



Critical Factors Affecting Leadership: A Higher Education Context

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Abstract

Purpose: While the importance of leadership in various domains has been highlighted in the extant literature, effective leadership in the context of higher education sector has not been well addressed in the leadership scholarship. There is a need to address the challenge of leadership effectiveness in the education sector including business schools given the failures noticed in the sector attributed to poor quality leadership. There exists a major area of concern that calls for an investigation into this problem and therefore there was a need to explore the factors that affected leadership in the context of higher education institutions (HEIs).

Design/methodology/approach: The research is exploratory in nature as the study critically reviewed extant literature surrounding leadership practices specifically from a public-sector context to identify factors affecting leadership effectiveness.

Findings: The findings of the study pointed out that regardless of the nation or organisation, leadership effectiveness is a factor that is dependent on how well the followers have accepted the leader. This indicates that amongst the different challenges explored in this study, leadership effectiveness is not only a challenge by itself but is also affected by other challenges including leadership practice and style.

Research limitations/implications: This research provides a better understanding of the critical factors affecting leadership practice of deans of business schools and how the styles' influence on leadership practice, the relationship between leadership practice and leadership effectiveness and how leadership style translates into leadership effectiveness.

Originality/value: This research contributes to the growing body of knowledge surrounding leadership scholarship from a public-sector context about the challenges that affect leadership effectiveness in the context of HEIs and stimulates further investigation into those challenges.

Keywords: leadership styles, leadership practice, leadership effectiveness, higher education institutions, public sector

1. Introduction

Ubiquitous is the word used by Vroom and Jago (2007) for the term leadership, indicating the widespread use of leadership in common discourses. However, Bennis and Nanus (1985), like Vroom and Jago (2007) assert that no clear and unequivocal understanding exists in leadership literature that helps in distinguishing leaders from non-leaders. This aspect has been time and again highlighted in leadership literature in many fields including education (Buschman, 2016; Ghasabeh et al., 2015; Sahay & Baul, 2014). In fact, the extent of the use of the term 'leadership' in many fields has grown a great deal in, for instance, politics, media and organisations. Moreover, leadership as a concept has become a big challenge in many contexts including higher education from a public-sector context. It is certain that there are clear leadership differences between public and private sector organisations and extant literature highlights that organisational aims and objectives as one of the key factor (Chaston, 2010; Wright et al., 2012). Other factors influencing the leadership style between private and public-sector organisations relate to organisational stakeholders and expectations, the levels of public scrutiny and its impacts and sources of motivation for employees (Silvia and McGuire 2010; Wright et al., 2012).

From a public-sector context and specifically in the field of higher education institution (HEIs), the concept of leadership has begun to raise issues for business school leaders. The problem created by the lack of effective leadership has been found to exist in the context of business schools, as is the case in every organisation, regardless of nature or type (Bryman, 2007; Scott et al., 2008; Swanger, 2016). Although business schools purport to offer the best education in business (Ivory et al., 2006), the manner in which business school leaders lead the business schools and the skills and abilities of graduates of business schools to lead in commerce and industry has come under scrutiny (Ivory et al., 2006; Findlay et al. 2016). A need to study both the leaders of business schools and the impact of business education on the students, who are future leaders, has been the subject of growing debate (Cavico & Mujtaba, 2009; Gigliotti & Ruben, 2017). A review of the literature reveals that limited research has been conducted that informs research and practice with regards to the roles and functioning of the deans of business schools, including as leaders (Davies & Thomas, 2009; Association of Business Schools, 2014). Association of Business Schools (2014) has pointed out that only a few studies have been conducted on business school leaders and informs how important it is to have able leaders in business schools as those schools' mission is to produce future leaders

who make a difference to the world. Whether this is really happening is a matter that is open to question as hardly any evidence is there to know how deans of business schools contribute in producing future leaders (Findlay et al. 2016).

While the importance of leadership in various domains has been highlighted in the literature, effective leadership in the context of higher education including business schools has not been well addressed in the leadership literature (Ivory et al., 2008; Ruben et al. 2017). There is a need to address the challenges of leadership effectiveness in the education sector including business schools (Ivory et al., 2006; Gigliotti & Ruben, 2017) especially in the context of recent failures noticed in the industry attributed to poor quality of leadership exhibited by former students of reputed business schools in those industries. There exists a major area of concern that calls for an investigation into this problem (Cavico & Mujtaba, 2009; Gigliotti & Ruben, 2017). Therefore, the aim of this research is to explore the factors that affect effective leadership in the context of higher education institutions.

2. Research Background and Context

Leadership has been a significant topic of interest over several decades (Kovjanic, et al., 2012; Breakwell, and Tytherleigh, 2010). Yukl (2010) argues that leadership as a concept is widely considered to be a key factor for the success of an organisation. Literature on leadership highlights that lately employers have been found to be dissatisfied with the business schools, with teaching in business schools coming in for sharp criticism (Ivory et al., 2006). Furthermore, there is evidence that there is a decline in the number of students registering for the Masters of Business Administration (MBA) degree programmes offered by business schools (Ivory et al., 2006; AACSB International, 2016), another possible indicator highlighting the need to look again at the quality of education provision in business schools (see Table 1).

