed the role of mentoring in the lives of higher education faculty and staff members, the kinds of mentoring experiences that affect faculty and staff members, whether there are any gender differences in the mentoring experience for men and women, and the role of mentors in encouraging protégés to pursue leadership opportunities.

5. Method

To further understand mentoring relationships in higher education and their impact on faculty and staff, a survey design was followed which included both quantitative and qualitative items. Questions about current and past experiences as well as gender and organizational position were asked to provide a comprehensive look at the role of mentoring in higher education.

5.1 Participants

A convenience sample was used for this study. Participants were recruited using a snowballing technique on social media. The researchers shared a link to the SurveyMonkey survey on their social media and encouraged their friends to share it as well. The link to the survey was also shared via email at the researchers' home institution.

Using this technique, a total of 134 participants consented to participate in the study; however, 35 of these participants did not answer any of the survey questions, and therefore, they were excluded from the sample. This left a final sample size of 99 participants. This sample consisted of 61 females, 37 males and 1 who preferred not to answer. The average age of this sample was 46.78 years (SD = 11.21 years). Additionally, the sample was 91% Caucasian. The majority of the sample had a master's degree or higher with 22% having a master's degree and 68% of the sample having a doctoral or professional degree. The sample was also asked their role at the university and 68% of the sample was faculty with 23.5% serving as staff and another 8% who served as both faculty and staff. Finally, 78% of the sample worked for a private four-year college or university.

5.2 Measure

This online survey instrument was designed containing quantitative and qualitative items informed by themes found in the literature; however, no existing instruments were used. To ensure content validity, a small pilot study was conducted, and the online instrument was refined. Participants completed a 51-question survey which was created in SurveyMonkey and then the link to this survey was shared on social media and via email. This survey included a series of demographic questions including age, gender, ethnicity, education level, their role at the university, and the type of institution in which they were employed. Following the demographics section, the participants were asked a series of questions related to their experiences with mentored both as the mentor and the mentee. These questions included whether they have been mentoring in their current or previous position, the gender of their mentors, how this relationship was established, the effects of this mentoring on their work, well-being, and leadership development.

5.3 Procedure

To participate in this study, participants must have had access to a computer or other electronic device with access to the internet (such as a cellphone or tablet). When participants clicked on the link to the online survey, they were first presented with a consent statement to read. After reading this statement, participants were asked to click either yes or no. If they clicked no, the survey was ended. If they clicked yes, then they proceeded to the next page where they could complete the survey. The 51-question survey took approximately 15 minutes to complete.

5.4 Analysis

After all the data was collected, the data was analyzed using the traditional Statistical Package for the Social Sciences (SPSS). Descriptive statistics were run on all relevant variables. One-way Analysis-of-Variance (ANOVA) was conducted with gender and role of university as the independent variables and other variables as dependent.

To provide a deeper understanding of the three research questions, three open-ended questions were included in the survey. Three open-response questions yielded a total of 194 narrative, qualitative comments. These comments were coded using thematic analysis and a pattern-matching technique [38]. This process began with multiple readings of the data. After the reading, initial codes were generated through open coding. From the coding, themes were identified. The data was read through again, and finally, themes were consolidated [38]. Word frequency counts were also conducted to create word clouds for each question. Below is a summary of the qualitative findings.

6. Results and findings

6.1 Role mentoring plays for faculty and staff members [RQ1]

Data supported the first research question by showing that mentoring plays a major role in higher education. Seventy-five percent of participants either agreed or strongly agreed that they had been mentored in their current position at the institution. For the majority of these individuals, these mentors were a combination of both men and women (57%), and these mentoring relationships were formed informally (69%). Then, participants were asked if they had been mentored throughout their career in the past (not just at their current institution/position) and again 74% said either agreed or strongly agreed. These mentors were also primarily a combination of men and women (66%). Participants were asked how often they had served as a mentor to others, and 61% said always or usually and another 30% said sometimes. The majority reported that their mentees were both males and females. Seventy-two percent of respondents said they mentored students, 61% said they mentored faculty members, and 44% said they mentored staff members.

The first open-response question asked, "What is the most important thing you have learned from your mentor?" The 78 comments were coded into four main themes that correspond to the dimensions of relational leaders [26]. These themes were: communication processes, social interactions, network, and self-concept. The majority (50%) of comments emphasized self-concept while 29% focused on social interactions, 13% on network, and 8% on communication.

Comments, such as, "Communication is the key to success," and "Learning to listen well," represented the communication process theme. The social interaction theme was evidenced by two comments that simply read, "Compassion." Another social interaction comment indicated, "She gives advice on how to interact with admin." Comments about network included, "how to get along in the culture of the school" and "working within the system." Finally, many comments emphasized aspects of improving one's self-concept, including, "to trust my own competence and abilities" and "have confidence in myself." A word cloud of the comments for this question is represented below (**Figure 1**).

6.2 Effects of mentoring experiences on faculty and staff [RQ2]

Results also informed the second research question by showing that most participants believed that these mentoring experiences had both positive and negative effects. Ninety-seven percent of participants believed that mentoring was important to be more effective in their positions, and 93% believed that mentoring improved their work performance. In addition, 86% believed that their mentoring relationships improved the emotional and psychological health and the same amount believed that it increased their self-esteem and self-confidence. Additionally, 32% percent of participants reported that they believed that they had been passed over for a promotion because of their gender, and 57% believed that they have experienced barriers which have kept them from reaching their full potential in the workplace. Finally, 87% of participants reported that they have experienced an interaction in which they felt as though someone was not being genuine with them at work. For the majority, these disingenuous interactions included both men and women (57%). There were also significant differences regarding the gender of the positive and negative mentoring experiences by role, F (2, 69) = 8.00, p < .01 and F (2, 47) = 5.31, p < .01 respectively. Post-hoc tests showed that staff were more likely to report that their positive mentoring experience involved a male, while faculty were more likely to report that their positive mentoring experience involved a female (p < .01). Staff were significantly more likely to report that their negative mentoring experience involved a female (p < .05.).

The second open-response question asked respondents to "describe one positive mentoring experience." Five broad themes were identified: professional activities, organizational activities, communication activities, networking activities, and emotional support. The professional activities' theme was then broken into four sub-categories that included teaching, promotion, education/training, and scholarship. Thirty-nine percent of the comments related to professional activities. These include comments about teaching, such as, "She helped me design and teach my first ever college course," and comments about scholarship, such as, "co-presenting at a conference." Other comments related to furthering their education or participating in

Figure 1.
Most important thing learned from mentor word cloud.

professional development. One respondent wrote, "I was encouraged to pursue additional training to improve my leadership ability and position," and another shared, "I probably wouldn't have gotten my Ph.D. without her encouragement." Comments related to promotion are represented by one respondent who wrote, "sharing application for promotion." Five percent of the comments represented organizational activities, such as one which said, "assistance with opportunities in governance." Another 27% of comments mentioned communication activities with many writing about talks and discussions. "Some of the best mentorship moments occur during chats over lunch," one related. Networking activities were mentioned in 8% of the comments, exemplified by one comment, which read, "My mentor has invited other faculty to join our lunches, resulting in mentoring from others that I've not interacted with previously." Finally, 21% of the comments referred to emotional support they received from a mentor. "I have been mentored by multiple women leaders who have always been encouraging, supportive, and fair," one respondent wrote. A word cloud of the positive mentoring experiences described in the qualitative comments is presented below (**Figure 2**).

Participants also described their negative experiences with mentoring. These included five main themes: conflict, mentor qualities, accessibility, toxic communication, and destructive behaviors. Eleven percent of comments described conflict situations, with one writing, "It turned into psychological and verbal abuse, and I had to leave that position." Another 17% of comments referred to specific mentor qualities, as one wrote, "manipulative, underhanded, dishonest." Still others (21%) shared a lack of accessibility to quality mentors, including mentors who were largely "absent" or "burned out." Twenty-eight percent of comments discussed incidents of toxic communication. "A previous supervisor made me cry every time I was in their office, always focusing on the negative and never the positive," one respondent explained. Finally, 23% of comments mentioned destructive behaviors, such as sabotage, gossip, and external pressure. One respondent wrote, "An administrator thought that I didn't like her, and she sabotaged everything that was under her control that was associated with me and nearly killed an entire program." Below is a word cloud that represents the comments about negative mentoring incidents (**Figure 3**):

Figure 2.
Positive mentoring experience word cloud.

Figure 3.
Negative mentoring experience word cloud.

6.3 Gender differences in the mentoring experience [RQ3]

Finally, data supported the third research question by showing that there were gender differences in the perceptions of leaders. A one-way ANOVAs was performed with gender as the independent variable and results showed four significant gender differences in this study. First, females were more likely to report having been criticized for being too assertive, F (1, 94) = 9.46, p < .01 and were also more likely to have been criticized for being too sensitive/emotional, F (1, 95) = 5.36, p < .05. Next, women were more likely to report having been passed over for a promotion because of their gender F (1, 95) = 7.43, p < .01. In addition, women were more likely to report that their positive mentoring experience involved a woman as opposed to a man, F (1, 71) = 6.40, p < .05. Finally, there were three open-ended questions: (1) What is the most important thing you have learned from your mentor? (2) Describe one positive mentoring experience. (3) Describe one negative mentoring experience. For the positive and negative mentoring experiences, they were also asked whether that mentor was male or female. For the positive experiences, 62% reported this mentor to be a female, and for the negative experiences, 50% reported this mentor to be male and 46% reported them to be female.

6.4 Do mentors encourage their protégés to pursue leadership opportunities? [RQ4]

There were mixed results concerning the connection between mentoring and the encouragement of leadership development, according to role at the institution. Participants were asked if they believed that their mentor encouraged them to pursue leadership opportunities at their institution and 80% either agreed or strongly agreed. A one-way ANOVA was performed with role at university (faculty, staff, or both) as in independent variable, and results showed a significant difference regarding whether participants were encouraged to pursue leadership opportunities at the institution, F (2, 83) = 4.67, p < .05. Tukey HSD post—hoc tests showed that staff members were encouraged to be leaders less often (p < .05) than faculty members were.

6.5 Summary of results and findings

In summary, this study confirmed the conclusions of previous research on mentoring and leadership in higher education. RQ1 asked, "What role does mentoring play in higher education for faculty and staff members?" It was determined mentoring has a widespread impact in higher education as almost all of the participants reported they have benefited from being mentored and the majority reported mentoring others. RQ2 asked: "What kinds of mentoring experiences affect faculty and staff members at higher education institutions?" The current results confirmed the body of mentoring literature as it relates to the psychosocial and career-related benefits of mentoring relationships with nearly all participants reporting increased work performance and emotional benefits. While the majority of respondents shared their mentoring relationships were informal, this is consistent with previous research that has determined informal mentoring has greater impact than formal mentoring programs. Overall, results demonstrated mentoring relationships are essential for success in higher education.

The narrative comments derived from the open-response questions provided a deeper understanding of the mentoring experience for faculty and staff, allowing for a more comprehensive investigation of the research questions. Support for the

Relational Leadership Theory was found in the qualitative comments as participants described the importance of communication, compassion, and relationships. Specifically, responses about the most important thing learned from their mentor outlined many of the dimensions of relational leaders, including a focus on communication, social organizations, network structure, and self-concept. These responses confirmed that individuals respond positively to mentors who exhibit relational leadership behaviors.

7. Discussion

Overall, this study aligned with previous research related to mentoring in higher education, demonstrating mentors clearly impact protégés and their development [3, 4]. The study confirmed past research that found mentoring relationships are beneficial in the process of acclimation to the academy [4]. The results also extended research in relational leadership to include mentoring relationships [14, 26, 34–36]. Characteristics of relational leaders include an emphasis on communication, social interactions, networking, and developing self-confidence in others, and the narrative comments demonstrated a strong preference for mentors who possess these characteristics.

However, there were some concerning results regarding leadership in higher education, especially as they related to roles of staff members in general and women in all roles. The study's results do not fully support past research that has found a connection between mentoring and leadership development [3, 7]. While faculty felt mentors encouraged them to develop their leadership potential, staff members expressed they did not feel encouraged to be leaders. Staff members provide important leadership roles on any college campus, and previous leadership studies have found mentoring is a key method to develop those qualities. If staff do not feel as if the mentoring relationships are supporting their leadership development, that could lead to a leadership vacuum on campuses unless staff members proactively find other leadership development opportunities. A lack of leadership development may lead staff members to leave the academy.

The current study as well as past research has found that women faculty need women mentors [17, 19, 20, 25]. While the gender findings related to leadership are alarming, they are not surprising given the current state of leadership in higher education institutions. The fact is the ivory tower is still primarily led by men operating within an old boy network [39, 40]. There is a clear underrepresentation of women in leadership positions within higher education [20, 39, 40]. With fewer available female mentors from which to choose, women are less likely to be encouraged to develop their leadership potential [18]. Further, the current findings indicated that women are hindered from advancement as more women reported being passed over for promotion. This phenomenon is often referred to as a glass ceiling or glass partition that keeps women from higher positions of leadership [18]. Recent data has shown less than one-third of top-ranking leadership positions are held by women in academia [40]. Finally, women in the study reported feeling the double standard of being a woman in a leadership role as they are criticized for being too emotional on one hand while, on the other hand, they are criticized for being assertive. These findings align with previous research that demonstrated the challenges women leaders experience in relation to their leadership style [24, 39]. Women who are leaders in higher education are often criticized for being blunt, terse, or direct, whereas their male colleagues are

praised for similar directness [24, 39]. Faced with criticism regardless of their behavior and with fewer role models from which to develop leadership potential, women in academe find it difficult to break the glass ceiling, glass partition, and achieve the professional success they may deserve.

While the results align with past research that has found better outcomes in informal rather than formal mentoring [6, 9], with the continued lack of a diverse group of mentors from which to choose, formal mentoring programs may provide more protégés the benefits they need and desire from mentors, encouraging them to stay in their academic positions.

8. Conclusion

Mentoring in higher education continues to be crucial to the development of a sense of community of scholars at colleges and universities. The pandemic shifted the way colleges and universities function by limiting personal contact. As we emerge from the pandemic shutdowns and restrictions, we need to return to the deliberate development of mentoring relationships, which our study has shown is so valuable in maintaining and sustaining the academy. This study has demonstrated that it is especially important for women academics who, unfortunately, still have too few role models in higher education leadership. Formal mentoring programs may address this need although informal mentoring is more effective overall.

