

ACADEMIC LEADERSHIP IN TIMES OF DISRUPTION

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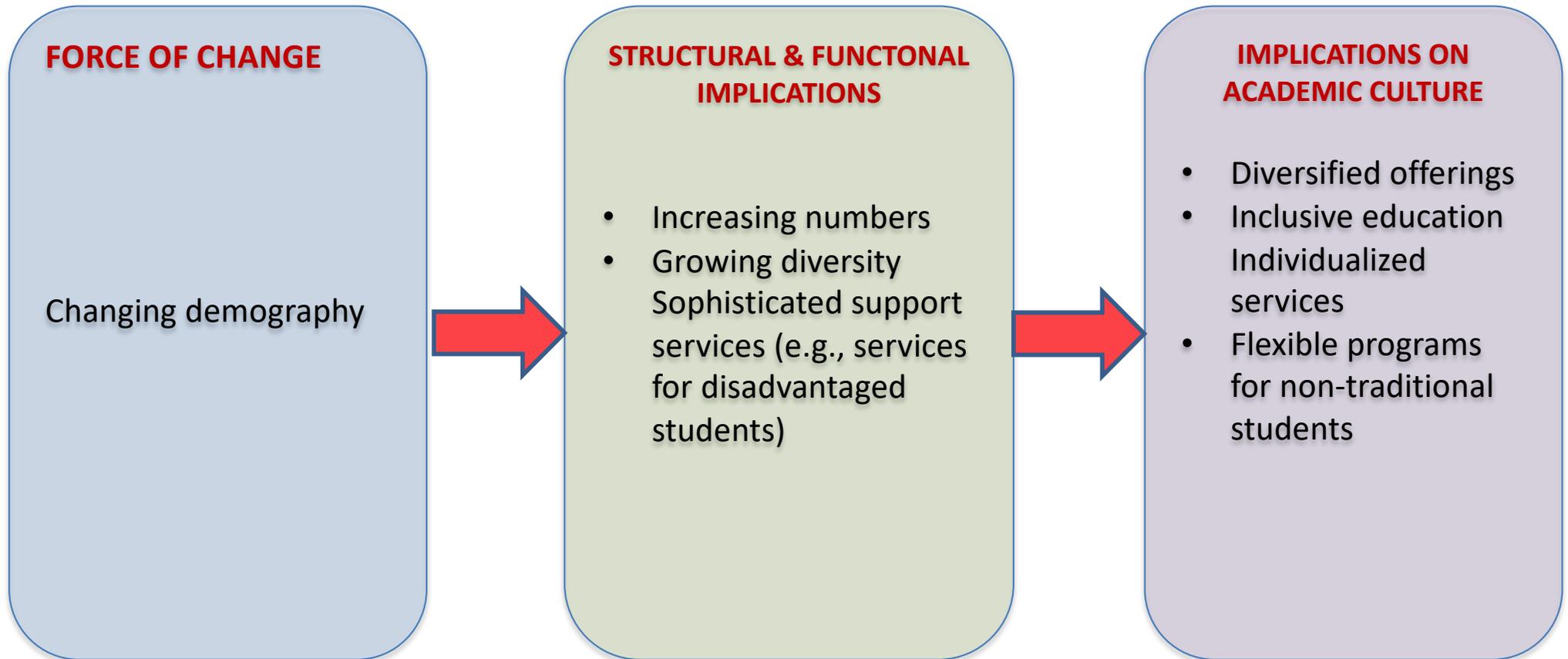
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BACKGROUND

- The history of change and rapid disruptions in HE traces back to 1970s.
- “Ivory Tower”
 - Neo-liberal movements,
 - Public finance crisis,
 - The collapse of Communist Block,
 - Economic globalization.



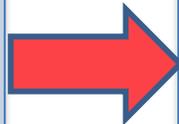
CHANGE AND ACADEMIC CULTURE



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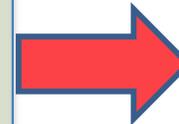
FORCE OF CHANGE

Technology (ICT)



STRUCTURAL & FUNCTIONAL IMPLICATIONS

- New modes of academic practice and delivery (Green & Gilbert, 1995; Sporn, 2006).
- Flexible delivery, reach more and more students and provided better access to non-traditional students
- Decreasing the cost of program delivery
- Diversified ways of advertising programs
- Widen the variety and strength of the international relations