REGION	YEAR	FULL TIME	% CHANGE (2010-2015)
Canada	2010–11	62.5%	-2.5%
	2014–15	60.0%	
United States	2010–11	46.8%	- 5%
	2014–15	41.8%	
Asia (excluding Near & Middle East)	2010–11	43.5%	-10.1%
	2014–15	33.4%	

Table 1: Enrollment pattern in MBA (Source: AACSB International, 2016)

Business schools and business education helps students to develop their ability to think critically, communicate effectively and manage firms in such a manner that they can serve the community in a successful and responsible manner. Deans of business schools, who are considered the leaders of those schools (Davies & Thomas, 2009; Association of Business Schools, 2014) have an important role in affecting the learning environment in which they do so. Almog-Bareket (2012) pointed out that there is a need for visionary leadership in business schools and suggests that vigorous visionary leadership among deans is required in order to generate a unique school identity and reputation. One of the deans of a business school in the US emphasized (an argument echoed by others) that business schools must use the opportunity to do more in terms of contributing to the success of the future leaders who graduate from business schools and stressed on the need to include ethical thinking as part of the curriculum (Adenekan, 2009; Association of Business Schools, 2014). Adding to the debate of business schools need for effective leadership by deans, there have also been growing concerns over the challenges faced by these leaders (Ivory et al., 2006; Cherif et al. 2016). While it must be noted that some (e.g. Almog-Bareket, 2012, Davies & Thomas, 2009) have started to attempt to address the challenges faced by the business schools and the deans, Ivory et al. (2006) point out that those research outcomes which have addressed the challenges faced by business schools are not consistent and are fragmented. When taken cognizance of, this statement of Ivory et al. (2006) and the argument of Association of Business Schools (2014) which says that only few studies have been conducted on business school leaders, there is a clear indication that there is a need to investigate the challenges faced by the business schools further.

Against this backdrop, there is a need to look at how deans could be linked to the success or failure of the students as future leaders. This is certainly a contentious issue in the academic literature. For instance, some feel that deans are ambidextrous professionals (Fagin, 1997) who are forced to manage the business school at the edge of chaos produced due to the hyper-turbulent environment that they have to cope with (Smith & Graetz, 2006). However, there are also other scholars (e.g. Symonds, 2009) who point out that deans of business schools have fairly recently enjoyed enormous clout and benefited from excellent facilities and have had good pay, prestige and the opportunity to mix with the great and good of business and have used this for working towards building their own career, possibly at the expense of enhancing students' education (Starkey & Tiratsoo, 2007). Findlay et al. (2016) highlights

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3 that potential new leaders of business schools are young, inexperienced and may lack the
4 skills needed to address pressing issues of the academy.
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8 Despite conflicting opinions about the description on what deans are responsible for and what
9 a dean's position entails, various internal and external challenges affecting the business
10 schools have made the dean's vulnerable to failure as leaders (Davies & Thomas, 2009).
11 While some (e.g. Ivory et al., 2006) have investigated what could be done to alleviate the
12 problems faced by deans of business schools and proposed various measures to deal with the
13 challenges surrounding them, some others (e.g. Davies & Thomas, 2009; Findlay et al. 2016)
14 have pointed out the need to study how deans could be supported to be leaders through a
15 leadership-centric approach, and thus lead their school to success. Leadership aspects pose a
16 challenge to deans of business schools, a research area that needs to be addressed.
17 Furthermore, in order to address the leadership aspects, it is necessary to know more about
18 the challenges that need to be tackled as part of the leadership-centric approach.
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27 There are a number of challenges leaders in HEIs encounter, for instance deans of business
28 schools, face which include leadership style (Bass & Avolio, 2000), leadership practice
29 (Astin & Astin, 2000), management style (Northouse, 2004), organisational setting (Chen &
30 Huang, 2007), organisational culture (Latham, 2013), decision quality (Muhammad et al.,
31 2009), follower commitment (Kouzes & Posner, 2002), follower satisfaction (Verhaegen,
32 2005) and leadership effectiveness (Basham, 2010). Although these specific challenges are
33 not the only ones that affect business schools and deans as leaders, it is reasonable to argue
34 that investigating a few challenges at a time helps in making the research process more
35 efficient, less complex and easier without sacrificing the quality that is needed to be built into
36 the research. The outcomes of the investigation of those challenges can become the beacon
37 for future research.
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46 One important aspect of the leadership discourse that has been highlighted is the study of the
47 leadership concept from many perspectives, for instance from the perspective of followers
48 (Spreitzer et al., 2005) or institution (Drucker, 1986) or customers (Hooijberg & Denison,
49 2002). Some of the emphasis on leadership has been with respect to the followers (e.g.
50 Spreitzer et al., 2005). As some (e.g. Hollander, 2008) argue, followers are the key to the
51 leaders' success and it is the followers' perspective that draws one's attention to good and
52 bad leadership (e.g. Hollander, 2008). Hollander (2008), for example, claims that to achieve
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effectiveness in leadership, attention to the interests and needs of the followers is essential. This argument is supported by Wills (1994) who says that it is the followers who judge leaders, and leaders can only be considered to have any impact if they pass this test (also see Bloom & McClellan, 2016). This applies, also, to the context of deans of business schools. For instance academic and administrative staff are considered as the followers of the dean of business schools and they cannot and should not be left out of any study on leaders or leadership given their centrality (Hollander, 2008). In some studies students are also considered followers of deans (Bloom & McClellan, 2016).