8.1 Suggestions for future research

Further research about the effects of mentoring on faculty and staff job satisfaction may be helpful in explaining what has been called the great resignation in higher education. Research should investigate whether limited available mentors may be associated with faculty and staff burnout and resignation. The Chronicle of Higher Education has identified the "Great Faculty Disengagement" [41]. In short, many faculty, who have not left academia during the great resignation, have become disengaged with their profession. Research is needed to determine if mentorship may intervene and help faculty develop and maintain a sense of engagement with their profession. Others have observed that faculty are using social media to create communities that respond to this disengagement, and this application of social media should also be examined more thoroughly [41].

Conflict of interest

The authors declare no conflict of interest.

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Chapter 10

Toward Advancing African Scholarship through Afrocentric Leadership in Higher Education

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Abstract

This chapter frames the struggles of decolonizing knowledge through the Afrocentric epistemological discourses in an African university. The chapter holds that such struggles are rooted in African scholars' quest to transform the university into an African university underpinned by African experiences, values, and cultures. Considering the dominance of the Western knowledge systems and philosophies in the academic space, the decolonization of knowledge demands radical and decolonized leadership informed by African histories, cultures, ideas, and aspirations. The chapter argues that leadership and governance for the advancement of decolonized African university will remain incomplete unless African scholars take it upon themselves to critically engage with discourses that dislocate hegemonic systems of knowledge production and dissemination for African development. Fundamental to the process of dismantling the dominance of Western knowledge systems in academia and society at large, African scholars are urged to offer an alternative system based on African systems and traditions. For such discourses to liberate the African university from knowledge bondage imposed by the West, African scholars are tasked to provide intellectual and pragmatic leadership to benefit the development of African knowledge systems. For this chapter, the authors make use a desktop systematic review of literature on Afrocentrism and leadership in higher education.

Keywords: African university, higher education, African scholarship, Afrocentric approach, decolonizing knowledge

1. Introduction

Universities are an integral part of the higher education system. Thus, higher education is endowed with human capital resources for development [1]. Primordially, higher education has been fundamental in educating "a learned, devoted and civically engaged elites" with universities occupying a central position in society [2]. With growing socioeconomic inequalities, higher education especially universities became the centers not only for the struggle against ideological hegemony but also the sites for the production of knowledge and innovative ideas [3]. In both developed and

developing nations, education conferred through higher education remains a bacon of intellectual, social, economic, and political prosperity. Higher education through universities plays a critical role in: a) educating and training people with high-level skills for empowerment, b) dominant producers of new knowledge, and c) providing opportunities for social mobility and social change [4]. From a liberal education perspective, universities with their various colleges and campuses were charged with the responsibility of training people qualified to serve the public for common good [5]. This underlies education as intrinsic good for people in general with knowledge, competent citizens enhance civic participation and democratic governance [6]. Higher education has changed from being a public good to private good underpinned by liberal education [7]. Thus, commercialization of education has dire implications for the African continent, which is still grappling with socioeconomic challenges.

In the context of Africa, higher education is central in the struggle for decolonizing knowledge through the Afrocentric epistemological discourses that challenge the dominance of Eurocentric knowledge systems [7–10]. The chapter argues that such struggles are rooted in African scholars' quest to transform the university into an African university underpinned by leadership that values African experiences and cultures. Considering the dominance of the Western knowledge systems and philosophies in the academic space, the decolonization of knowledge demands radical and decolonized leadership informed by African histories, cultures, ideas, and aspirations. In this chapter, we argue that leadership and governance for the advancement of decolonized African university will remain incomplete unless African scholars take it upon themselves to critically engage with discourses that dislocate hegemonic systems of knowledge production and dissemination for Africa development. Thus, African higher education institutions have dual challenges. On the one hand, higher education is challenged to transform itself to eradicate colonial, apartheid, and imperial legacies, while on the other hand, repositioning the sector for global competitiveness and relevance [11]. Arguably, embracing and advancing Afrocentric knowledge systems do not mean abject rejection of other progressive knowledge systems, but rather reclaiming and democratizing spaces for knowledge production, management, and dissemination. This argument is reiterated by Jansen [12], who argues that there is no need to replace Western knowledge with African knowledge; hence, he advocates for both knowledge systems to enter into conversation. Fundamental to the process of dismantling the dominance of Western knowledge systems and methodologies in academia and society at large, African scholars are urged to offer an alternative system based on African value systems and traditions.

Higher education in Africa is the product of a colonial education system, which embodies Western traditions of knowledge production [13]. Despite that Africa had well-established knowledge systems through traditional higher learning centers, the colonial imposition of Western knowledge systems, and models erased its blueprint. Arguably, colonialization did not only succeed in arresting the civilization and development of the colonized people but also was brutal in reproducing the education systems that perpetuate self-denouncement, oppressive, intellectual injustices, economic exploitation, and cultural alienation [14]. Education in the colonies was designed for elites, modeled on Western university systems; hence, less attention was paid to the development of the underdeveloped segments of society [15]. Post-independence, African education systems continue to shadow colonial education with their own intended exploitative end goals [15]. In this regard, colonial administrations were vindictive in imposing Western values and philosophies through imperialism [16]. During the colonial era, a dual system existed reflective of Eurocentric and

Afrocentric educational systems. However, Eurocentric worldview was accentuated as a dominant system of education over the African education systems through the process of colonialism [17]. Scholars such as Higgs [18] bear witness to how colonial education was used to disrupt and repress the indigenous epistemologies through colonial rule in Africa. In Africa at large, education has been used as a potent weapon to engender unequal social, economic, and political power relations [19].

The legacy of colonial education has not only been pursued to the detriment of African scholarship but has also been largely undermined by the leadership and governance of African universities. Contextually, university leadership is professionalized with the primary intention of integrating general notions of good leadership in society [20]. African higher education is camouflaged with multiple and unprecedented challenges. Riches of African cultural heritage and civilization are well documented painting the greatest advancement on planet Earth with indigenous knowledge systems (IKSs) based on African philosophies [21]. Among these challenges are demands for and limited access, limited funding, colonial language limited and still colonized curriculum [13]. Despite these inherited and emerging predicaments besetting.

For the African continent to navigate the transformative demands imposed by globalization and the Fourth Industrial Revolution (4IR), Marwala [22] challenges that institutions of higher learning are encouraged to embrace reskilling and retraining students and employees to create a developed society. While there is evidence of anti-scholarship based on total resentment of Eurocentric knowledge systems and their legacies, this chapter advances African scholarship based on the context upon which African universities could be repurposed through the application of Afrocentric approach to leadership and governance. For decades, higher education has been led by leadership, which is predominantly Eurocentric. Principles of individualism, selfishness, and competition were the anchor in higher education. On the contrary, this chapter has adopted Afrocentric higher education leadership and its principles of oneness, cooperation, interdependence, and collaboration in developing scientific African scholarship [23]. These principles are also rooted within the Ubuntu philosophy of African humanity. Thus, the emergence of Afrocentric approaches to leadership particularly in academia presents African viewpoints foregrounded by reflection and identity formation among Africans [24].

This chapter seeks to answer the question: what type of leadership does higher education sector need in order to navigate transformational changes and challenges faced by Africa in the twenty-first century?

The transformed higher education institutions, would, therefore, demand the hybridization of leadership styles inclusive of transformational, redistributed, ethical, and visionary. However, the test of adopted leadership will depend on the agility of the higher education leadership in responding to the challenges imposed by the competitiveness of knowledge institutions continentally and globally.

2. Theoretical framework

The theoretical framework underpinning this chapter is Afrocentric-centered leadership in the context of higher education. Higher education leadership has a mammoth task of not only transforming these giant intellectual institutions but to also ensuring that the core business of teaching, research, and community engagement are pursued ethically and professionally [22]. Afrocentrism leadership

demonstrates that like Western and Oriental cultures, Africans have ideas, norms, traditions, culture, and values that shape their worldview [25]. The Afrocentric-centered leadership is built upon the theory of Afrocentrism, which points to the fundamental African leadership framework. The central supremacy of African culture and knowledge in addressing African development challenges is the main thrust of Afrocentric leadership [26]. Afrocentric-centered leadership is a scientific approach to African development that is founded on African history, culture, behavioral patterns, beliefs, and norms. It is not a carbon copy of Western leadership models [27]. Afrocentric leadership is, therefore, an African-centered approach on indigenous African cultures in order to harvest a variety of leadership principles, patterns, practices, institutions, ceremonies, and ideas for modern use [28]. As this leadership is founded on Afrocentrism, it is a direct reaction to Eurocentrism, a cultural phenomenon that elevates European cultural values above those of other cultures and universalizes European, and thus American, experiences for other cultures around the world. According to Afrocentric-centered leadership, Fairfax [29] alludes that Western leadership and development ideologies are based on European culture and norms. Because African experiences differ greatly from those of America or Europe, Afrocentric-centered leadership contends that applying Western theories to explain African people's ethos is inappropriate and should be deconstructed [25].

Within an educational context, Afrocentric-centered leadership strives to achieve the overarching Afrocentric theory's goal of African-led and African-centered development. Focusing and involving critical components such as indigenous knowledge systems, African philosophies and experiences remain relevant to leadership [30]. The foundation of Afrocentric-centered leadership is based on African lived experiences, regional economic and social requirements, African values and traditions [31]. These are applied as a means of understanding diverse disciplines and carving out a place for oneself in the world. Through such use of Afrocentric-centered leadership education, Africans discover their roots, fall in love with their content, and assume responsibility for it. They possess a "decolonized agency," as described by Abdi [30], which enables them to challenge unassuming but racist and foreign structures of knowledge that influence everyday contact. As a result, Afrocentric leadership promotes an African worldview that is inclined toward their psychic and cultural independence, which Afrocentrism claims is essential to Africa's growth [32]. In essence, higher education leadership foregrounded on Afrocentricity has the potential to enhance scholarship that reaffirms African intellectualism and capabilities [33]. Furthermore, Sabela ([33], p. 29) argues that discourse on Afrocentrism could be instrumental in addressing issues of "inclusivity, to redress the past deficiencies of equity access and outcomes, reduce socio-economic inequality, and stimulate physical wellbeing." For higher education to deal with the besetting challenges, transformational leadership is imperative, transformative leadership can be applied to foster collaboration among African universities in core functions of research and innovation [34]. This could include areas to build institutional capacity, exchange programs and infrastructure for effective interventions in dealing with African problems. In this regard, Marwala [35] opines that there is a need for Africa to transform the higher education system in its quest to build world-class universities. For Marwala [35], this mammoth task could be actualized by: a) reforming the curriculum for relevance, b) improving infrastructure inclusive of the 4IR infrastructure, c) increasing research capacity through postdoctoral research fellowships, visiting academics, research centers and institutes, e) galvanizing funding for human and technological readiness. Above these pointers, universities can be accessible to citizens and for public good.

Afrocentric-centered leadership is geared toward breaking free from colonial and post-colonial thinking and recommit to an African value system, leading to calls for an "African Renaissance" inside the continent itself in recent years [27, 36–38]. These concepts have gained traction across the continent and have since been used to lead businesses and communities. Therefore, aspects of "Western culture with its narrow, arrogant, empty, materialistic values of hamburger and cocaine" [39–42] must be rejected in order for this shift to a more Afro-centric leadership views to take place. A reconnection with African "indigenous knowledge" that places an emphasis on interdependence and solidarity is required. However, given the hybridity argument, such an aspiration is intriguing and poses important issues regarding (a) how this Afro-centric knowledge can be (re)discovered, (b) how it can be captured and transmitted, and (c) the degree to which it will resonate with the lived experience of modern Africans on the continent and elsewhere [27, 41].

3. Method

Conceptually, the chapter employed qualitative research approach to ground the applicability of Afrocentric approach to higher education leadership in Africa. This study adopted a qualitative research approach because of its flexibility in terms of data collection and analysis. Since the chapter is not empirical, documentary analysis and content analysis were used. In the context of this chapter, documentary data analysis was based on desktop and secondary data inclusive of books, book chapters, accredited articles, reports, and governments policy documents. In line with the topic of this chapter, the dominant search of literature was on higher education and university, Afrocentric leadership, Western vs. Afrocentric knowledge systems, managerialism, African scholarship. Moreover, the techniques and principles of content analysis were employed to assess the role of Afrocentric leadership in advancing African scholarship in higher education. Considering that this is the systematic literature review (SLR), Mengista et al. [43], data were analyzed and interpreted based on the thematic areas of African scholarship, Western vs. African knowledge systems, Afrocentric leadership, and African higher education. A systematic literature review (SLR) is known for being systematic research method, which is explicit, and reproducible in identifying, evaluating, and synthesizing the existing data [44]. As such, a systematic review is considered to be the key in the identification of all empirical evidence that fits the pre-specified inclusion criteria to answer a particular research question or hypothesis [45]. In this chapter, the systematic review allowed the authors to consult databases in order to find relevant articles on the subject matter. Thus, this chapter used the framework of Search, Appraisal, Synthesis, and Analysis (SALSA) as employed by Grant and Booth, [46] as a methodology to determine the search protocols to be followed when using systematic literature review.

Scopus, ScienceDirect, and Google Scholar were the main databases utilized to research data for this chapter. **Table 1** reflects on the descriptors and databased used.

Literature review was conducted based on peer-reviewed articles from local and international journals and publications. ScienceDirect is an online collection of published scientific research operated by the publisher Gonçalves et al. [47] while Scopus is an international database of peer-reviewed publications from all over the world [48]. The third database used was Google scholar, which provides useful information not covered by other databases highlighted above. Apart from the articles obtained from the abovementioned databases, the chapter also relied on peer-reviewed books and book chapters on Afrocentric leadership and African knowledge systems.

No	Descriptor	Database
1	African scholarship	Scopus, ScienceDirect and Google Scholar
2	Afrocentric leadership	Scopus, ScienceDirect and Google Scholar
3	Western knowledge system	Scopus, ScienceDirect, and Google Scholar
4	African knowledge system	Scopus, ScienceDirect, and Google Scholar
5	African university	Scopus, ScienceDirect, and Google Scholar
6	Decolonized knowledge	Scopus, ScienceDirect, and Google Scholar

Table 1.
Descriptors and databases.