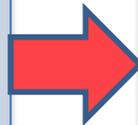
IMPLICATIONS ON ACADEMIC CULTURE

- Open education
- Participative campus

CHANGE AND ACADEMIC CULTURE

FORCE OF CHANGE

Neo-liberal movements in public finance



STRUCTURAL & FUNCTIONAL IMPLICATIONS

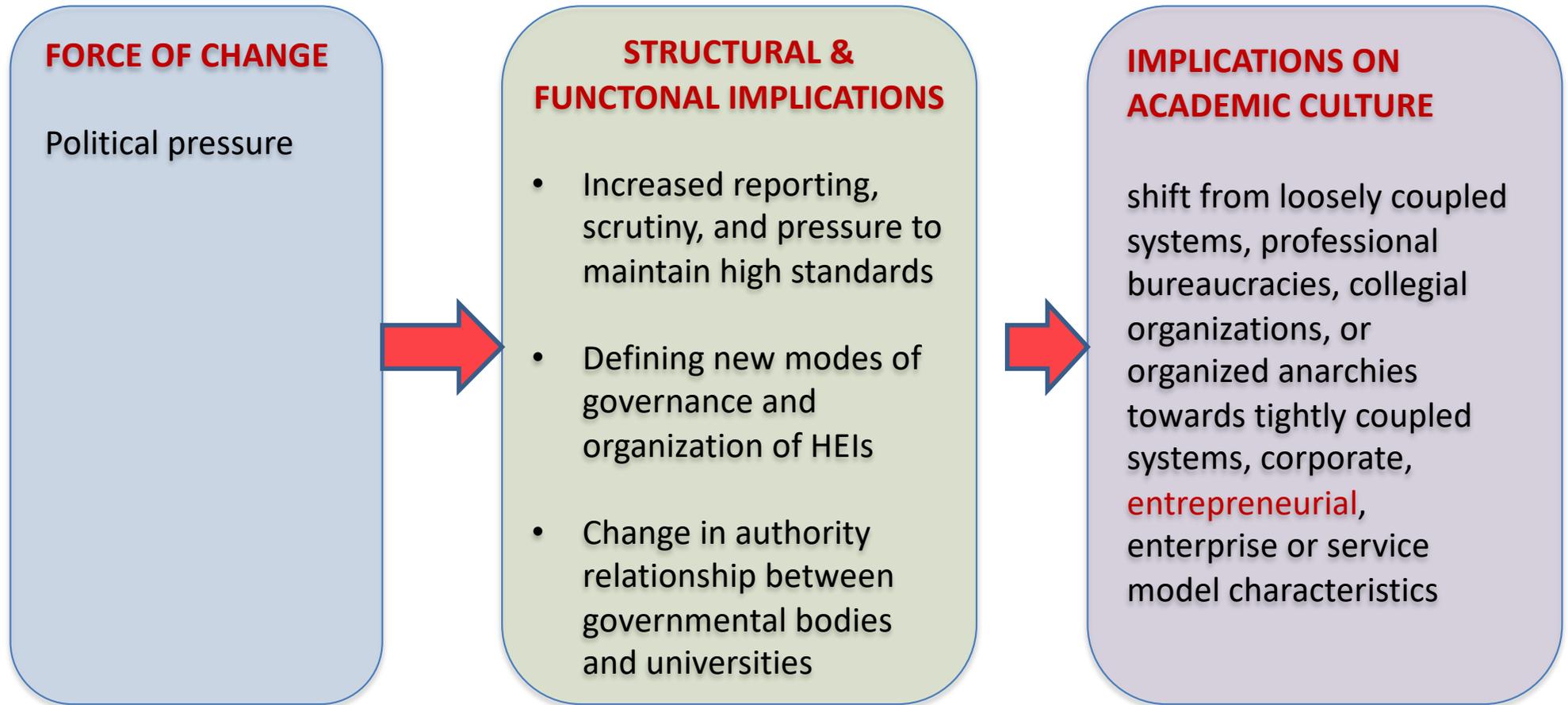
- New modes of university governance (e.g., business model functioning) and leadership approaches
- Marketization of the academy
- New modes of performance evaluation
- Rankings and accreditations
- Performance evaluations
- Standardization
- Align with the Anglo-Saxon HE governing system



IMPLICATIONS ON ACADEMIC CULTURE

- Corporate culture,
- Business and management values and orientations
- Reshaping of key values academic values (e.g., academic freedom, intellectual space, and the priority for knowledge serving societal needs).
- Marketization, competition, accountability
- Entrepreneurial university
- Internationalization

CHANGE AND ACADEMIC CULTURE



CHANGE AND ACADEMIC CULTURE:

CROSS-CULTURAL EVIDENCE FOR NEW MODES OF GOVERNANCE

- Moving towards Anglo-Saxon governing **modes in the NL**
 - *“Loosely coupled systems, professional bureaucracies, collegial organizations, or organized anarchies towards tightly coupled systems, corporate, entrepreneurial, enterprise or service model characteristics with the aim of transforming the fragmented mode of governance into more “complete organization”* (De Boer et al., 2007, p. 42).
 - **Dutch universities** have moved from the traditional academic model and structures into more corporate-like **“complete”** organizations (De Boer et al., 2007, p. 42).
- A shift in university administration **in DE** towards “an integrated, goal oriented, and competitive entity in which management and leadership play an ever more important role” (Krücken, 2014, p. 1439).

CHANGE AND ACADEMIC CULTURE:

CROSS-CULTURAL EVIDENCE FOR NEW MODES OF GOVERNANCE

- New modes of university governance in [Japan](#) (Yonezawa & Shimmi, 2015).
- “...*modern British universities have generally become corrupt institutions...* [examine] what has happened over the past few years to their governance, their teaching curriculum and research, their staffing and students, and more generally to their communal life” (Falderhof, 2013, p.338).
 - This transformation shifted its core values as well: “Over time this is replaced in many modern universities with towering hierarchies exercising power without much evidence of accountability. *They run institutions that are in an economic competition with each other, employing members of staff, who are in competition for titles and payment, and attracting students who understand themselves to be in competition for jobs*” (p. 345).

CHANGE AND ACADEMIC CULTURE:

CROSS-CULTURAL EVIDENCE FOR NEW MODES OF GOVERNANCE

- The same trend toward transforming of the university has been equally valid for middle-level developed and developing countries as well (Altbach & Salmi 2011; Marginson et al. 2011).
 - The impact of neo-liberal movements on HE in [Czech and Slovak](#) republics in the post communist “from centralized non-research-orientated communist policy to the radical autonomous Humboldtian environment that emerged after the fall of communism to a strong European neoliberalization” Kascak (2017, p.159) .
 - The impact of Bologna process in Bulgaria and Lithuania; adapting Western HE policies brings about reform movement and resulting shift towards market oriented paradigm (Dobbins & Leisyte, 2014)
 - Change in governance modes of [Chinese universities after 1985](#) “government driven to internally driven, from adaptive to proactive, and from localized to systemic” Qingnian, Duanhong, and Hong (2011, p. 31).

CHANGE IN TURKISH HE

- Similar transformational trends in HE in in TR since 1981.
 - 1981 drastic reform in university governance in Turkey
 - the system was centralized under a national level body, the Higher Education Council (HEC).
 - This semi-autonomous body was defined a constitutional body responsible from all HE policies and practices in the country.
 - standardization and unification in the system
 - New modes of academic program delivery
 - open education and for-profit so-called non-profit foundation universities
- Need for new governance mode in TR
 - empowered university,
 - strong accountability,
 - competition
 - performance based finance (Kavak (2011)).

IDENTITY CRISIS

THE DILEMMA OF CULTURE CHANGE AND STABILITY

- Identity crisis
 - “...these changes have reconstituted the nature and character of the public university” (Jayasuriya, 2015, p. 974).
- These transformations shaken up their values, beliefs, and norms (Sporn, 2006).
- *Many scholars indicated a dilemma between the forces working for keeping the traditional organizational configuration and cultural properties and the forces pressing for changing and replacing the already existing characteristics* (Kondakci & Van den Broeck, 2009).
 - “diametric forces model (Zajac & Kraatz, 1993),
 - “isomorphism versus adaptation” (Stensaker & Norgard, 2001),
 - “organizational allomorphism” (Vaira, 2004),
 - *“the accumulated heritage versus modern imperatives” or “a challenging dilemma between the history and future of the HEIs* (Gumpert, 2000).

IMPORTANCE OF CULTURAL PERSPECTIVE IN AL

UNDERESTIMATING THE POWER OF CULTURE

- Common mistake at universities.
 - The age of *change and transformation* at the academy
 - Increasing calls for changing and transforming the universities
- Large scale change requires culture change
 - *Change that touch mission, vision and mission* of the organization
 - We undertake huge changes, but we ignore to think about the impact of change on culture and *vice-versa*
 - In many cases, *resistance* results from cultural reasons
 - *Mismatch* between organizational actions and cultural elements
 - Example, universities in Turkey
 - Example, internationalization