On a different note it must be mentioned that effectiveness of leadership is an important challenge that is argued to depend on how well the leader's characteristics and practices fit with the organisational contingencies and to what extent followers have accepted the leader regardless of the organisation type or nation. Such an inference is seen in a study conducted by House et al. (2002) which sought to investigate what is considered as effective leadership with respect to psychological welfare and international competitiveness across the world. The study involved 900 organisations and 17,000 respondents. The findings of the study pointed out that regardless of the nation or organisation, leadership effectiveness is a factor that is dependent on how well the followers have accepted the leader. This indicates that amongst the different challenges mentioned above in this paper, leadership effectiveness is not only a challenge by itself but is also affected by other challenges including leadership practice and style. Thus, greater focus on leadership effectiveness as a challenge is necessary.

The preceding arguments have highlighted the various contextual aspects that need to be considered in understanding the leadership process problems in business schools. In addition, the discussions have highlighted the various challenges that are faced by the deans of business schools. However, the main challenges related to leadership in business schools and factors affecting leadership process is not well understood. This study aims to address this gap in the literature.

3. Significance of Leadership in Higher Education

Leadership in higher education has become one of the most widely discussed topics of research of late. Business schools in particular have been in focus in the recent past with regard to the whole system of delivering education since there is an assumption that success of business schools in producing successful leaders in business could largely depend on

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3 having able leaders within the schools. Though there has been a number of studies with a
4 spotlight on the HEIs (for example, Ivory et al., 2007; Boer & Goedegebuure, 2009; Gigliotti
5 & Ruben, 2017), literature indicates that leadership and management in HEIs are considered
6 major challenges that need to be closely examined.
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11 There is a growing recognition that leadership development is important to different types of
12 organisations including institutions of higher education (Pfeffer, 2009; Findlay et al. 2016).
13 In this context, Hewitt (2008) argues that successful companies have great leaders
14 consistently, an argument that could have resonance in the context of institutions of higher
15 education. One of the benefits that appears to have accrued to companies that have focused
16 on leadership development is that they could help leaders improve the business using their
17 improved leadership skills. Pfeffer (2009) (also see Findlay et al. 2016) claims that a similar
18 effort is needed in institutions of higher education to develop leadership talent leading to an
19 argument that leadership is an important factor that needs to be considered by higher
20 educational institutions (HEIs). De Boer and Goedegebuure (2001) argue that there is a
21 growing emphasis on the role of deans as leaders in many institutions, an argument that finds
22 support in Association of Business Schools (2014). However, there is no consensus about the
23 essence of leadership or the means by which it can be identified, achieved or measured
24 (Bennis & Nanus, 1985). Some (Bolden et al., 2009) have highlighted the attempts made by
25 some institutions of higher education (universities) to view the deans as the heart of their
26 effort in modernizing the managerial structure.
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39 In the same vein, Huy (2001) and de Boer and Goedegebuure (2001) propose that the role of
40 deans is as an interface between the top-down strategy and bottom-up operations employed in
41 HEIs. De Boer and Goedegebuure (2001) consider that the dean can play a pivotal role in the
42 management of HEIs. However, de Boer and Goedegebuure (2001) also bring out that in
43 many countries the role of a dean is in a state of flux, leading to the inference that if things
44 are changing, we need to better understand how and why. For instance, one report shows that
45 in the UK 18% of the head of business schools are acting deans or the post is being advertised
46 (Association of Business Schools, 2014). In the modern era the concept of managerialism,
47 especially public-sector managerialism, is making incursions into the education sector
48 including HEIs. Here the concept of managerial capability of deans comes into focus. Thus,
49 on the one hand leadership skills of deans are under the microscope and on the other the
50 managerial skills of deans are under scrutiny in many HEIs leading to the inference that the
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3 concepts of deans as leaders and managers and the relationship between these concepts could
4 impact the HEIs. A logical question therefore is how leaders face the challenges of balancing
5 management with leadership. Indeed, one can be a good leader and bad manager as well as a
6 good manager and bad leader. This aspect needs further study.
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11 Additionally, with regard to the context of studying the relationship between deans as leaders
12 and managers there appear to be multiple models, for instance, managerial, corporate and
13 entrepreneurial models (Clark, 1998; Bargh et al., 1996; McNay, 1995) that could be used. In
14 another instance, Collinson and Collinson (2009) provide a comparative account on how
15 leadership is perceived by fellow staff members of the deans and how it is enacted by the
16 deans in the education sector. Through this comparative account, Collinson and Collinson
17 (2009) claim that the twin concepts of how followers (or subordinates, as they are often
18 called) perceive their leaders on the one hand and their leadership and enactment on the other,
19 is making growing incursions into the HEIs. In the context of perceptions of leadership, it is
20 important to mention here that the perception of the dean or the head of the department as a
21 leader is also an area that is under investigation, leading to a possible linkage of the concept
22 of deans as leaders to enactment of leadership (Collinson & Collinson, 2009; Bryman &
23 Lilley, 2009). A study by Breakwell, and Tytherleigh (2010) examined whether HE
24 institutional performance can be shown to be related to the characteristics of the head of the
25 institution. The study explored the relationship of several sociodemographic characteristics,
26 recently identified as being consistent amongst university leaders in the UK (see Breakwell
27 and Tytherleigh 2008a), to several objective measures of university performance. In another
28 study, that of Bryman and Lilley (2009), it was argued that, leadership aspect of deans as the
29 head of the department is a very important area that needs further investigation. Similarly,
30 Bryman and Lilley (2009) argue and bring into focus the effectiveness of leadership of deans
31 as an important aspect that could be investigated in the context of the governance or
32 management by deans.
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48 The arguments provided above have brought into focus the importance and need to study the
49 effectiveness of leadership and governance by deans in HEIs. However, some oppose this
50 argument, like Gronn (2009), who argues that there is a need to shift the way leadership
51 practice is perceived. Some argue that leadership research need to move away from what
52 could be considered as good or effective leadership to leadership configuration (Gronn,
53 2009). In fact, Gronn (2009) emphasizes that the difficulties posed by dominant discourses
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3 and constructs of leadership should enable future research to focus on implications of such a
4 shift, providing an argument that opposes the need to study effectiveness of leadership. Thus,
5 while there are arguments for and against considering leadership effectiveness as an
6 important aspect of leadership in HEIs that needs further investigation, the growing
7 challenges faced by HEIs indicate that it is essential to address the leadership effectiveness
8 issue. This argument is supported further by those who argue that there is a lack of thorough
9 understanding of leadership effectiveness and governance aspects pertaining to deans in HEIs
10 (Huy, 2001; de Boer & Goedegebuure, 2001; Cullen, 2014).
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17 It must be acknowledged that these arguments by Gronn (2009), Huy (2001), de Boer and
18 Goedegebuure (2001), Bryman and Lilley, (2009) and Pfeffer (2009) provide only a partial
19 view of the field. In the words of Whitchurch (2008), studies underestimate the current
20 significance of leadership especially within professional services that assume boundary
21 spanning roles in newer and more teaching and employer-oriented institutions. Thus, the
22 arguments of Bolden et al. (2009) assume significance who claim that contextual and
23 systemic nature of effective leadership practice in HEIs need to be recognised and
24 investigated through a more holistic view of leadership in HEIs as they claim that good
25 leadership matters.
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33 A critical review of these aspects is needed to gain an understanding of the various challenges
34 that determine the development of leadership models and styles, and management aspects in
35 academia. Thus, the subsequent discussions highlight the key challenges faced by HEIs with
36 a focus on business schools.
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42 **4. Analysis and Discussions**