4. Dominance of managerialism leadership in higher education

This section discusses new managerialism as an emerging leadership model for governing institution of higher learning. New managerialism is stylish and embodies ideology that serves the needs and interests of managers in public services such as public education [49]. Through the practices of managerialism as a form of leadership in higher education, power relations, and dominance are consolidated. In essence, managerialism, for Davis et al. [50] has led to a tyranny of bureaucracy, which did not only disempower middle managers but also the entrenched culture of conformance over collegiality, control at the cost of innovation and experimentation, and an over-articulation of strategy, which devalues the strategy.

Universities are run through faculties staffed with professionally hired staff supported by centralized and decentralized service units created to maintain the corporate image and service both the primary (students) and secondary (government, funders, and society at large) stakeholders. As such higher education in Africa and throughout the world operates based on corporate cultures, values, and practices. Universities emulating industries made Bass [51] to conclude that:

> *Increasingly, the universities hired faculty who held appropriate doctoral degrees. Business leaders who served on college and university boards of overseers sought a more professional and business-like organisation to replace the prevailing structure, or lack of thereof. Their oversight and direction of the university encouraged presidents-vice-chancellors to develop managerial plans reflecting best practices from the private sector.*

The consequences of embracing managerialism led to the erosion of academic freedom and autonomy, scholarship and activism. According to Davis et al. [50], managerialism engenders bureaucratic tyranny, which brought a culture of conformance over collegiality, control at the cost of innovation and experimentation, and an over-articulation of strategy. Viewed from a "managerialist" discursive notion of leadership, public institutions such universities are turned into profession-based organizations with market mechanisms, corporate organizational structures, and

clear principles of accountability and responsibility being the underpinning pillars [20]. The new economic order demands that academic institutions become more efficient and effective in producing and transferring education [52]. Essentially, these managerial directives are further determined by corporate strategic plans anchored on maximizing academic performance through outputs, improving teaching and learning models, as well as terminal efficiency in higher education. Within higher education, corporate structures and cultures are reinforced by administrative and support units responsible for "student affairs, enrolment management, legal affairs, financial aids, public safety, information technology, human resources" ([53], p. 26). This is a huge enterprise for higher education leadership to contend with in the mist of swiping challenges globally. Ndlovu-Gatsheni [54] contends that:

> *The quest for all universities to become research-intensive institutions brought with it 'managerialism' as the new governance framework to run higher education institutions. The interface of managerial approach to government and corporate university subject education and knowledge for 'commodification and marketization'.*

With the culture of managerialism, higher education, particularly universities, operate simulating the corporations with decision-making powers centralized at Senate and management, grounded on decentralization of administrative duties under appointed school and faculty managers [55]. Higher education is currently dominated by the managerialism as the leadership and governance model. In this context, managerialism denotes a set of organizational and social technologies for the efficient management of organizational matters based on managing clients/taxpayers as consumers operating in a turbulent marketplace [56]. Managerialism, according to Maake [57], is the new jargon of higher education, which mirrors the private sector unleashing and entrenching some oppressive culture. The dominance of managerialism leadership in higher education mirrors the bureaucratic university as espoused by [58]. The university as a bureaucracy is often associated with the corporate nature of a university. Through a bureaucratic university, institutions of higher learning are run resembling businesses with bureaucratic procedures and processes imposed on academic life. Some of these procedures entail student admissions, the appointment of staff, and the balance of academic activities, examinations, research applications, curriculum structures, recording of research activities and publications, teaching hours, and meeting with research students [58–61].

In higher education, bureaucratic procedures are enforced by regulation of academic activities by non-academic staff who happened to be administrators and managers constructing such procedures. Declining state funding, changing student demographics, new technological developments, and increased market pressures are among the challenges cited for universities to be subdued to the practices of managerialism [50]. This situation renders the management of universities in particular to be complex and having to adopt public sector management styles, numerous hierarchical layers, and costly administrative burdens, Chaharbaghi [62] and bureaucratic systems. University management and governance structures are bureaucratized with the Vice-Chancellors as the institutional heads with senates and councils as policy directive structures. Below the Vice-Chancellors are the Deans heading faculties with professional techno-savvy managers as administrators. Administratively, higher education institutions are headed by Vice-Chancellors who in turn are accountable to the Councils and Senates as the highest policymakers. In essence, Vice-Chancellors provide strategic direction and pragmatic implementation of goals and programs.

Through the help of designated professional personnel and units, Vice Chancellors provide an oversight role on issues relating to finances, health, transformation, external relations, and ceremonial functions as well as social welfare of both students and staff. Thus, a collaborative approach by all higher education stakeholders is fundamental in finding sustainable solutions to challenges facing the sector and the African continent at large [19]. This multiple-layered structure does not only apply to African higher education but also to the entire academic world.

This chapter questions the efficacy of managerialist-centered leadership when it comes to the advancement of African scholarship for public good. Similar to any other public organizations, leadership in higher education utilizes positional and personal powers to accomplish organizational goals [63]. In the underdeveloped regions, neo-managerialism has reinvented itself through education and by engendering a capitalist and Western depended society. Rodney [64] remarked that:

> *Equally important has been the role of education in producing Africans to service the capitalist system and to subscribe to its values. Recently, the imperialists have been using new universities in Africa to keep themselves entrenched at the highest academic level.*

This implies that leadership in the academia is caught in the vortex of serving two masters, one being the capitalist system and the other one of education for public good. Higher education especially the universities are subdued to serve the neoliberal agenda. Operating under the neo-managerialist approach to leadership, higher education is designed to prepare students to be competitive global labor market economy [65]. Despite the newly paraded managerial-leadership role imposed on higher education, African students in particular continue to suffer from "epistemic deprivation," Morrow ([66], p. 23), due to educational injustices perpetuated by hegemonic education system with denied epistemological access to quality and decolonized higher education [65]. For higher education to confront challenges of "cost, the value of degrees, perceptions of elitism, access, and the imperative to educate a more diverse student body" Connolly et al. [67, 68] urge educational institutions to adopt a multipronged approach aimed at increasing opportunities for improving and growing the higher education sector with an agile focus on public service and social responsibility. Dancing to the tune of New Managerialism, higher education sector is not only a "politicised and fragmented system," Bass ([53], p. 16), but its leadership is also at the crossroads in terms of balancing the conflictual aspirations and ambitions with institutional recognition and performance. Somehow these complex and bureaucratic challenges demand Afro-transformational leadership with intellectual stamina to transform the sector into developmental and student-centered institutions. This transformative agenda demands skilled, emotionally intelligent, influential, committed, and networked leadership capable of sustaining scholarship in all fields. In such regard, higher-education-based Afrocentrism could be instrumental in building the capacity and culture of evidence-based research and publications.

Against the adversaries of the new managerialism tide, the application of Afrocentric leadership could emerge to foster values-based leadership inspired by commitment to transform higher education [69]. Operating in a resource-dependency environment has forced higher education institutions to convert their intellectual property into consultancy endeavors and think tanks only focused on research for policy recommendations [70]. The authors argue that such trend has made knowledge institutions to succumb to "academic capitalism," Marginson and Considine ([71], p. 49), where universities are

willing to sacrifice their principles on the altar of resource accumulation and institutional prestige. Such emerging trajectory has deviated universities from problematizing societal issues and intellectual debates as the basis for theorization and intellectual development.

5. Eurocentric vs. afrocentric knowledge systems

This section deliberates on the two streams of knowledge systems and worldviews as espoused by various scholars. There are ongoing and raging debates by African scholars over the relevance of these knowledge systems and their relevance for development. The dominance of Eurocentric knowledge systems over Afrocentric systems has renewed the academic and epistemological search for indigenous knowledge systems for African development. At the center of knowledge society, economy, and information age, production, management, and dissemination of scientific knowledge are what differentiate developed and developing nations. The Eurocentric Systems and their stories of control and oppression have always dominated Afrocentric Knowledge Systems between Africa and the rest of the world [72]. The systems' two main effects are: (1) the first is that they deliberately degraded African thought, disparaged African culture, and fabricated African history [73]. The concept of Africans as "savages, inferior, uncivilized, backward, lacking knowledge and culture and possessing bad qualities and desire" was created and spread by the proponents of Eurocentric narratives [74]. The conceptual framework of the narratives was oppressive, and it maintained the relation of domination and subjugation. Unfortunately, Eurocentric Knowledge Systems led Africans to search outside of themselves for self-actualization and sustainable growth. They began to think less highly of themselves and their place in the grand scheme of things. The second is that the stories distorted Westerners' anthropological and philosophical analyses of African Knowledge System and kept future generations from having a true understanding of African existential and cultural reality [75]. It somewhat constrained their field of comprehension and warped their idea of the subjective other.

On the other hand, Afrocentricity or Afrocentric Knowledge Systems offer a philosophical, esthetic, and rational vision of reality from an African perspective [23, 76]. It is a theoretical foundation for comprehending African people, ideas, and values provided by Afrocentric thought. It is fruitful to be preoccupied with and try to define African identity, metaphysics, and knowledge [72]. In order to achieve social reconstruction in Africa, Afrocentric system is a keen awareness of African cultural orientations and an empathic evaluation of its fundamental values, beliefs, and ideas [73]. Afrocentric systems advocate using a logical grasp of African cultural concepts to address difficulties relating to human life [77]. It also involves giving our cultural differences and potentials thoughtful, sympathetic evaluation. It has the ability to respect cultural differences and function within African culture.

6. Advancing African scholarship through Afrocentric leadership in higher education

In this chapter, we argue that African scholarship could be advanced through Afrocentric leadership in higher education. In this case, the epistemological discourse of African scholarship is centered on the Afrocentric framing of knowledge

production for ontological use for Africa development. An African university is envisaged upon its cardinal mandate of liberating African people from Western knowledge enclavism and dominance [78]. Asante [79] defines the Afrocentricity theory as "a manner of thought and action in which the centrality of African interests, values, and perspectives predominate." He further states that "Afrocentricity is an exercise in knowledge and a new historical perspective" ([79], p. 150). Afrocentricity is a historical evolution, an intellectual movement, and/or a political outlook that stresses the achievements and culture of Africans. Afrocentricity implies "African centeredness," in which Africans are able to claim their intellectual egotism as originators of their own civilization [80]. Tshishonga [81] reckons that:

> *Commitment to learning and personal development is a fundamental principle of any university which makes these institutions to have a competitive advantage. Highly rated and performing universities are those designed to attract well-rounded scholars, academics and researchers of great integrity especially in research production. There is a huge investment in higher education not only to attract solid academics but also to develop and nurture a new crop of young academics eager to integrate all core business of a university for African scholarship.*

However, for higher education to be efficient, effective, and productive, leadership and collegial environment are imperative for all educational stakeholders (academics, support staff, students, and governments) to advance intellectual scholarship. Leadership based on Afrocentricity theory is mindful of creating an environment conducive to inspire African scholarship capable of liberating students and academics for Africa development and renewal. The application of Afrocentric leadership has to do with the transformation of Higher Education and the quest to foreground universities in planning and thinking strategically along the five phases of decolonization rediscovery and recovery, mourning, dreaming, commitment, and action. Thus, the theory of Afrocentricity, as Kumalo [82] argues that "privileges the experiences of the African people." This narrative intensifies the radical departure from the linear Eurocentric pathway of acquiring knowledge influenced by Western educational values and principles. Afrocentricity has potential to enhance the feeling of self-identity, reaffirm African intellectualism and capabilities, and eliminate prejudice and discrimination of the African philosophies.

Whereas scholars have tried to characterize managers and leaders as two different concepts, during the actual conduct in the office, the two are not separable. While managers employ company-set standards and follow prescribed procedures to perform tasks, leaders depend on informal personal attributes to influence organizational change [50]. Both the leader and the manager are part of the company leadership, that is, they have people reporting to them. Scholars acknowledge that the concept of leadership is highly contested because of its fluid nature. In the case of Afrocentric leadership in higher education, leaders, such as the DVCs, Deans, or Directors, are to use their influence to carry forth the university mission to transform higher education toward the development of the African continent. As observed during the COVID-19 pandemic, university leadership employed situational discretional decisions to save the academic year [83]. Contextual decisions were taken to ensure that no student is left behind. The African principle of Ubuntu prevailed to accommodate students from diverse conditions through blended learning and not full online teaching. Afrocentric leadership demands that university leaders maintain a balance on both the corporate, academic, and social responsibility in driving the university's

mission. As cited in Imoka [31], leaders who seek to advance Afrocentric ideology in higher education would take the responsibility to ensure that teaching, research, and community engagement are directed toward reclaiming the African values. This is when education seeks to explore innovative means to develop available human and material resources such as minerals to enrich Africans.

Considering that higher education is still operational along colonial policies and model, development of African scholarship could be instrumental in grounding academic activism for transformed African university [84]. Most universities particularly are envisioned along the advancement of African scholarship; however, without concrete plans in place, the vision of building African universities based on African scholarship and values will remain a dream deferred or undermined. That is despite the fact that African universities are central to Africa development and her progress [85]. The African university is based on African scholarship, and such universities should help the African people to liberate themselves through the acquisition of knowledge that is useful for their own development [86].

Despite the hardships faced by most African universities, Business Insider Africa [87] ranked some of the 10 top best African universities in the world. Universities shining in academic excellence are: a) University of Cape Town, b) University of Witwatersrand, c) Stellenbosch University, d) University of KwaZulu-Natal, e) Cairo University, f) University of Johannesburg, g) the University of Ibadan, h) University of Pretoria, i) Mansoura University, and j) North-West University. Accordingly, these institutions of higher education are led by leaders who thrived to constantly transform their institutions for expansion, modernization, and incorporation of technology as strategies toward rendering knowledge to be locally relevant and globally competitive. For Makhanya [11], leaders of such research intense institutions reposition their transformation agenda in eradicating colonial, apartheid, and imperial legacies while at the same time building the institutional capacity for multidisciplinary scholarship in research, teaching, and community engagement. However, in order for African learning institutions to achieve world-class good education, which is competitive, improvement of infrastructure (including digital), increasing of research capabilities, seeking multiple sources of funding and reforming curricula is imperative [22]. Importantly, the radical intensification of developing curriculum based on indigenous knowledge system (IKS) is key in reforming higher education in Africa. Evidently, Masoga [88] argues that research and application of indigenous knowledge systems could bring change in sectors (such mining, medicine, education, agriculture, etc) and through the use of the Fourth Industrial Revolution (4th IR) embedded innovations and technologies, IKS could be used to solve challenges besetting the African continent.