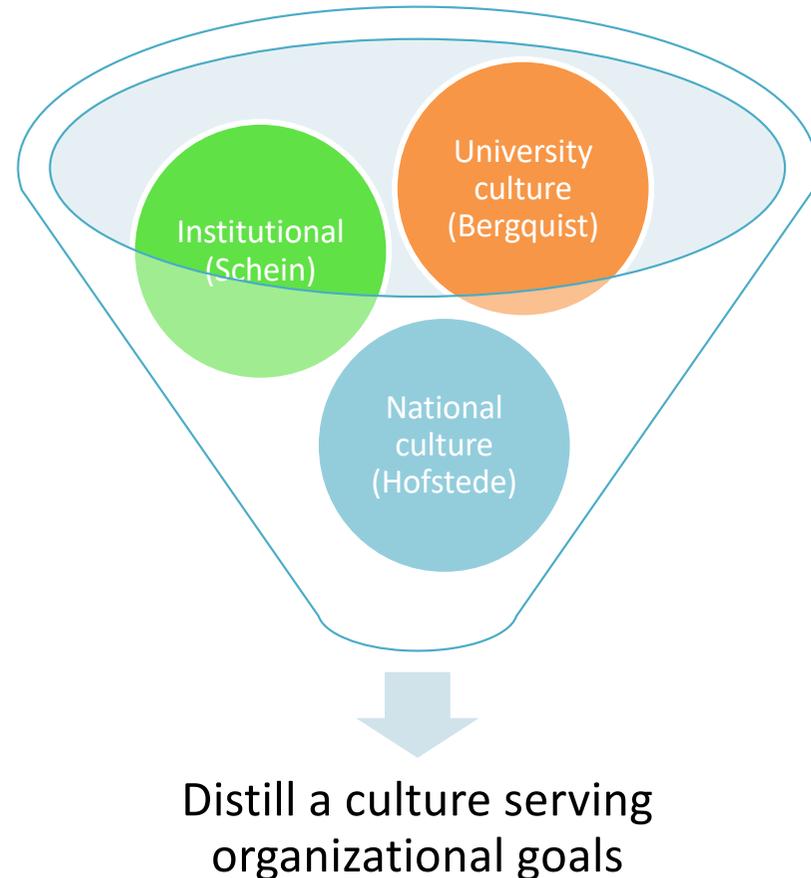
IMPORTANCE OF CULTURAL PERSPECTIVE IN AI

UNDERESTIMATING THE POWER OF CULTURE

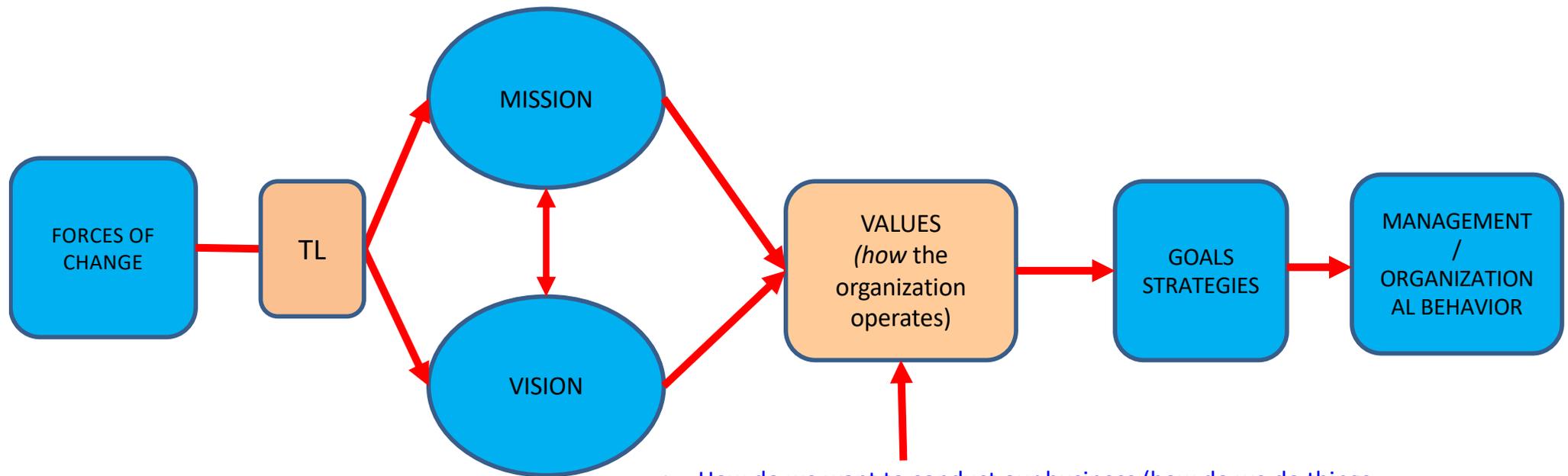
- “Some argue that organizations *have cultures*; others *insist that organizations are cultures.*”
- *Fluid* nature of cultural context
 - Unlike the formal structures, culture is invisible
 - Nontraditional and nonstructural dimensions
 - Linear causality does not work