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45 *4.1 Key challenges facing Higher Education: A focus on business schools*

46 Business schools across of the world have grown rapidly due to a spurt in the demand for
47 business education since the last decade and a half (Hawawini, 2005). Whether this demand
48 will continue remains to be seen owing to a number of challenges (Ivory et al., 2008). Some
49 of the serious challenges faced by business schools that have been identified include
50 evaluation of research performance (Thomson Reuters, 2010) recruitment, retention and staff
51 development, reputation, finance, leadership, business education being globalised, shortfall in
52 faculty availability, curriculum issues, changing technologies, governance, strategic choices
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and qualification and skills of faculty (Ivory et al., 2006; Ivory et al., 2007; Hawawini, 2005; Mayer & Wilde, 2015; Obeng-Ofori & Anane, 2015; Nyahongo, 2015). While these challenges can potentially affect business schools, the current status of many business schools does not indicate that the schools are recognising the need to face these challenges. Although these challenges create obstacles for the business schools to achieve success, amongst them, challenges posed by leadership and management problems are considered to be more serious as it is felt that leadership and management aspects are not being addressed by business schools properly (Pfeffer, 2009; Cullen, 2014). For instance, de Boer and Goedegebuure (2001) argue that there is a growing emphasis on the role of deans as leaders in many institutions. In this context there is no consensus about the essence of leadership or the means by which it can be identified, achieved or measured (Bennis & Nanus, 1985) and Marshall (2006) extends this argument to those in academia who are in the middle level of governance (also see Ortalo-Mane, 2014). Some of the key challenges affecting leadership although not exhaustive have been identified and presented in the following Table 2.

Factors affecting Leadership	References
Leadership styles and leadership practice	Petrie, 2014; Middlehurst, 1993;
Management style (change management, managing conflict, performance indicators and management)	Bowen-Hartung & Brown, 2013; Cinar & Kaban, 2012
Organisational setting	Mayer & Wilde, 2015; Lowe et al., 1996;
Decision quality	Meyer et al., 2016 McNamee & Celona, 2005; Borchers, 2005
Follower commitment	Soha et al. 2016; Kouzes & Posner, 2002;
Follower satisfaction	Nyahongo, 2015; Verhaegen, 2005;
Organisational culture	Nazem & Mozaiini, 2014; Cameron & Quinn, 2006
Leadership effectiveness	Ibrahim et al. 2016; Thomas, 1993;