7. Toward a decolonized African University

Throughout Africa, the ontological and epistemological chorus is gaining momentum toward decolonizing education by African scholars and those in diaspora. These scholars are emerging not only critical to the dominance of Western education system but also calling upon the Western epistemological paradigms to be decentered [89]. The hegemonic dominance of Western knowledge systems is partly to be blamed on African academia, which measure its academic meritocracy based in Eurocentric educational models, values, and principles. Imoka [31] puts brutally when wrestling that:

> *The greatest irony of Africa is that even those people who fought heroically against imperialism and colonialism tend to develop a very complacent view towards the imperialism of knowledge, which is more dangerous than physical political domination. The imperialism of knowledge works on the mid of African people whereas religious colonialism works on the soul.*

To add salt on an open wound, African scholars take pride in prescribing and utilizing knowledge produced offshore. With poor research output, African universities have turn to become "centres of knowledge consumption rather than knowledge production" ([72], p. 82). The influence of Western knowledge and its philosophies is adduced to be the preparatory school for African students to be Western knowledge consumers as opposed to being producers and inventors of technologies and knowledge systems relevant to address African development [90]. The mere fact that higher education in Africa is still reflective of colonial education systems makes it an unfinished transformation business, which warrants institutional overhaul and decolonization. This sentiment was succinctly captured by Sayed, de Kock and Motala [91], who said:

> *Higher education institutions still reflect the colonial and apartheid legacy with inequalities in relations to funding, research productivity, student experiences and graduate employability*

Compared to their counterparts, African academics lag behind in terms of research and innovation. Introspectively, African higher education was transformed and restructured in order to respond to the demands of the global neoliberal orthodoxy and the knowledge economy [92]. In Africa, untransformed higher education has become the greatest trigger of inequality, exclusion, and marginalization among the youth with unemployed graduates swelling the ranks of unemployed sector [93]. Decolonized theorists are known to argue for decolonized university as the precursor for decolonized knowledge and its epistemologies, a radical pathway of thinking and knowing informed by people's experiences and cultures [94]. A call for a decolonized African higher education is a call to transform the sector toward its relevance to deal with African problems. In this chapter, the authors designate a decolonized African university as the symbol of power, institutions and African worldview that depart from both the colonization and neo-colonization legacies. Such a university should be indispensable in discharging the intellectual capabilities of scholars and society at large for African transformation and development. For a decolonized African university to geminate its epistemological roots, repurposing higher education for nurturing creativity, encouraging critical thinking, and fostering democratic citizenship are imperative [37].

Globally, it could be argued that higher education (universities included) is under siege to conform to the reforms brought by the "New Managerialism" governance frameworks. The question remains as to how a decolonized African university would go about resolving some of the long-standing challenges faced by academia and Africa as a whole. In an attempt to share an ontological answer to this perplexing question, the authors delved into understanding the notion of the decolonized university and how it could a pragmatic panacea to Africa's problems. The debates surrounding decolonized higher education or university stem from the assertion that the African university, according to Ndlovu-Gatsheni [94], is in principle Eurocentric in most respects. Only a committed Afrocentric leadership to transformation of higher

education could disrupt the imposed logic of Eurocentrism in knowledge production by decolonized African university. Depending on leadership, such envisaged university stands at the crossroads of either liberating an African mind or further domesticating the African society. A decolonized university is tasked beyond challenging dominance of Eurocentric and its obsession of parading knowledge as a monolithic production and transmission. For African higher education to be decolonized, Afrocentric leading is needed. Such leadership, according to Mahlangu [95], requires the application of Afrocentric philosophy, indigenous wisdoms, and embracing cultural traditions and perspectives of the faculty members and student bodies in decision-making and their agile implementation. Afrocentric leadership has comparative advantage backed by African values and principles of Ubuntu as the foundation upon which African humanity could be constructed in Africa. The rebirth of African university should be an opportunity for higher education sector especially the African universities to transform themselves into knowledge institutions based on African-based education philosophy [96]. Indeed, the quest for a decolonized university brought through African leadership should be about "liberating humanity" from all forms of ignorance including social, economic, and political oppression [2]. Thus, African context should take the center stage in knowledge discourses and epistemology, knowledge production, and knowledge application or utilization aimed at averting development crisis and impasse in Africa.

8. Conclusion and recommendations

Conclusively, the chapter wrestled with the issues pertaining to reclaiming and defending Afro-centered knowledge through the application of Afrocentric leadership in higher education. Afrocentric leadership was used as a framework to champion African scholarship based on intersectionality of knowledge systems for the development of the African continent and its people. Discourses on African scholarship and decolonized African university were infused into the debate to repurpose knowledge and knowledge production for the development of Africa. Considering that African higher education lacks behind on issues of integrative transformation with issues of access, leadership, equality, equity, and staffing, collaborative leadership with other progressively universities within the continent and abroad is necessary.

Internationalization of higher education cannot be repudiated, hence African universities to advance African and decolonized knowledge, leaders in higher education should thrive to develop exchange academic programmes with their counterparts across the globe. Given the throes of Africa socioeconomic underdevelopment, higher education leadership, universities included owes to be developmental. The application of Afrocentric leadership as deliberated in this chapter could revitalize higher education based on African values, principles, and philosophies for the development of the African continent. In conclusion, Africa development should be centered on African scholarship and intellectuals radically pursuing Afrocentric culture, history, and leadership.

For African higher education to reclaim rigor in developing competitive scholarship and to be counted as agents of knowledge producers, academic leaders should build a strategic foundation based on open dialog pertaining to both challenges and alternative solution to challenges facing higher education sector. Such leadership should avoid the rebellious rhetoric of transformation, decolonized knowledge, and university without robust engagement with stakeholders. Prevailing socioeconomic

and cultural and political in Africa should serve as a springboard and catalyst for questioning the relevance of the adopted current education systems. Commitment and introspection by Afrocentric leadership are imperative bearing in mind that knowledge produced should be relevant and useful toward Africa development and development of humanity at large. In order to rescue African higher education from drowning in the sea of Eurocentric knowledge systems, higher education leadership should heed the call.

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Chapter 11

Leadership-Advancing Great Leadership Practices and Good Leaders: Developing Good School Leaders in Botswana – Advancing Leadership for Learner Outcomes

Kaone Bakokonyane

Abstract

The study investigated how headship teacher professional development proficiencies and academic performance, of two high-performing primary schools in the Kweneng region, helped them become better school leaders. The study used multi-cross case study analysis, qualitative approach, and purposive sampling to gather data from semi-structured, focus group interviews, observations, and document analysis. Twenty-eight participants in this study were four senior teachers, six teachers, 12 students, two school heads, two deputy school heads, and two heads of departments. This study utilised Kiral's Excellent Leadership Theory in Education. The study's aim was to determine how the school heads of two rural primary schools with high academic performance and teacher professional development leadership development evolved into effective school leaders. The cross-analysis case study revealed that high-performing rural primary schools possessed: leadership and continuous improvement, excellence and perfectionism, excellent leadership in their schools, and implementation of excellent leadership in their schools. The study concluded that solid leadership practices and strong learners' academic performance are needed in schools. The study also showed that school leaders who prioritised teachers' continued professional development had an excellent academic performance. This study recommends that great school leaders may promote consistent teacher-professional learning support, which promotes high academic performance.

Keywords: headship leadership proficiencies, academic performance, high-performing schools, teacher professional development, excellent leadership

1. Introduction

It is expected of school leaders to lead their schools in a way that fosters the intellectual growth of the teachers they are directing [1]. This will teach school leaders

how to lead effectively and efficiently without wasting human or financial resources [2]. But in order to succeed, school leaders must exhibit outstanding leadership [3]. Although there are many outstanding school leaders who demonstrate excellent leadership behaviors for ongoing learners' academic performance, this excellent leadership approach has not been scientifically conceptualized. Because excellent school leaders can support their teachers' success, which leads to exceptional academic performance among learners, this study conceptualizes the two as a result [3]. These excellent school heads demonstrate proficiencies, such as leadership and continuous improvement, perfectionism and excellence, and excellent leaders in education [3].

The school leader who demonstrates good leadership behavior sets an example for the teachers she supervises. They are motivated by this to move in the intended direction and manner [4]. By providing the best learning and teaching environment for learners' growth in terms of cognitive, emotional, dynamic, social, and cultural components, good school leaders create a setting that improves the motivation of both the instructors and the learners [5]. Additionally, a good school head encourages teachers to concentrate on the expectation of high levels of accomplishment by selecting the appropriate teaching strategy, fostering a positive school environment, and monitoring student development [6]. In order to ensure that the curriculum is followed, a great school head must demonstrate strong leadership in matters of education [7]. Thus, the role of the school head is to maintain high standards for both teachers and learners, supervise classroom instruction, plan the curriculum, monitor learners' progress, and make the necessary accommodations [8]. Therefore, an effective school head constructs a vision and a plan of action, understands and supports instructors, reorganizes and trains the teachers, and oversees educational efforts. The teachers are then motivated to be committed as a result [9, 10].

In an endeavor to produce outstanding school leaders, the Botswana Ministry of Education and Skills Development has continually pushed to improve school management at all levels. To do this, they gave primary school heads access to the Primary Schools Management Development Programme (PSMD). The primary goals of the PSMD were to improve primary education in Botswana by supporting school management teams and providing them with effective management training [11]. This project gave leaders more authority and established a durable primary school management system [12]. According to a PSMDP evaluation study's findings, the program was effective in achieving its goals [13]. In an additional effort to improve management in primary education, the University of Botswana established a Bachelor of Education in Educational Management Program and later a Bachelor of Education in Primary School Program [14]. Both programs aimed to prepare people for more important leadership roles in the field of primary education. The Institute of Development Management (IDM), head teachers' conferences, and school- and cluster-based seminars are just a few of the ways that school leaders have received support to improve their leadership behaviors and raise school performance.

2. The problem statement

In an effort to raise educational standards in Botswana, the Ministry of Education and Skills Development has consistently worked to improve school management at all levels. One such effort at the primary school level was the PSMD (Primary Schools Management Development Programme), which aimed to improve primary education through better leadership.

The PSMDP, which was partially in response to the RNPE (Revised National Policy on Education) of 1994, stated that the head, in their capacity as instructional leaders,

along with the deputy and senior teachers, should assume primary responsibility for in-service training for teachers within the schools, through routine observation of teachers and the organization of workshops, to foster communication between teachers of professional matters and to address weakness (Republic of Botswana, 1994, p.47).

The results of these efforts are shown by the Botswana Examination Council Reports from 2015 to 2020, which show that 7.6% of the 91 primary schools in the Kweneng Region achieve an average of 81.5% in the ABC category in the Primary School Leaving Examinations (PSLE). These outcomes demonstrate the academic success of these primary schools. Therefore, the purpose of this study is to determine the extent to which these primary school heads in the Kweneng Region excel as leaders by examining their teacher professional development, leadership skills, and academic performance. The first of the study's two main research questions was: Which headship teacher professional development leadership proficiencies contribute to high academic performance among learners in rural primary schools in the Kweneng Region? and 2. How do headship teacher professional development leadership proficiencies that account for good learners' academic performance make school heads excellent leaders in rural primary schools of the Kweneng Region?

3. Literature review

3.1 Headship managers claiming leadership for better learner outcomes

School leaders that demonstrate leadership and continuous improvement, perfectionism and excellence, and strong leadership in educational organizations are likely to have learners who perform well academically [15]. One of the leadership qualities that helps learners perform well academically is leadership and continuous improvement because it influences teachers' qualifications and enhances how they deliver lessons [16]. This aids school leaders in identifying and maintaining ongoing strategies for developing exceptional schools [17]. It has been discovered that perfectionism and excellence are among the leadership proficiencies that help students perform well in school and develop school heads into effective leaders [18]. Perfectionistic school heads work harder to produce high academic performance from both their own (school heads) and others' (teachers created by school heads) efforts [19].

The leadership qualities that make school leaders good leaders and contribute to learners' academic performance have been linked to excellent leadership in educational organizations [20]. This is true since the head of the school is the one who directs and influences the teachers to teach and learn in the desired methods [21]. Furthermore, in order to collaborate with teachers and learners and produce strong academic performance, school leaders must exercise excellent leadership by taking into account the dimensions of the structure, process, function, climate, and environment [22]. According to this theory, great leaders with strong leadership abilities can build fantastic educational schools. The lack of educational coverage of the topic generated the researcher's interest in it to fill the knowledge gap [23].

3.2 Leadership for good learner outcomes

The school heads who train teachers constantly persuade them to pursue higher education, which aids in their quest for job advancement [16]. Teachers who get constant guidance strive for excellence in whatever they do [15]. Furthermore, outstanding

schools offer a top-notch curriculum that is supported by strong leaders that encourage their staff members to further their careers. These outstanding leaders create the present in the safest and best way possible while keeping in mind the past and the future for this to be possible, which makes it possible [24]. Additionally, school heads must work to figure out how to construct good schools and sustain this endeavor by training the best teachers possible through knowledge transfer and production [25]. The idea that a leader's ability for excellence is defined by both themselves and those who follow them [26] forms the basis for the pursuit of excellent leaders who grow their teachers professionally in education. This proves that practical leadership in education is necessary because it demands a commitment to excellence through knowledge development [3].

It is one of the functions of education to develop teachers professionally through knowledge building by school heads. It is important to provide professional development for teachers, and school leaders who demonstrate these traits should be sought out and chosen [27]. The school heads must employ a variety of strategies to encourage teachers to advance their careers through workshops and additional training [28]. This is appropriate given that excellent leaders must possess traits like motivating teachers to pursue further education through workshops and encouraging them to do so in order to exert influence and control over students and improve academic performance [29]. When teachers are professionally developed, this aids school heads in motivating them to emphasize information inquiry, reflection, and learning [30]. Effective school leaders have clear goals for their organizations as well as high expectations for learners who excel academically [22]. They found that effective school heads build a process that emphasizes research, reflection, and discovery rather than giving orders, have ongoing conversations with teachers, and develop alternative forms of education [31–33].