CHALLENGES OF MANAGING CULTURE IN THE ACADEMIC CONTEXT

- The culture at the university is a *multilayered* concept
 - The culture of a specific *discipline*,
 - The culture of a specific *profession*,
 - The culture of an *institution*
 - Culture of a *national system* (Clark, 1980)
- Similar challenges different approaches
 - Universities are facing with similar challenges but they have to *implement different approach* in order to deal with these difficulties.



BACKGROUND



- How do we want to conduct our business (how do we do things around here)?
- How do we want to treat our key stakeholders?
- What do we value—in other words—what do we really care about? (respect, trust, honesty, integrity, and teamwork)

TRANSFORMATIONAL ACADEMIC LEADERSHIP: A WAY OF MANAGING CULTURE CHANGE

- We argue that building transformational leadership capacity is one way of coping with the change era in HE.
 - Between ever increasing **forces pressing for change and taken for granted values of academy demanding stability** and this inevitably has resulted in academic leadership to be the central issue to **bridge the gap**.
 - Transformational leadership (TL) as a well-suited form of leadership to **the turbulent environments** (Ramsden, 1998).
 - TL initiate culture change through conceiving **a new vision, realigning it with the situated culture, and reconfigure the cultural values, norms, and assumptions shared** by the participants accordingly (Bass 1985).

ENACTING TL IN THE ACADEMY

- Idealized influence
 - A respected and trusted leader serving as **a role model**
- Inspirational motivation
 - Crafting **a vision in collaboration with the followers** and orient them towards the shared goals,
- Intellectual stimulation
 - Encouraging the followers to **be creative and try new ways** of doing things with no fear of making mistakes and being criticized,
- Individualized consideration
 - Leader supports **two way communication and personalized interactions** with the followers

TRANSFORMATIONAL ACADEMIC LEADERSHIP:

A WAY OF COPING WITH CULTURE CHANGE

- Shared leadership that the **authority is exercised in a collaborative** rather than a top-down manner
- **Individual and collective problem-solving capacities** of organizational members are enhanced so that they can **identify shared goals** (Leithwood & Jantzi, 1990)
- **Consult the people and empower them, delegate power and authority, and put strategies** into action in order to achieve higher commitment, motivation, and sense of community.

TRANSFORMATIONAL ACADEMIC LEADERSHIP:

A WAY OF COPING WITH CULTURE CHANGE

- TL as a tool to **respond to crises**, change focus, and attracts to the organization so it is the leader that create a mechanism for cultural development (Bass & Avolio, 1993).
 - **Communicate the need for the change** with a message or a vision that clarifies the new leadership style followed by the subsequent alterations in the processes, roles, and practices relevant to the change (Bass & Avolio, 1993; Bass, 1999).
 - TL is the inspiration for the followers,
 - Create symbols for the new culture (Jaskyte, 2004)

TRANSFORMATIONAL ACADEMIC LEADERSHIP:

A WAY OF COPING WITH CULTURE CHANGE

- Trust building
 - A psychologically safe environment
 - Create an atmosphere in which people feel themselves free to be creative, risk-taker, and experimenter.
 - Creating formal training opportunities
 - Providing resources, coaching, and feedback,
 - Serving as a positive role-model

CONCLUDING REMARKS

- “You cannot transform a university on an old culture”
 - Change management rule!
- Beyond simple bureaucracy or professional bureaucracy
 - We want our academics and students to readapt themselves to the new management approach, but we as academic leaders we do not adapt ourselves.
 - Comfort zone of predictable, safe BUT **inertial organizational state**.
- TL demands new mental modes
 - **New mind sets** and thinking beyond the current order is key to success

CONCLUDING REMARKS

- How to enact TL in universities
- What constitutes TL on academic leadership
- Cross-cultural differences in TL practice

REFERENCE READING

- Kondakci, Y. & Kurtay-Zayim, M. (2019). Academic Leadership for Cultural Transformations in Higher Education. In C. Zhu & M. Zayim-Kurtay (Eds.), *University Governance and Academic Leadership in the EU and China*. New York: IGI Global.

Thank you