Table 2: Critical Factors Affecting Leadership

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3 Although the challenges identified is by no means limited to the above, some of the
4 fundamental aspects that prop up these challenges within the academia and business schools
5 in particular, include massification of higher education, globalisation, faculty shortage,
6 curriculum changes (Cornuel, 2007), future developments and funding crisis (Ivory et al.,
7 2006, 2007; Cornuel, 2007). The following discussions review the understanding of how
8 these challenges have been addressed.
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14 *4.2 Leadership style and leadership practice*

15 One of the serious concerns in the HEIs is to develop leadership skills. However, hardly any
16 focus has been on the issue of developing leadership capability (Moses & Roe, 1990; Green
17 & McDade, 1991; Middlehurst, 1993; Petrie, 2014). In particular, developing leadership
18 capabilities in learning and teaching has attracted even less interest (Marshall, 2006;
19 Hofmeyer et al. 2015). Concerns have also been raised regarding faculty motivation for
20 research as well as evaluation of research performance of the institution (Thomson Reuters,
21 2010; Hardré et al., 2011). Limited studies that touch upon the leadership development
22 aspects in learning, teaching and research, focus more on developing an understanding of the
23 knowledge skills and capabilities required by leaders meaning what to develop in such
24 leaders rather than how to develop (Stark, 2002; Stark et al., 2002; Marshall, 2006; Petrie,
25 2014). In addition, important attributes of leadership such as leadership styles although
26 extensively dealt with in different segments of the educational sector including HEIs, there is
27 a concern that much more needs to be done in developing knowledge on how leadership
28 styles could be related to effective leaders in the HEIs to deal with the changing needs of the
29 HEIs (Basham, 2010).
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41 Further leadership style as a concept has been developed significantly over the last few
42 decades and many different leadership styles have been discovered as being practiced by
43 leaders in various organisations e.g. transactional and transformational leadership styles
44 (Bass, 1997; Bass & Avolio, 2000). However, some scholars (e.g. Coats, 2000, Williams,
45 2001) are unsure on which of these leadership styles (attributes) could be related to successful
46 leaders in HEIs. In the same vein it needs to be highlighted (e.g. McShaine & Von Glinow,
47 2000) that it is important to concentrate on leadership behaviour or practice or the perception
48 of followers about leadership behaviour in organisations in order to develop leaders for the
49 present and future. Some have emphasised the need to rethink the leadership practices (Astin
50 & Astin, 2000). In fact, some have developed instruments to measure leadership practice (e.g.
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3 Leadership Behaviour Description Questionnaire (LBDQ)) that could be used to develop and
4 enhance leadership practice although the applicability of such tools to varying situations is
5 under question. These arguments emphasise that leadership practice, while attracting the
6 attention as a unique variable of leadership development, has also been related to
7 organisational performance, leadership effectiveness and other factors that impact leadership
8 process (Leary et al., 1999). Leadership practice has been considered as a major challenge to
9 HEIs in the context of developing leadership in HEIs (e.g. Herbst & Conradie, 2011).
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16 In addition, one of the major problems is that efforts that have been put to develop leadership
17 capability in HEIs with regard to learning, teaching and research vary widely across
18 institutions resulting in lack of generalisability or uniformity (Marshall, 2006; Hofmeyer et
19 al. 2015). For instance, some of the institutions appear to focus on developing the knowledge,
20 skills and capabilities within the disciplines relevant to the faculty while others have
21 attempted to develop leadership capabilities in teaching. However, there is a lack of focus on
22 developing knowledge, skills and capabilities of faculty keeping at the fore the leadership
23 component as well as enhancement of the current understanding of the faculty with regard to
24 tasks identified with effective leadership in the literature (Marshall, 2006; Mayer & Wilde,
25 2015). For instance, while developing teaching skills may entail the faculty to enhance their
26 knowledge, skill and capability in regard to an understanding of students, learning, teachers
27 and teaching, pedagogy and the contexts within which they teach, leadership related skills
28 may require enhancement of their understanding on how to establish directions, planning,
29 budgeting, problem solving and staffing (Marshall, 2006). This includes leadership skills
30 required for enhancing research collaborations and producing research outcomes which is
31 also considered a major challenge in HEI leadership (Murray et al., 2014). Though many
32 institutions attempt to develop programmes intended to build in leadership capabilities with
33 regard to learning, teaching and research much needs to be done in integrating such
34 programmes with leadership and leadership development with an objective to improve
35 (Marshall, 2008). Within this argument it is necessary to include the research component also
36 (Murray et al., 2014).
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51 The preceding discussions clearly indicate that there is a need to better understand the
52 challenges in developing leadership skills with a focus on learning, teaching and research.
53 Moreover, there is an added need to identify specific leadership styles that can be developed
54 in leaders of HEIs. It is important to address this issue as they impact the learning
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environment in which students learn, their professional practice, teaching and research (Marshall, 2001; Dearn et al., 2002; Prosser et. al., 2006; Murray et al., 2014).