3.3 Excellent leadership as a helpmate for good leadership

The school leader who demonstrates effective leadership conduct motivates and sets an example for the rest of the faculty and staff [34]. In terms of cognitive, emotional, dynamic, social, and cultural components, effective leadership can create an environment that encourages the motivation of both teachers and learners; these school heads provide the best learning and teaching environment for their development [35]. A successful school leader also encourages teachers to place a high priority on achievement by assisting them in selecting the most appropriate teaching strategy [36]. The school heads support the teacher by organizing lessons, measuring student growth, and fostering a pleasant learning environment [12, 13, 37]. Strong leadership in educational affairs, articulating expectations for learners and teachers, and developing a leadership structure to assure curriculum accomplishment are all characteristics of a good school leader [29].

In a high-performing school, the role of the school leader is to sustain high standards for both teachers and learners, supervise classroom instruction, plan the curriculum, monitor students' progress, and make the necessary arrangements [21]. As a result, it is anticipated that school leaders will focus on instructional leadership [38]. Successful school leaders have the following traits: they construct a vision and a plan of action, they comprehend and develop people, they reorganize and teach the organization, and they oversee educational activities [28]. The school heads should motivate staff members to strive for the high-performance standards they have established as a community [39]. To motivate learners to perform well academically, the culture of the school should be built through the school heads' passion, commitment, and talents [40, 41].

Successful school heads are able to motivate teachers, specify organizational roles and objectives, plan and coordinate, support teachers, give them tasks, and monitor

their behavior [42]. To direct teachers toward the goals of their schools, school heads use a range of strategies [27]. These strategies include prioritizing educational initiatives, holding participants to high standards, being resourceful, and fostering a secure learning atmosphere. Finding the school's rules, processes, laws, and regulations that support strong academic performance is one of an effective school leader's traits [43]. Effective school heads have a direct yet significant impact on the effectiveness of the school and the academic performance of their students [31, 44–46].

4. Research methodology

4.1 Research approach and research design

The participants in this study were visited at their respective schools as part of a qualitative research approach, and they were asked to reflect on how their school leaders had trained their teachers, how this had improved their performance and academic results, and how it had helped them become excellent school leaders [47]. In order to ensure that teacher development proficiencies and academic performance are examined through a number of lenses and that commonalities inside the schools and across instances are probed, the descriptive multiple case study research design visited the two high-performing schools [48].

4.2 Participants

There were 28 participants who took part in the study, including four senior teachers, six teachers, 12 students, two school heads, two deputy school heads, and two department heads. This group was purposively picked as they were working with the school heads on daily basis and hence had vital knowledge about their teacher professional development proficiencies and academic results [47, 49]. Due to the contributions of these participants, it was possible to compare the data gathered to identify commonalities among high-performing schools [50, 51].

4.3 Data collection procedures

The researcher spent 5 months gathering data in the Kweneng Region. Interviews, observations, document analysis, and focus groups were used to gather information for the study. Sixteen (16) teachers were interviewed, and twelve (12) learners participated in focus group discussions, out of the twenty-eight (28) participants that took part in the study. There were two Focus Group Discussions (FGD 1 and FGD 2,) with a total of six learners in each (FGD). All of the interviews and focus groups were recorded and transcribed digitally. During the interviews and focus groups, field notes were also obtained. The data acquired from interviews and focus group sessions was supplemented and corroborated by daily journaling and a review of pertinent educational documents. The researcher was able to improve triangulation as a result of this [47].

4.4 Data analysis

Additionally, the researcher employed content analysis to help with data reduction that makes sense and theme analysis to find patterns in what appeared to be random material throughout the instances [48, 52]. Based on the study questions, the themes

within the data set are analyzed through thematic analysis to determine their significance [52]. The author maintains that in thematic analysis, labels that are provided to texts in order to summarize key ideas are utilized as codes. The codes are essential because they serve as the basis for themes, which are recognized patterns within a data set [48]. The five steps of thematic analysis are: (1). Familiarize yourself with the data; (2). Look for themes and patterns in the codes; (3). Reviewing the themes, concluding the themes, and (4). Create an analysis. Each instance was built by the researcher using the data from that case [52]. Three crucial steps made up the case study construction process [52, 53]. The case record was constructed (a condensed version of the raw case data organized, classified, and edited into manageable data files), the raw case data (all information gathered about the school head and the schools) were assembled, and then the writing of the case study narrative (a readable, descriptive story about the school head and a school) were written [52]. The case narratives underwent inductive analysis to look for themes and patterns. These emerging themes and patterns from the case data were examined deductively in relation to the research questions and theoretical framework in order to determine the answers to the research questions. The research conclusion was developed using the findings that were discovered [48].

In conclusion, it is important to remember that the researcher went through the following steps when processing the data. Reading and rereading of all transcripts and papers were done after transcribing the audio-record data and documenting data records. This made it easier for the researcher to pinpoint key information in the data, explain emergent sub-themes and themes, and choose quotes to support those themes. The cross-case analysis that led to the generation of the findings was guided by the main findings, which reflected the central emergent notion from a series of cases. The conclusions of the study were given by the findings.

4.5 Ethical considerations

The nature of the study, its objective, duration, and benefit in terms of ethical considerations were explained to the gatekeepers and participants. The protocols for gathering data, assessing risks, and maintaining confidentiality were all followed. To maintain confidentiality, the following pseudo names were used for participating schools and school heads: Ms. Retlwa for Moretlwa Primary School, and Ms. Rojwa for Morojwa Primary School.

5. Findings and discussions

Three primary themes emerged as; headship managers claiming leadership for better learner outcomes, leadership for good learner outcomes, perfectionism as an enabler for good academic performance and excellent leadership as a helpmate for good leadership.

5.1 Theme 1: headship managers claiming leadership for better learner outcomes

Ms. Rojwa was deemed to assist teachers with current research- related to educational issues, trends, and practices that maintain a high level of technical and professional knowledge. This was confirmed by **Participant 4** who acknowledged that "*When it comes to issues of research, she mainly delegates those who are capable.*"

Meanwhile, **FGD 1** states that "*My teacher once conducted a research interview with us.*" Moreover, Ms. Rojwa helped teachers with current research-related educational issues, trends, and practices that maintain a high level of technical and professional knowledge. **Participant 1** acknowledged it by stating that "*The school head calls people to come and teach us on issues of research*." Likewise, **FGD 2** confirmed it by positing that "*My school head helps the teachers to do research before they teach us.*" The researcher looked at the agendas for staff development activities, departmental meeting documentation, a summary of the staff survey, professional conference attendance, and professional organization membership to see how the school heads were implementing them and there were there.

According to the literature, effective school leaders must mandate that teachers perform research before teaching their learners because doing so increases teacher productivity and causes them to surpass the school's goals [51, 54]. Additionally, according to literature, the finest school heads help their staff find the necessary information prior to teaching, earning their respect [27]. Additionally, effective school heads establish close relationships with their followers [55]. Excellent school heads established limits based on their own abilities and those of those around them [53, 56]. Going far outside one's comfort zone is a requirement for excellence, according to the literature [25]. In this circumstance, the leader must strive to raise both his or her own capabilities as well as those of the people around them [57]. Excellent leaders must look for ways to optimize both their own and their followers' potential by setting these boundaries in line with themselves and them [24].

On another note, Ms. Retlwa was said to assist teachers to go for further studies. **Participant 6** revealed that by positing that "*She continually tells us that professional development may help us improve our competencies and even give us a wide range of opportunities.*" Meanwhile, **FGD 1** states that "*I don't know if she encourages teachers for further studies.*" Ms. Rojwa was also thought to inspire teachers to pursue further studies, **Participant 2** said, "*She talks with us about furthering our studies,*" **FDG 2** verified by saying, *"My teacher once went for further studies.*

Literature supports the claim that effective school leaders encourage teachers to advance professionally [27]. The head of the school must see to it that she encourages teachers to pursue higher education at all levels and stages because it enhances their ability to teach [25]. Teachers must also advance professionally because they are viewed as change agents' at all educational levels [35]. As a result, the school heads' judgments about teaching and education must have a good impact on teachers and the educational process [49]. Additionally, a school head who exhibits strong leadership qualities tries to maximize educational and instructional activities with the school's staff members, from encouraging teachers to conduct research before teaching their students to encouraging them to pursue higher education [23, 43].

5.2 Theme 2: perfectionism as an enabler for good academic performance

Ms. Retlwa modeled professional behavior and cultural competency to learners, staff, and other stakeholders since she was sympathetic and sociable. She also behaved professionally, something she advocated for. **Participant 1** stated that the school head leads by example. He stated that *"The school head encourages professionalism by all means; she even encourages us to have membership on professional organisation.*" A learner from **FGD 1,** *"She is a very sociable person who encourages her teachers to attend professional*

conferences." The researcher looked at the staff development activity agendas, departmental meeting documentation, a summary of the staff survey, professional conference attendance, and professional organization membership to see how the school head was administering the above documents. There were there. This showed that the school head had professional development proficiency. Ms. Rojwa modeled professional behavior and cultural competency to learners, staff, and other stakeholders, by having different motivators such as pastors and councilors, giving teachers appreciation letters, learners were appreciated in front of others and learners who were not doing very well were engaged. **Participant 3** remarked that "*Our school head encourages us to have professional activity agendas.*" A learner for **FGD 2** argues that *"She also gives clear expectations to teachers on academic performance."* The school head had a master schedule, subject compliance, facility use log, and the ground's management schedule documents which also showed that the school head had organizational management.

Research backs up the idea that the head of a school should constantly pursue excellence within the context of an excellent educational organization because excellence ensures development [58]. Additionally, school heads should genuinely value excellence and inspire their staff to do the same [55]. In light of this, research demonstrates that excellent interpersonal skills are essential leadership qualities that can motivate a person to act favorably toward both himself and those around him [26]. The socially oriented expectation of excellence may also be used to express the excellent behavior that the followers expect from the leader [59, 60]. Because of the visions they advance, leaders are the first among those who do not conceive of excellence independently from their lives and strive for the best [61]. As a result, those who follow the leader expect the leader to possess excellent leadership qualities [1].

The heads of schools must be able to help teachers grow through professional organizations [62]. As a result, these school heads must exhibit excellent leadership by participating in professional organizations and attending professional conferences [51, 54]. The path to excellence entails both the growth of the influenced person or group and the ongoing development of the influencer [18]. Limits in the pursuit of excellence are determined by the leader and his followers, according to literature. On the road to excellence, stability and tenacity are essential [18].

5.3 Theme 3: excellent leadership as helpmate for good leadership

Ms. Retlwa also assisted teachers to understand the Botswana Education rules, regulations, laws and school policies, and procedures in meetings and workshops and made sure that there were followed. **Participant 3** reported that the school head discusses the rules and regulations through meetings. She said that *"Every teacher is encouraged to have an educational act so that she can visit it from time to time."* **FGD 1**, posits that *"My school head told us that it is not according to the education laws when teachers beat the learner."* The school had Educational Act and the school rules and regulations.

Similarly, Ms. Rojwa assisted teachers to understand the Botswana Education rules, regulations, laws, and school policies and procedures by encouraging teachers to read the educational policy documents, inducting the new staff, learners and parents, and using the educational documents all the time and also using the school rules and procedures. **Participant 3** pointed out that "*We consistently have workshops where we are taught about the Botswana Education rules, regulations, laws and school policies and procedures. This serves as a gentle reminder*." **FGD 2** said that *"My school head teaches us school rules when we have meetings with her."*

This was supported by literature, which argued that strong leadership might produce excellent leadership. Having defined goals is one approach to do this, according to the author, as teachers cannot be motivated by vague or abstract objectives [22]. Additionally, research demonstrates that effective leaders must set clear, well-defined goals, policies, procedures, rules, and regulations for all teachers in order to move forward consistently and enhance standards [25]. The idea that school leaders need to be good communicators who can inspire and motivate their teachers while also encouraging them to complete their responsibilities is supported by research [63]. In order to ensure the transition, leaders should actively participate in developing new policy proposals [29]. Furthermore, sustaining the status quo is difficult since there are always people in an organization who favor keeping outmoded practices in place [15]. Excellent leaders are aware that overall quality leadership is essentially a constant assessment since no process is too good to be improved [46]. In order to overcome, alter, or remove the circumstances that impede organizational growth and development, a great leader must be a challenger [27].

Great leaders according to literature think that in order to grow the organization, they must collaborate with their subordinates [22]. Leaders should be actively involved in matters such as maintaining high standards and inspiring their followers, from developing the protocols for teaching and instruction to evaluating the outcomes of new initiatives. By acting as both teachers and role models, the finest leaders encourage their staff to perform at higher levels [27]. An outstanding leader must perform above and above the call of duty to produce exceptional outcomes, enable subordinates to reach their full potential, possess self-assurance, be an effective communicator, be charismatic, be goal-oriented, and accept accountability [25].

6. Research implications, strengths, and limitations

6.1 Research implications

This study has demonstrated that excellent leadership can enable good academic performance and good leaders. The findings of this research may also be consolidated or further developed through any future study that will focus on learner performance in rural secondary schools in Botswana.

6.2 Practical implications

It is noteworthy that school heads in this study encouraged regular good teacher professional learning support, which encourages dialog, giving feedback and enhancing experiential learning.

6.3 Strengths and limitations

The major limitation of this study and any case is that it is context-bound which limits generalization to other contexts. The study, therefore, recommends the need for replication studies in other rural and urban areas of Botswana to establish if the findings of this study are robust and also to identify any differences between rural and urban contexts. The findings of this study can contribute to designing future leadership development programs for school heads in rural schools.

7. Conclusions

As can be observed, this study has demonstrated that there are numerous outstanding leadership traits and actions, and the study has demonstrated how they can be used in the context of education. School heads as leaders have been found to play crucial roles in education and have great influence over how schools are run and how academic performance should be. In the schools they oversee, school leaders serve as important role models. School heads' ideals, goals, and aspirations are significant and can influence whether or not schools perform well academically.

Learners' present and future are in the hands of school leaders. This study has demonstrated that school heads have a significant influence on the effectiveness of instruction and student accomplishment in the classroom. To maximize the professional behaviors and practices of teachers and to provide high-quality continuous professional development, the leading school leaders collaborate with all stakeholders for the success of the school. High academic standards and expectations can be established for the school by the school head, who can set an example for all participants in the school climate. Therefore, school head teacher professional development proficiencies and academic performance advance good school leaders.