4.3 Management style

Interest in understanding the relationship between job performance, motivation and management style has been on the rise (Marturano & Gosling, 2008). While on the one hand leadership skills of academia in business schools are sought to be understood further, on the other the managerial capability of academia has also come under review. Leadership and management have been differentiated in the sense that competent managers are needed to be effective leaders (Wilson et al., 2006). For instance, Cavico and Mujtaba (2009) argue that, as a leader, the dean is expected to develop and create awareness about the vision, mission and core values of the school whereas, as a manager, the dean is expected to act leading to the achievement of the school's values. Thus, there is clear distinction between the leadership and managerial characteristics. If there is a scrutiny of leadership aspects, then it appears by corollary that it is not possible to ignore the managerial capability of the leadership especially regarding the achievement of the stated goals of a school.

Some argue that most leaders' behaviour can be brought under management styles, for instance impoverished management or middle-of-the-road management and the like (Marturano & Gosling, 2008). Another describes management style in terms of a managerial grid (Marturano & Gosling, 2008) and is also termed as the model of managerial behaviour (Northouse, 2004). However, literature shows that descriptions and depictions of management style are not uniform and management style as an attribute poses a major challenge to organisations including HEIs. In addition, there are a few other management challenges such as change management, conflict management and performance management that are commonplace in HEIs that also warrant investigation. More investigation needs to be carried out with regard to these challenges and how leaders manage to overcome these challenges (Bowen-Hartung & Brown, 2013; Cinar & Kaban, 2012). This implies that management capability is an essential aspect affecting leadership in HEIs and further research is needed to understand how leaders manage challenges.

4.4 Organisational setting

Research in leadership has been conducted in multiple organisational settings such as the public sector (e.g. Waldman et al., 1990; Cowen, 1990; Koh et al., 1991) and the private sector (e.g. Avolio et al., 1991; Bryce, 1989; Keller, 1992). This includes HEIs (e.g. Lowe et

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3 al., 1996; Mayer & Wilde, 2015). However, some (e.g. Lowe et al., 1996) argue that the
4 relationship among various components of certain leadership practices considered to be
5 widely found in leaders and different organisational settings is not well understood. For
6 instance, Lowe et al. (1996) (also see Porter, 2015) argue that more research is needed in
7 understanding the relationship among transformational and transactional leadership
8 constructs and leadership effectiveness in different organisational settings implying that
9 organisational settings impact how leaders lead.
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15 16 *4.5 Decision Quality*

17 Decision as an important concept has been widely studied and decision analysis as a concept
18 has been a major topic of interest for decades (McNamee & Celona, 2005; Kyguoliene &
19 Bakanauskiene, 2016) Theory on decisions as a concept shows that it involves three aspects
20 namely decisions, decision making and quality of decisions (McNamee & Celona, 2005;
21 Kyguoliene & Bakanauskiene, 2016). In spite of continuous efforts in this field, an area that
22 has been of major concern has been the identification of good decisions and bad decisions in
23 the decision-making process. In this context, this is concerned with the outcome or results of
24 those decisions and such a concern arises because of lack of understanding of whether good
25 decisions have resulted in good outcomes or bad outcomes and vice versa (McNamee &
26 Celona, 2005). McNamee and Celona, (2005) argue that an important reason that could
27 contribute to this is the uncertainty surrounding a decision-making process that is created by
28 the lack of complete knowledge about the world on the part of the decision makers. It is
29 reasonable to apply these arguments to leaders in the HEIs also as the situation surrounding
30 the HEIs is constantly changing and leaders are challenged with a continuous need to update
31 their knowledge of those surroundings. Thus prior to taking decisions leaders need to analyse
32 their surroundings and most importantly the decisions themselves. Decision analysis,
33 particularly decision evaluation, becomes an important aspect in decision making. An
34 essential part of decision analysis is the decision quality. There is a need to understand the
35 quality aspect of decisions made. Quality of decisions can be operationally defined as the
36 difference between good and bad decisions. Good and bad decisions are the outcomes of
37 decision-making.
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53 Borchers (2005) argues that quality of decision could be defined as a science that is filled
54 with many aspects including organizing principles, ethics, laws, or quantitative relationships
55 that facilitate consistency with values, objectives, belief systems, and empirical evidence. The
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3 simplest of definitions of quality of decisions is given by Talley (2011) who argues that
4 quality of decision is considered to be the quality of the decision-making process and is
5 understood as the success of the outcome of the process. However, Talley (2011) cautions
6 that decisions need to be made prior to getting the outcome and hence quality is considered as
7 the best possible outcome that is achieved although it is short of the desired outcome.
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12 It can be seen that there are multiple definitions pertaining to quality as a concept that is
13 applicable to decisions made and the process of decision making although those definitions
14 are not the same and somewhat contradictory. The definitions range from ones that are simple
15 to those that are complicated with the definition given by Muhammad et al. (2009) being the
16 simplest and the one given by Borchers (2005) being the most complex. But these definitions
17 clearly articulate the importance of the quality of decisions as a concept because decision
18 quality needs to be assessed prior to taking decisions and such an assessment needs to be
19 compared with the outcomes to know the extent of quality that could be found in a decision.
20 This makes decision making process as one of the hard things in life.
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29 Based on the above arguments it can be construed that two of the important factors that affect
30 leadership behaviour is the decision making and decision quality. In the field of governance,
31 decision making, and quality of decision making are viewed as major factors by some (e.g.
32 Jones, 2011; Seltzer & Bass, 1990) that influence governance. For instance, Leadership
33 Behaviour Description Questionnaire (LBDQ) focuses on decision making as an important
34 factor (Seltzer & Bass 1990). In the same vein, Muhammad et al. (2009) argue that quality of
35 decision making is an important aspect that can determine the survival of an institution. Thus,
36 decision quality is an important factor that needs to be understood in the context of HEIs.
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43 *4.6 Follower commitment*