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Chapter 12

The Roles, Challenges, and Needs of Principal Supervisors: A Case Study

Ahmed Alkaabi, Asma Abdulla and Rashid Alriyami

Abstract

A crucial component of boosting, maintaining, and improving school performance is instructional leadership. In order for instructional leadership to thrive, leaders must be thoroughly supported and well-trained in the best practices of supervision. This chapter dives into the initiatives that the Abu Dhabi Education Council (ADEC) launched over a decade ago in the United Arab Emirates to help principal supervisors grow from being traditional enforcers of district policy to being supervisors involved in helping their principals develop their instructional leadership practices. A case study design will be employed to investigate principal supervisors' perceptions of their day-to-day operations in leading the principals to whom they are assigned. Three overarching themes, which derived from a thematic analysis of the interview findings, will serve as a guide for the presentation of information contained in this chapter: (1) the duties and responsibilities of principal supervisors, (2) the obstacles principal supervisors face in fulfilling their obligations, and (3) the circumstances principal supervisors require for optimal leadership performance. At the close of the chapter, the authors offer suggestions to improve principal leadership practices as well as implications for further research.

Keywords: instructional leadership, leadership practices, leadership performance, principal supervisor, principals, supervision

1. Introduction

It is now widely acknowledged by academics and educators that the caliber of school administrators matters. Educational union leaders and educational administrators from 23 top nations in educational performance shared this viewpoint at the 2012 International Summit on the Teaching Profession in New York City. They asserted that "leadership with a purpose" is essential for raising the performance of students ([1], p. 19). Successful principals have a significant effect on school improvement, teacher performance, and relationships among staff within the school [2]. Mendro found that "changing the principal is the quickest way to modify the effectiveness of a school, for better or worse" ([3] pp. 263–264). Additionally, the performance of schools is heavily dependent on elements like principal recruitment, employment, retention, and development [4]. However, educators cannot increase

principal performance until they build meticulously planned evaluation methods that can distinguish between differentiated performance with unfailing precision [5].

Alkaabi made the case for reliable principal assessments that may weed out ineffective school leaders and help effective administrators mold their instructional leadership practices [6]. Principal evaluations are frequently used as a way to measure the impact of instruction on student achievement. Providing a solid, trustworthy, and efficient evaluation system also assists principals in pinpointing areas that require work and empowers them to decide on their own path of professional development to reach their optimal performance levels. However, without dependable, skilled, and committed supervisors who are sincerely devoted to assisting principals in learning throughout the assessment process, the full rewards of reliable and accurate principal evaluations cannot be fully reached [7]. Another study pointed out that the system for principal evaluation demanded more than simple adherence to leadership standards, tools, and rubrics; it called for the supervisor–principal pair to engage in effective and robust communication focused on accomplishing of the evaluation objectives [8].

Before delving further into the specifics of the principal supervisor, it is essential to understand the changes in role principals faced that made it necessary to hire principal supervisors. The role of principal has undergone significant modifications as a result of increased accountability initiatives over the past few decades [9]. Most notably, principals have transitioned from being managers to being instructional leaders who are responsible for student achievement [10]. In the educational setting, there is a distinct difference between principals who serve as managers and those who serve as instructional leaders. In the role of manager, the principal is engaged with daily operations within the school, general maintenance of facilities, budget oversight, and other logistical concerns. In the role of instruction leader, on the other hand, the principal focuses on the quality of education and other factors that play into improving student achievement.

The increased pressure and demands on principals have necessitated that modern principals incorporate several elements into their daily practices, including thinking like visionaries, leading their schools in matters of curriculum, critically evaluating teachers, managing faculty within the school, and enforcing policy initiatives and mandates [11]. Moreover, principals must maintain an attitude of continuous adaptation as their roles continue to evolve to meet newly surfacing demands in the educational landscape. For instance, it is incumbent upon principals to satisfy the rising challenges associated with high-stakes student testing and the higher standards outlined in educational reforms designed to enhance and develop the educational system. As principals' roles change, it becomes increasingly imperative to put in place dependable, knowledgeable, and committed supervisors who are sincerely dedicated to assisting principals in their leadership development [7, 12].

2. The principal supervisor as support for principals in their professional development

Prior to 2015, the lack of guidelines for monitoring the activities of principal supervisors made it impossible to measure their effectiveness [13]. That began to change when the United States Council of Chief State School Officers (CCSCO) issued a set of national standards for principal supervisors in December 2015. These standards, the 2015 Model Principal Supervisor Professional Standards (MPSPS), were created and refined by the Wallace Foundation along with many other educators

from across the nation [14]. They clearly defined expectations for what a principal supervisor should know and what leadership abilities they should have, shifting the emphasis to supporting principals in their schools. In addition, the guidelines clearly reflected the new definition of the role of principal as specified in the Professional Standards for Educational Leaders 2015, which was to foster collaboration between the district office and schools and increase the capabilities of district leaders [14].

CCSSO's new standards transposed the position of principal supervisor from being entangled in bureaucratic compliance to being a position of assisting principals in their efforts to boost teaching and student learning in their schools [15, 16]. According to Bambrick-Santoyo, however, creating a new function alone was insufficient to properly adapt a focus on teaching and student learning; rather, the whole network needed to engage [17]. The principal supervisor's main duty is to enhance instructional leadership [16, 18, 19]. A fresh approach for this position was presented by superintendent Barry Vitcov and educational consultant Gary Bloom in 2010. It was rooted in the belief that "supporting principals in developing their own leadership capacities will shape their schools' cultures in ways that improve student outcomes" ([20] p. 1). Their research supported the notion that the development of the school principal was the principal supervisor's most significant responsibility.

There are many references in the literature that highlight the importance of principal supervisors in the leadership development of principals [6, 21, 22]. Therefore, it is critical that principal supervisors possess a high level of expertise in pinpointing areas of need and creating customized training programs to help principals improve in those areas. The principal supervisor's role must change from being a supervisor overseeing principals to being a coach working alongside principals to improve their capacity as instruction leaders [18, 19, 23, 24]. As principal supervisors give all their attention to coaching principals, principals will become better able to improve the capacity of teachers in the school who, in turn, will directly impact student achievement in a positive way. Simultaneously, principal supervisors may work at creating effective communication channels between schools and the central office, and improve their abilities as district leaders, both of which will help them better assist principals.

This study fills a gap in the literature as there is no research that comprehensively covers principal supervision, particularly during the period in which the United Arab Emirates (UAE) began instituting a new educational framework through the Abu Dhabi Education Council (ADEC). To determine the efficacy of the supervisory techniques set forth by ADEC in fostering professional learning among principals, thorough assessment and inquiry are required. This effort is crucial because exceptional schools require effective administrators, and effective administrators require strong support from those to whom they are accountable. As a result, it is necessary to look at how the new responsibilities defined by ADEC play out in principal supervisors' actual practice, including the difficulties they encounter on a daily basis and the ideal circumstances under which the supervisory process can have the most profound effect on principals' performance. To that end, the following three research questions were generated as guides for this study: What functions do principal supervisors currently perform? What obstacles do principal supervisors encounter in their regular supervision tasks? What are the prerequisites for creating long-lasting positive impacts on principal performance? In keeping these questions, the purpose of this research is to analyze principal supervisors as they supervise principals to clearly identify their roles, the difficulties they face, and the specific factors of the environment that contribute to a more ideal supervisory process for their assigned principals.

3. Methods

The authors chose to implement a qualitative inquiry design for this study because it best fit the purposes of the research questions and the nature of the study [25]. This study is situational in its contextual emphasis on the public school environment of one sizable district in Abu Dhabi; personalistic in relying on the examination of participating principal supervisors' unique perspectives; and interpretive in its core essence. The qualitative methods employed by the researchers benefited them throughout the research process in similar ways to those outlined by Merriam and Tisdell: "in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" ([26] p. 6). In the context of the present research, qualitative research methods helped them grasp principal supervisors' interpretations of their supervision and the meaning they gleaned from it.

Another characteristic of qualitative inquiry that contributed to the purposes of this study was its usefulness as an investigatory tool [27]. Through the use of qualitative inquiry, it was possible to continuously look into concepts and themes in order to discover the best explanations for the phenomena [28]. Qualitative research is allegedly superior to other forms of research in its ability to procure rich information about the phenomenon under study as well as recognize, investigate, and characterize its parameters [29]. A case study was chosen as a research method for this study. The case study is regarded by many, including Yin, as "one of the most challenging of all social science endeavors" ([30] p. 3). However, this technique fits with the goals and purposes of this study. Yin laid out the following definition for the case study: "an empirical inquiry that investigates a contemporary phenomenon (the case) in depth and within its real-life context, especially when the boundaries between phenomenon and context may not be clearly evident" ([30] p. 16).

In order to understand the duties of principal supervisors, the difficulties they encounter, and the ideal circumstances they require to improve their long-term leadership performance, the researchers conducted interviews as a primary means of gathering data. Three male and three female principal supervisors (six total) agreed to participate in semi-structured, in-person interviews. An overview of the characteristics of the principal supervisors is provided in **Table 1**, including gender, years of experience, assigned school level, and the number of principals assigned to them. Principal supervisors in the Al-Ain district had between 2 and 7 years of experience managing principals. Additionally, the principal supervisors oversaw a cluster of schools within their assigned level and were tasked with managing and evaluating a number of principals.

3.1 Interviewing participants

According to Seidman, interviews are conducted to comprehend the experiences of others, not to test theories [31]. Kvale underlined the goal of qualitative interviewing as a tool to explain central themes in each participant's universe [32]. However, in the process of gathering data through interviews, it is critical that the interviewer has a genuine interest in those whom they interview. That genuine interest should not be a simple statement at the beginning of an interview, but rather an interwoven part of the full interview process. In order to accomplish this, the interviewer must remove themselves from the spotlight and focus exclusively on the interviewee [31].

Participant	Gender	Years of experience as a supervisor	School level assigned	Number of principals assigned
Edward	Male	3	Primary	15
Khalid	Male	2	Middle	13
Bruno	Male	7	High School	16
Julia	Female	5	Primary	14
Emmy	Female	6	Middle	12
Mariam	Female	3	High School	10

Table 1.
Overview of principal supervisors (all names are pseudonyms).

The researchers of this study conducted face-to-face interviews with each of the principal supervisors who participated. Each interview was approximately 2 hours in length, and the primary objective was to glean information about principal supervisors' perspectives on their experiences while serving as supervisors to school principals. As Kvale recommended, the researchers of the present study came to the interviews prepared with a thorough familiarity with the literature on the topic [32]. Delving into the research about a phenomenon greatly reduces uncertainty before an interview and helps interviewers refine their question sets to include those that are most impactful.

All of the interviews in this study were semi-structured to maintain an easy flow of conversation with some leeway to adjust the course of the interview while remaining focused on the topic at hand. Semi-structured interviews give the interviewer freedom to propose additional questions that might supplement or supplant those that have already been decided upon, which provides a chance to examine a specific case more thoroughly [33]. Following the semi-structured format allowed the principal supervisors who were interviewed to be more creative in their responses and feel at liberty to elaborate on closely related topics that might prove beneficial to the comprehensiveness of the data. Furthermore, this structure allowed each principal supervisor to tell their story in their own words and describe their experiences thoroughly. The researchers planned the timing and location of each interview to accommodate the schedules of each principal supervisor. The researchers briefly introduced themselves and explained the interview's purpose and objectives before the interview began. They used an IC recorder to electronically record each interview, which they later transcribed verbatim. They instructed the interviewees to choose the language they felt most at ease using to articulate their ideas and insights.

The researchers used a thematic analysis to find, examine, and describe the themes within the datasets collected from the interview transcripts [34]. Thematic analysis is used to organize qualitative data, untangle the twisted webs of data, and produce emerging themes to appropriately interpret them [35]. The thematic analysis made it possible for the authors to fully achieve the study's purpose and respond to the research questions. Before beginning the data analysis procedure, however, the researchers familiarized themselves with the information by reading each transcript numerous times to fully grasp them. Then, from the transcripts of each interview, they created numerous codes that highlighted the patterns and discrepancies between the stories and experiences. The codes were then meticulously organized into

appropriate categories with verbal examples from participants and quotes from the interviews for verification and corroboration.

4. Results and discussion

This study used in-depth interviews, field notes, and documents to investigate how principal supervisors perceive and experience their jobs, the difficulties they encounter, and the environment they need to have a long-lasting impact on their assigned principals and schools. The results revealed three themes and associated sub-themes, which were gleaned from the thematic analysis of the interviews with the participating principal supervisors. The three main themes were as follows: (1) the duties and responsibilities of principal supervisors, (2) the obstacles principal supervisors face in fulfilling their obligations, and (3) the circumstances principal supervisors require for optimal leadership performance.

4.1 Theme one: duties and responsibilities of principal supervisors

Principal supervisors have extensive roles in many larger school districts, managing an average of 15 schools and handling a wide range of administrative, logistical, and regulatory duties. The following sections are broken into sub-themes based on the new tasks and responsibilities of principal supervisors as described by the participants in the interviews.

4.1.1 Ongoing visits as opposed to sporadic visits from principal supervisors

All principal supervisors agreed that in order to expand possibilities "for learning and advancement," their primary responsibility was to supervise, guide, counsel, and encourage their principals at each school level. Principal supervisors must visit the school frequently and communicate with the principal on a regular basis in order to accomplish this goal. With sincere dedication, the principal supervisor has an enormous opportunity to promote learning, speed growth, and develop the most successful version of each principal. In so doing, they guarantee that principal experiences have a beneficial impact on their schools.

Principal supervisor Bruno set three goals as part of his action plan for approaching the supervisory process: (1) "to mentor and coach principals to be better instructional leaders," (2) "to provide differentiated professional development to build capacity and leadership," and (3) "to support the school in increasing student achievement." He included principals in the agenda-setting process as participating members, which enabled them to thoughtfully plan for meaningful, well-structured supervision sessions, and deliberately increase the motivation of principals as they engaged in a combined process of supervision planning. Bruno outlined his rationale:

> *Things I do with one principal are different from things that I do with another. It is totally based on their needs and interests. It is differentiated... We decide what we do, what we did previously, and what implications we found in the past. We decide what is going to happen next. It is collaborative... They are actually driving the conversation, not me. So, I have been able to take that step into what I know, to review, and prepare for the next visit with a focus.*

Khalid, another principal supervisor, described his obligations as a supervisor in the following way:

> *The goal is to target struggling principals and improve them rather than weeding them out. This need [requires] the supervision to be dynamic, flowing in a cyclical process, with feedback collected during the formative and summative process. It is not a one-time event, but instead an ongoing process where improvement continues even after the final meeting.*

Every supervisory visit was organized and tied to the one after it, which made subject streams more cohesive, engaging, and easy to follow. This allowed for consistent follow-up procedures to fill in the gaps between sessions and offer a progression that was constantly centered on learning. Principal supervisor Julia believed she could influence principal learning through her "regular visits to the school," "direct interactions with the principals and school personnel," and "continuous observations." Principal supervisors must use their arsenal of skills and information from cumulative evaluations and consistent supervisory visits to develop focused, continuous, and individualized activities of professional development. Furthermore, such activities must be pertinent to the experiences of principals and their school circumstances in order to maximize learning in the school. Moreover, repeated visits are essential as supervisory frameworks are set up. To accomplish the supervisory objectives outlined at their initial meeting, principal supervisors must meet with their principals on a routine basis.

These results confirmed findings in the literature that supervisors who did not routinely set aside enough time to check on, observe, and evaluate the performance of their assigned principals ran the risk of undermining the efficacy of a procedure designed to give those principals the support they need to develop as leaders [6, 7, 21]. Regular meetings between principal supervisors and principals help the latter create a blueprint to define specific goals and objectives for their schools. With the right kind of consistent direction and support, principals can grow in their leadership abilities and as a result, advance school development.

4.1.2 Principal supervisors help principals develop their skills as instructional leaders

Principal supervisors stressed that in order to improve the quality of teaching, student academic achievement, and school performance, principals needed to be skilled in both instructional leadership and school management. However, they focused more on the "instructional leadership" component as it was what principals required most. As principal supervisor Julia noted, when leadership is focused on "improving instructional practices," it positively "impacts student learning" and raises "student achievement." Understanding this concept, she conducted critical observations both in and out of the school classrooms by evaluating the quality of the instruction, learning environment, level of student participation, atmosphere at the school, and interactions among teachers and administrators. Principal supervisor Bruno also conducted similar observations at his schools, stating:

> *I will participate in that with the principal and her teams … go and collect data together … come back to it, and then sit down and unpack what we found. And I listen very carefully to what they have done, then let the principal go first. Then, there*

> *is feedback, such as "That is exactly what I thought. That is what I saw. Have you considered what was happening in the classroom back at the corner here about such and such? Did you see that? Did you not see it? What does it mean?" The principal might say she found something I did not see, and so on.*

Bruno felt this procedure produced a clear commitment to the development of instructional leadership. He demonstrated a strong dedication to principals' "instructional leadership growth" by planning a series of "walk-through" observations that were immediately followed by mutual reflections with the principals to instruct them on how to more effectively observe, assess, and enhance the teaching techniques of teachers within their schools. Principal supervisor Emmy likewise emphasized the "instructional side" of the formative assessment, which provided a chance for principals to improve their instructional leadership capabilities, positively impacting teaching effectiveness and classroom learning.

The principal supervisors all paid special attention to the practices of instructional leadership in their supervisory strategies to guide principals toward achieving high levels of school performance, as stated in the individual principal supervisors' examples. These results confirmed other findings in the literature, which suggested that principal supervisors could make a more significant contribution to their schools by actively scheduling time for instructional leadership training in their supervisory activities [7, 36].

4.1.3 Principal supervisors evaluating principals

Supervisors confirmed that they were accountable for planning for the end-of-year summative review, in addition to mentoring and guiding principals. During the year, they assessed the final results, overall performance, and leadership quality of the principals. At year's end, at the summative evaluation, both the principal supervisor and principal met to discuss assessments in an honest and open manner on the day of the summative evaluation. Comparing the principal's self-assessment with the preliminary evaluation of the principal supervisors and discussing inconsistencies between the two was the most challenging issue at this stage. As Bruno stated, "Everyone has a right to speak, defend, communicate, and voice concern—but not everyone has a right to be right." Bruno made an effort to resolve ratings where there were major disparities by asking the principal to supply supporting documentation from their portfolio.

When the opinions of both the principal and principal supervisor on the self-assessment were mostly in agreement, the summative evaluation took only a half-hour. However, 2 or 3 hours were needed to finish the evaluation when findings varied and there were significant disagreements. Principal supervisor Maria elaborated on situations in which the principal and principal supervisor had diverging views:

> *In the case of disagreements with the principal, then you are certainly free to explain why you think it should be something different. If there has been something that a principal supervisor had either forgot about or was unaware of, a principal supervisor might change his mind or say, "We feel that we have not seen what you are talking about."*

Thorough conversations about the self-evaluation gave principals and principal supervisors a chance to elaborate on their comments and share their perspectives.

The summative review was not a tough process, as nearly every supervisor repeated, because they had spent the whole year observing their leadership and tracking their development throughout the designated supervisory period. The summative evaluation's findings provided the principals with feedback on their development. As highlighted by principal supervisor Edward, individualized feedback was given at the summative evaluation as opposed to generic criticism so that every principal was aware of every facet of their operational performance. Feedback scores in all categories then served as a roadmap for principals' future development and implementation of change at their institutions to raise the bar for their evaluation performance.

As the findings in the literature suggest, supervisors have the right to carry out the assessment process and ultimately rate principals on their leadership abilities. The assessment process is more about creating a path for principal leadership development rather than just providing comments and reports [6, 37]. In addition, supervisors can use the evaluation results to provide principals with a chance for professional growth, either individually or in groups, with other principals who have similar needs.

4.1.4 Principal supervisors as a key mediator between the central office and schools

All but one principal supervisor considered their secondary responsibility as supervisors to be acting as a "liaison" between the central office and the schools, informing principals of "recent updates and policies," and monitoring the flow of "daily school operations that aligned with the district agenda." However, this role of liaison obstructed the planning process for some principal supervisors, such as Julia. She explained:

> *[There are] a lot of administrative details as a liaison between the district and schools. A lot of time is spent on this aspect. For example, at the beginning of the year, they [schools] are missing teachers, so I have to deal with it … and I have to go back to ADEC headquarters and push that through the system. This morning, the principal had [an] … issue with the parent of a special needs student. [Now,] I need to go back to headquarters and push that through the system … so a lot of liaison [activity]. You will have to prioritize things and delay your plan*

A large portion of Julia's time was spent on managerial chores and administrative concerns, including exam preparation, parent grievances, issues between teachers and students, and other matters that fell more under the responsibilities of the principal. It became an urgent rush to be ready for school inspections, so Julia attempted to set additional time to make sure those schools were ready for the specific areas the inspectors were looking into. She stated, "I have one school that is being inspected, so of course I am going to be in that school more right now. I have three schools this year that are being inspected."

Principal supervisor Bruno mentioned that on days he spent with principals, he would routinely go back to the central office to handle several concerns affecting his schools. Bruno handled a variety of administrative issues, including complaints from parents, student enrollment problems, budgeting concerns, absentee teachers, scarce resources, special needs matters, and other troubles. He, like the other principal supervisors, effectively acted as a go-between for the district office and the school. Principal supervisors Mariam and Khalid stressed additional duties, such as updating principals on new regulations and procedures, and reporting underperforming instructors and parent complaints to the central office.

Some studies have claimed that supervisors have a full workload of administrative tasks despite the transition of principal supervisors toward being primarily instructional leaders [18]. Principal supervisors still often serve as mediators who contact schools to make sure their performance is in line with the criteria of the central office. However, given the conflicting demands of the central office, such as policy meetings, planning, and administrative oversight tasks regarding school operations, principal supervisors are often limited in their ability to mentor and support their assigned principals [18, 21, 23].

4.2 Theme two: obstacles principal supervisors face in fulfilling their obligations

Principal supervisors can assist their principals in various ways, including mentoring, coaching, and guiding them as they deal with the numerous difficulties associated with running a school. Unfortunately, there are many districts that do not take full advantage of the uniquely impactful position that principal supervisors hold. As a result, the principals in those districts may struggle with many additional obstacles that could have been otherwise swiftly dealt with or avoided altogether with the skilled guidance of a supervisor. On the other hand, if the principal supervisor and principal carefully address issues together, obstacles can become opportunities for developing leadership practices and strengthening the supervisory relationship. In real-world practice, this does not come without difficulties, and the challenges from principal supervisors' side of the equation are often overlooked. The principal supervisors interviewed in this study revealed several difficulties and impediments they faced in carrying out their responsibilities. These impediments all fell within the following three areas: (1) vague guidelines and lacking standards of practice, (2) excessive time expended on administrative issues; and (3) the absence of professional development.

4.2.1 Vague guidelines and lacking standards of practice

Principal supervisors reaffirmed their strict compliance with their "job description as a guide." However, they added that no formal criteria or rules were given to serve as a foundation for their practice. The lack of rules and largely unrestricted freedom to perform their duties as they saw fit often made it harder for them to do their jobs. This was particularly true of supervisors who did not have the necessary skills to provide effective supervision. For example, principal supervisor Khalid stated, "We do not have professional standards ... like the ones school principals have, though we have some meetings that ... feed into some new policies or direction toward our job." Several other principal supervisors echoed Khalid's sentiments.

One positive aspect of district-granted autonomy was the ability to create the customized supervision that each principal required. Principal supervisor Mariam affirmed, "We have a greater degree of autonomy in decision-making regarding constructing supervision in the formative process... At the same time, there is no obligation for supervisors to make common decisions. It is not a goal to fully comply with supervisory structures." She reiterated that supervisors should design customized supervisory frameworks to meet the individual needs of their assigned principals, but it is necessary to set some fixed standards and norms. Given the correct balance of these two elements, principal supervisors can develop optimal development plans for their principals in an adequately consistent manner across the board.

In the current evaluation, the dearth of standards and norms, combined with complete freedom to set their own agendas, served as a double-edged sword. This combination either strengthened the supervision in the case of experienced principal supervisors or lead to catastrophe when the supervisors were inexperienced or ill-prepared to have such free rein. Undoubtedly, when placed in the hands of a novice and untrained principal supervisor, too much autonomy may result in significant issues. This result is not unexpected as several studies have stressed the importance of developing written rules to precisely define the tasks and duties of principal supervisors and set up a structure to continually direct their focus toward the highest standards [7, 21, 29, 38]. According to the study, principal supervisors' duties are changing to place a greater focus on instructional leadership [18]. Nonetheless, districts must explicitly identify administrative and supervisory functions as well as the skills expected of supervisors holding these jobs.

4.2.2 Excessive time expended on administrative issues

Principal supervisors who participated in interviews for this study were prompted to discuss some of the administrative pressures and tasks that they faced. Principal supervisor Bruno explained how he often came across emergency management situations and did his best to resolve them quickly and make an effort to offer practical remedies. He provided an illustration of how he handled these pressing circumstances:

> *Sometimes, I am urgently called for administrative matters. For example, I had an email from a principal to see me urgently. I replied, "Tell me about the situation. Why do you need to see me?" and "Okay, I can be there on Thursday morning." I clearly recognized the stressful situations when I was a school principal. It is amazing what happens … Let them know about things I know that actually remove that stress, and then you can make better decisions. And so you get somebody's trust where you can talk those things through…*

In agreement with Bruno, principal supervisor Julia underlined the importance of supervisors' accessibility and presence for principals. However, Julia cautioned that doing so came with a significant cost to instructional leadership. Principal supervisor Emmy also described a number of pressing circumstances in which she worked with principals to address difficulties that required serious consideration and focused attention. Principal supervisor Khalid added that principal supervisors had no choice but to pay attention to operational matters in spite of the heavy emphasis placed on their role as instructional leaders. He noted:

> *This is inevitable… that we have to look into administrative issues… If a principal calls and asks for help about school routine issues, like parent complains, testing, school finance, regulations, and polices … we give them consultation … And in most cases, we visit schools to solve those matters … It is part of our job to smoothen things up and solve issues that principals might face and have no clue how to solve.*

The principal supervisors recognized that over the past 10 years, their roles and duties had changed considerably from being traditionally enforcers of district policy to being supervisors involved in helping their principals develop their instructional leadership practices. Notwithstanding, the accounts of principal supervisors revealed

that there was a strong need to handle the day-to-day concerns principals had about their school and be present on site. However, they also acknowledged that establishing instructional leadership as a focus was the most valuable investment they could make to improve the overall success of their schools and student achievement.

Collaboration with the central office was another responsibility principal supervisors identified as cumbersome. They struggled to find time to visit their schools on a regular basis because of the intense duties required by the central office. The literature is replete with the assertion that if supervisors are only concerned with the administrative responsibilities of principals, they afford minimal benefits to schools [39]. Researchers concur that it is crucial to bind instructional leadership to supervision and prevent administrative duties from being shrouded [6]. Honig and Rainey, who researched the behavioral patterns of principal supervisors for nearly 10 years, further contended that it would be preferable for principal supervisors to delegate the managerial and logistical concerns to other capable individuals so that they could fully concentrate on assisting principals as they ensured high-quality instruction and learning for all students [22].

4.2.3 The absence of professional development

"No PD [is] specifically designated for principal supervisors," principal supervisors Khalid and Julia emphasized. In place of professional development, principal supervisors "regularly meet together to discuss certain elements," such as standards for the principal evaluation process, requirements, professional development, and everyday difficulties that other principal supervisors are experiencing. By doing so, they exchanged information, monitored the condition of their schools, heard opinions from other supervisors, and addressed relevant issues. While this group collaboration was beneficial in some ways, principal supervisor Julia still felt that the district office should provide "ongoing professional development for principal supervisors" in relation to their fundamental responsibilities of "providing feedback," "coaching," "supervising," "asking questions," and "mentoring."