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45 Follower commitment has been found as an important challenge (e.g. Kouzes & Posner,
46 2002; Soha et al. 2016) in organisations. In their research on the effect of transformational
47 leadership on teachers' commitment to change in Hong Kong, Yu et al. (2002) found that
48 there is only 11% of the variance in the teachers' commitment to change in Hong Kong could
49 be explained by transformational leadership although regression results indicated that there is
50 positive relationship between transformational leadership style and teachers' commitment in
51 Hong Kong. In another study although not in the HEIs, Rengpian (2007) investigated the
52 influence of perceived leadership practices on followers' organisational commitment and
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3 found that leadership practices have a significant influence on organisational commitment of
4 followers. While some studies show that getting the best workers and keeping them
5 committed to the organisation leads to increased competitiveness and helps in organisational
6 survival (Bergmann et al., 2000), some others empirical results contradict this statement. For
7 instance, the study conducted by Soha et al. 2016) on public universities in Malaysia showed
8 that there leadership influences staff commitment partially. These arguments clearly indicate
9 that follower commitment is an important factor and challenge that leaders need to reckon
10 with.
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17 *4.7 Follower satisfaction*

18 Literature (e.g. Verhaegen, 2005) highlights that amongst the many challenges that affect
19 business schools is the recruitment and retention of faculty which depends upon amongst
20 other factors, faculty satisfaction, an argument supported by Nyahongo (2015). In a study
21 spread over 181 European business schools, Verhaegen (2005) reported that a number of
22 factors affect faculty satisfaction which includes the concern of leadership on how to handle
23 faculty satisfaction. The results of the survey conducted by Verhaegen (2005) show that
24 faculty satisfaction was low with respect to research environment satisfaction and explained
25 that this could be due to the fact that deans of those schools have paid less attention to this
26 important aspect. Furthermore, Verhaegen (2005) argues that assessment of problems
27 associated with faculty satisfaction should be an important area of concern to the deans.
28 However, Harrell-Cook et al. (2017) have questioned the relationship between employee
29 satisfaction and leadership and have argued that it is not necessary that leadership alone can
30 influence employee satisfaction in the context of firms. Although the arguments of Harrell-
31 Cook et al. (2017) are in a different context than HEIs, it is possible to find similar situations
32 in the HEIs and it is important to note the contrasting situations to have greater clarity on the
33 relationship between leadership and employee satisfaction. For instance, Hijazi et al. (2016)
34 reported that their study on private university employees showed that transactional leadership
35 style had a negative impact on those employees. These arguments amply demonstrate that
36 follower satisfaction is a major issue when it comes to better understanding the challenges
37 that needs to be tackled by deans of business schools.
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53 *4.8 Organisational culture*

54 Human resource professionals and academics acknowledge culture as a key factor that drives
55 an organisation's performance (The University of Queensland, 2013). Some (e.g. Becher,
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2011) argue that any right culture supports the implementation of strategy, enhances productivity and innovation leading to an organisation deriving competitive advantage. Here are a number of advantages that organisational culture ensures, for instance, organisational culture:

- Is effective in achieving proper use of the intellectual capital (Lynn, 1999).
- Helps an organisation in coping with a changing environment (Schein, 1999).
- Affects the communication skills and decision-making process in an organisation (Kowalezyk & Pawlish, 2002).
- Affects organisational system operations, productivity, leadership actions (Taylor, 2003).

Organisational culture is defined as a notion that manifests in the shared basic values, beliefs, attitudes, assumptions and behaviours of the people of an organisation (Pettigrew, 1979). Some argue, for instance Hofstede (1991), that culture is apportioned under four dimensions namely: collectivism vs individualism, power distance, uncertainty avoidance and masculinity vs femininity while Schein (1992) defined culture as composed of explicit behaviour, signs and shared values. As far as leadership literature is concerned it is seen that organisational culture affects leader behaviour, and leader behaviour influences the culture of an organisation (Latham, 2013). From these discussions it emerges that culture is an important aspect of an organisation including HEIs and shows that it has been found to be an important factor that continues to attract attention, particularly with regard to leadership in HEIs (Imam, 2013).