According to principal supervisor Maria, the district office only invited "people from different divisions to speak at set meetings to enlighten … [them] about changes in curriculum, assessments, and district policies." However, without professional development, principal supervisors were left to strictly follow their "job description" as a manual for their practice. In addition, they relied heavily on self-reflection in an attempt to improve upon their practices and become more effective as supervisors. Principal supervisor Edward concluded that principal supervisors worked on developing their practices at varying degrees. Principal supervisor Bruno added his perspective as well:

> *From [the] onset of our job as principal supervisors, we have not been taking any professional development. And most of our staff [principal supervisors] comes from different countries, cultures, and experiences … all shaped by different educational systems and having different experiences. While this could be beneficial, it also leads to variations and gaps in performance in supervision and evaluation. It is highly important to offer professional development for all principal supervisors.*

According to Bruno, professional development was a crucial link in the improvement process. He asserted that just as principals participated in continual training to help them better manage their schools, principal supervisors should have the

opportunity to do the same to help them better oversee their principals. Principal supervisors need continual professional growth to be able to provide high-quality supervision with devotion and drive. Principal supervisor Emmy explained, "Well-developed and structured PDs will enable us to maintain competence, become aware of current trends and practices, and assist in providing quality services." She concluded that principal supervisors ran the risk of stagnation without ongoing professional development.

The literature contained mixed results regarding how common it was for districts to provide professional development for principal supervisors. One study [40] reported on a few districts that did offer professional development while others [6, 23, 36] found that some districts offered none. Principal supervisors may have significant struggles due to personal shortcomings and a lack of supervisory expertise in districts where no professional development is provided. Moreover, insufficient skills when performing supervisory duties affects not only the educational programs, but also the whole process of supervision and evaluation. Goldring et al. cautioned districts to strike a balance between what they expected from their supervisors and their actual capabilities, offer differentiated assistance, foster a system of consistent professional standards, and establish robust professional development [7].

4.3 Theme three: circumstances principal supervisors require for optimal leadership performance

The successful integration of supervision in the principal evaluation process proved to be highly dependent on principal supervisors, as demonstrated across many cases in the literature. Participants in the present study highlighted four routine practices that enhanced the learning and growth experiences of principals: (1) approaching the evaluation as an ongoing process, (2) preparing for each supervisory session, (3) providing a supportive and non-threatening learning environment to stimulate principal learning, and (4) delivering differentiated and actionable feedback to enhance principals' leadership capacity.

4.3.1 Approaching the evaluation as an ongoing process

Participant principal supervisors noted that when they addressed the evaluation as a changing and continuous process, as opposed to an "occasional episode" or "one-time event," learning benefits were tenfold increased. "Supervising principals is not a static, one-time event! It is a continuous effort that keeps going in a cycle without ending," principal supervisor Edward exclaimed. Supervisors Khalid and Mariam also added that principal supervisors needed to follow up on their commitment to regularly supervising, monitoring, and tracking the growth of their assigned principals. They maintained that these procedures allowed the evaluation process to proceed smoothly and fulfill its ultimate objective of principal improvement.

Principal supervisor Bruno used the following metaphor to describe the differences between the formative and summative evaluations: "When the chef tastes a dish, it is formative; but when it comes to guests tasting it, it is then summative." He continued by explaining that the formative phase was a process of change that offered principals useful information to identify their qualities and shortcomings and adapt along the way toward the final evaluation at the end of the year. Bruno explained, "Even with this summative wrapping up the evaluation process, it is still going to be formative in a way … after report and feedback is provided, enabling them to take

actions to improve their performance next year." He believed that both the formative and the summative evaluations should coexist but that the goals and purposes of "formatively looking forward and summatively looking back" were better kept apart.

Principal supervisors can track the development of principals, spot weaknesses in their leadership behaviors, and offer ongoing feedback for growth by treating the evaluation as a changing and continuous process instead of a "one-time event." According to Parylo et al. [37], principals integrated what they learned from evaluations when it was a continuous, adaptable, and engaged process. Consequently, principals worked much harder to meet the demands of their schools. Alkaabi [6] additionally emphasized that without a supporting system that incorporates constant, developmental, and differentiated supervision, principals did not significantly improve or advance.

4.3.2 Preparing for each supervisory session

It is important to note that the visits principal supervisors in this study had with their assigned principals were thoroughly planned and organized with the aim of strengthening their "leadership capacity." They were never haphazard or random meetings. Principal supervisors Mariam and Julia both stressed the need to plan ahead for every supervisory meeting in order to establish a meaningful link between visits. The meetings were "connected," "seamless," and "engaging," enabling routine follow-ups to fill in the missing pieces between sessions and maintaining a constant emphasis on learning. Julia firmly asserted that sporadic visits and impromptu oversight did school principals no good. Principal supervisor Edward also added his supporting thoughts:

> *As a supervisor, you should be prepared to give help on problems of concern to the principals. You should be prepared beforehand about your visit and review the school data and set priorities you will ... [touch] on once your foot [is] on the school ground so that your supervisory visit is meaningful and achieves its goal. Otherwise, your visit is futile, and you are not doing your job!*

As Edward stressed in his remarks, effective supervision requires thorough planning if it is to be helpful. Learning in "unprepared sessions" was subject to blunders and on-the-spot improvization. Principal supervisors observed that preparation required a significant amount of work, but that the benefits were immeasurable, particularly if the sessions were tailored to the specific needs of the principal. Goldring et al. [7] came to a similar conclusion in his findings, which highlighted that principal supervisors who were committed to keeping detailed notes about their meetings with principals were able to create steady improvement in their principals as they progressed in a connected and organized way. Goldring et al. [7], as well as the participating principal supervisors of the present study, found great value in being able to follow a thoroughly cohesive stream of feedback, goals, and actions.

4.3.3 Providing a supportive and non-threatening learning environment to stimulate principal learning

A structured environment that supports and encourages learning is yet another essential component of an effective evaluation cycle. The majority of participants believed that creating the type of atmosphere required for supervisory meetings was

mostly the responsibility of the principal supervisor. They saw the creation of a safe atmosphere in which "mistakes [were] part of the learning process and relatively unimportant" as critical element of the evaluation process. During the individual interviews with principal supervisors, participants repeatedly noted that productive collaboration and learning during supervisory sessions was nonexistent when the environment was hostile or unsupportive.

Another consideration in setting the stage and tone for supervisory meetings is the personality and developmental level of the principals. Principal supervisor Maria recalled some principals who needed extra guidance and support while others felt more comfortable going about their business independently. In sessions with the most independent principals, Maria would allow them some additional space to make mistakes on their own to help them realize the value of being receptive and not overly confident in their ability to function alone. She expounded on the value of creating a non-threatening environment:

> *If I cannot get them to understand why their next move is incorrect with my advice … sometimes, I have to let them follow that path, an experience of failure for them to understand… Because if I say you must do it this way, then they will still be thinking I was wrong, that it would be better if we had done it this way. Sometimes, you have to let them learn from their mistakes.*

Principal supervisor Julia told her principals before every session, "This is your opportunity to be yourself and feel comfortable in sharing weaknesses and mistakes." She also underscored the value of establishing a secure environment where principals could be pushed while receiving guidance and assistance along the way. This sort of environment fostered "transparency," uncovered "weaknesses," and allowed for "emotional support" and "trust." Principal supervisor Bruno found that supervision was more effective when it was not a coercive activity; rather, it should be geared toward principal learning. "Non-threatening," yet "challenging" and "stimulating" supervision, is key to facilitating participation and engagement throughout the process of evaluation. Parylo et al. [37] also supported the notion that safe, non-threatening environments helped principals be more at ease, encouraged beneficial communication, and built trust.

4.3.4 Delivering differentiated and actionable feedback to enhance principals' leadership capacity

Principal supervisor Julia provided her principals with "trustworthy feedback that was based on data … [and] rigorous analysis," which she generated from continual observations, dialogs, and tracking their leadership practices from month to month. This enabled her principals to follow up with specific measures to overcome their weaknesses instead of "[leaving] them with the evaluation rubric's behavioral summaries." Otherwise, the behavioral summaries would typically be reviewed independently by the principals, but the small amount of information was not enough to create an improvement plan. "I ask all principals, without exception, if they want extra time or an additional meeting to discuss in detail their performance and feedback," Julia stated.

All participating principal supervisors were conscious of the value and significance of providing feedback to their assigned principals, including praising their successes. Principal supervisors can utilize the formative assessment process as a

potent tool to learn more about their principals and give them useful, differentiated, and actionable feedback so they can continue to develop their instructional leadership capabilities [6, 36, 41]. In addition, Parylo et al. implored evaluators to develop principal evaluation into "a continuous, transparent process" that encouraged "constructive feedback" and robust "dialog" to assist principals in enhancing their effectiveness as school leaders in a difficult era ([37] p. 235). However, the benefits of such feedback do not end with the principals; their development directly impacts their ability to help teachers within their schools, which in turn boosts student achievement.

5. Implications for policy, practice, and research

An increasing amount of research studies have recommended that districts and states establish principal supervisors to guide and support their principals in their responsibilities as instructional leaders [7, 21–23]. The present study showed that vague and underdefined standards and norms for principal supervisors can act as a double-edged sword in the evaluation process, leading to either fruitful or disastrous experiences of supervision. When clear standards and roles are lacking, principal supervisors are left with an ambiguous collection of generic activities itemized in their job descriptions [6, 7]. To avoid this pitfall, a set of standards for the professional practice of principal supervisors should be developed by policymakers and district officials to clearly represent their functional requirements. The work of principals would change as a result, and their principalship would improve. Additionally, this would hold principal supervisors accountable to assist their principals in enhancing the fundamental aspects of teaching and learning. Such a strategy would also mark a significant turning point in the evaluation process and serve as a replacement for ineffective or arbitrary practices.

Regarding professional development, school districts should offer continual training that strengthens the ability of principal supervisors to lead and evaluate effectively. Of the six principal supervisors who took part in this study, none had the necessary assistance or training to handle the complicated and demanding landscape of the principal evaluation. Principal supervisors' expertise and ability are maintained through well-designed and -organized professional development that keeps them informed of industry changes, best practices, and trends; enables them to collaborate and learn from colleagues; and guides them to become highly effective supervisors. To bridge the disparity between principal supervisors and improve their leadership and evaluation capabilities, professional development is critical. In light of this, greater effort must be made to offer sufficient training and professional development programs for them [6, 7, 16, 18, 22, 23].

Future research might follow a similar pattern to that of the present study, but include a larger participant pool that includes principals in addition to principal supervisors. It might compare the unique viewpoints of both sides of the supervisory relationship to further explore motivating factors for principal growth. Future research might also use multiple observations to reinforce the methodology and produce even stronger findings, perhaps even triangulating the data across several data collection methods to gain a better picture of the phenomenon. A comparative study might also be of use to provide insight into supervisory practices and norms in all seven emirates of the United Arab Emirates. It could delve further into what practices are most effective and proven in real practice by measuring their impact on the development of principals in a given area(s). This could provide powerful

information that district authorities would be able to review and incorporate into future supervisory strategies and standards of practice across the board. The benefit of this kind of comparative study could be even further enhanced by conducting the study over a longer period, perhaps 4 years, to measure the impact over time.

Finally, school districts should clearly define concise and measurable goals for principal supervisors that align with district goals. Principal supervisors have an abundance of responsibilities, including administrative duties, professional development activities, district office obligations, and perhaps most importantly instruction leadership charges. Regardless of how well principal supervisors balance their various roles, their central task of supervision is often compromised, sometimes extensively. If school districts implemented and enforced the instructional leadership and supervisory roles of principal supervisors, it would open a great deal of possibility for the improvement and development of their assigned principals and their respective schools. Central offices might even hire separate personnel to deal with administrative and technical matters to leave principal supervisors free to fully dedicate themselves to the development of their principals.

6. Conclusion

As noted by the participants, the past 10 years have seen a dramatic shift in the duties of principals. Traditionally, the role of principal was filled with managerial, administrative, and financial tasks. Now, principals are primarily tasked with serving as instructional leaders to the teachers and students under their purview. These changes in their roles consequently demand a higher caliber of principal supervisors to prepare them to be able to fulfill their responsibilities in a way that maximizes quality teaching and student achievement. The principal evaluation process, particularly the formative portion can serve as an excellent medium for delivering careful mentoring and professional development to principals. During the formative evaluation, the principal supervisor can provide actionable, differentiated, and effective feedback to guide principals through a course of action that will directly improve their leadership capabilities.

When principals participate in the formative evaluation, they begin to see the improvement process as a continuous and adaptive process that is more than just a one-time event. This allows them to continually identify and improve upon areas of weakness in supervisory sessions with their principal supervisors. Alkaabi [6] found that principals were unable to improve in substantial ways without a solid structure that incorporated a developmental and consistent approach to the formative evaluation to prepare them for the summative evaluation at the end of the year. His conclusion followed the assertion that evaluation and supervision are intertwined in a cyclical process where regular formative activities set the stage for the summative review, which in turn provides an overall view of where the next formative segment should pick up.

The findings of this chapter shed light on the current responsibilities of principal supervisors, highlighting the obstacles they face in their day-to-day work at the school and the long-lasting effects they can have on the professional behaviors and practices of their assigned principals. In order to produce the desired best outcome of the supervisory relationship, the quality of principal leadership requires continuous checking and oversight. Without strict oversight, school administrators are bereft of the direction they need to fast-track their careers and discover opportunities to build

on their prior teaching experiences. After all, the backbone of the principal evaluation process is the principal supervisor, who ensures principals are robustly equipped with effective and adaptable instructional leadership capabilities. As principal supervisors are the primary catalyst for improvement, school districts should spare no effort in finding highly skilled and experience supervisor who have a deep passion for cultivating the best in principals, who can then create excellent schools.

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Contemporary leadership scholars have been challenged by the need to develop well-educated citizens capable of tackling climate change and social and environmental sustainability. Across the levels of education, leadership has been applied largely to strategic and governance contexts. That is, dominant models of leadership comprise position-based leadership (e.g., principal leadership) and strategic leadership (e.g., school leadership and distributed leadership). There is an opportunity to better understand how educational leaders emerge, the styles and approaches best suited to influencing in educational settings, and the contextual leadership factors that educational leaders ought to be aware of. This book unpacks these practical issues from a conceptual lens. Likewise, domains of sustainable leadership are also underdeveloped, with a need to better enumerate the ways in which individuals assume leadership roles, sense-make, and co-construct solutions to social and environmental sustainability issues. The focus of this book is on enabling space for scholars to apply leadership theory and theorize alternatives to 21st-century sustainability matters.

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