An important aspect of organisational culture in the context of HEIs that needs attention is its ability to influence organisational performance (Cameron & Quinn, 2006). While literature is replete with research outcomes on relating organisational culture to organisational performance, there have been calls in the HEIs to implement culture strategy in organisations that is aligned with leadership capability and other processes to ensure sustainable performance (The University of Queensland, 2013). This implies that in studies that link organisational leadership and organisational performance including leadership effectiveness, culture needs to be involved to understand its influence on the leadership behaviour, follower behaviour, organisational effectiveness including leadership effectiveness and organisational

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3 processes such as decision-making (Nazem & Mozaiini, 2014). Any research which looks at
4 the leadership of deans or anyone else needs to take into account organisational culture,
5 because this is an important factor that influences leadership practice.
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9 However, considering fact that culture has been symbolized in many forms for instance as
10 country, nation, and society (Sekaran, 1983; Nasif et al., 1991), it is possible to infer that
11 culture can be defined and characterized in many ways. Keeping in view such a diverse
12 representation, it can be inferred that culture, particularly organisational culture could be
13 identified with demographic characteristic. Some of the demographic factors that are widely
14 used in leadership surveys include country or place of residence. For instance, Sanderson
15 (2007) used place of residence as a demographic variable in a study of multi-institutions on
16 leadership. Similarly, in their study on student leadership, Shertzer et al. (2005) used place of
17 residence as a demographic factor. In both studies evidence has been provided about the
18 influence of place of residence on leadership aspect although literature surrounding place of
19 residence as an influencing factor on leadership experience is not clear (Hamrick et al., 2002;
20 Pascarella & Terenzini, 1991). The studies cited above provide evidence for using the factor
21 'place of residence' as demographic variable. In addition, demographic variables are often
22 used as control variables in research (Polston-Murdoch, 2013).
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33 *4.9 Leadership effectiveness*

34 The leadership literature will reveal that ambiguity in no uncertain measure surrounds
35 publications that are boasting to provide lasting solutions in relating leadership effectiveness
36 and organisational performance. For instance, some have indicated that the evidence linking
37 changes in leadership and its influence on performance is weak (Brown, 1982; Fazel & D'Itri,
38 1999; Dopson et al. 2016). Other research outcomes indicate that there is little or no impact
39 on organisational performance and change in leadership (Gamson & Scotch, 1964; Eitzen &
40 Yetman, 1972; and Allen et al., 1979) and association between leadership and organisational
41 performance is non-existent and contradictory (Lieberson & O'Connor, 1972; and House &
42 Baetz, 1979). Some argue (e.g. Dopson et al. 2016) that there are limitations in the current
43 state of knowledge and there are gaps in regard to the relationship between leadership and its
44 effectiveness, particularly in the HEI sector.
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54 While on the one side there are strong criticisms on the utility of establishing a relationship
55 between leadership and organisational performance, on the other there are others who have
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3 highlighted the positive influence exerted by leadership on organisational performance and
4 the importance of leadership effectiveness. For instance, Fiedler (1967) claims that leadership
5 influences organisational performance and stresses the fact that leadership effectiveness is a
6 crucial predictor of organisational performance. Further Mott (1972) argues that leadership
7 is important to group or team performance. Others argue that successfully performing
8 organisations are inextricably connected to leadership (Bennis & Nanus, 1985) and leadership
9 has positive impact on performance (Yukl, 1998).
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16 In a situation where there is a sharp contrast on the arguments put forward for and against the
17 importance and utility of linking leadership with organisational performance it is important to
18 note that research and practice in regard to leadership effectiveness and organisational
19 performance in general have been conducted under the assumption that leadership
20 effectiveness impacts organisational performance (Alchian, 1986). What complicates the
21 issue further is the lack of generalizable empirical support that could confirm the positive
22 relationship between leadership and organisational performance particularly in the context of
23 HEIs (Thomas, 1993; Ibrahim et al. 2016).
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29 The arguments given above culminate in the inference that literature on the relationship
30 between leadership effectiveness and organisational performance is marred with confusion,
31 assumptions, discrepancies and sharply divided research outcomes. Amongst the several
32 ambiguities that characterise the research on the association between leadership effectiveness
33 and organisational performance are contexts and skill that could be considered as two of the
34 most important issues that are not well addressed in the literature. Particularly with regard
35 HEIs the problem is more pronounced due to lack of in-depth research in the area of
36 leadership effectiveness in HEIs. This is a major challenge for any researcher who would like
37 to gain an understanding of how leadership effectiveness impacts performance of HEIs.
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45 **5. Implications of research to theory and practice**

46 From a theoretical perspective, this research addresses this important gap in the leadership
47 literature. Principally the research has established which type of leadership style is prevalent
48 in the business schools, what type of leadership style is practised, how the leadership practice
49 could influence leadership effectiveness, what factors affect the leadership practice and what
50 type of leadership factors influences the leadership practice and leadership effectiveness. This
51 research effort therefore advances the current understanding of the leadership behaviour
52 within the public-sector context (i.e. higher education institutions).
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4 From a practice perspective, the findings of this research have implications, either directly or
5 indirectly, for a wide range of stakeholders in the HEI sector, namely the deans of business
6 schools, the academics within business schools and administrative staff and the institutional
7 managers in HEIs. In particular, this research provides a better understanding of the critical
8 factors affecting leadership practice of deans of business schools and how the styles'
9 influence on leadership practice and its effectiveness. The understanding of these factors can
10 help leaders to address the challenges that they face in leading the business schools
11 effectively. In doing so, this could positively influence leadership decision quality and
12 follower satisfaction.
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22 **6. Conclusions**

23 This research has critically reviewed the extant literature for leadership challenges from a
24 public-sector context specifically faced by the deans of business schools in the higher
25 education institutions. The review of the literature provided the theoretical basis for
26 determining the nature of the leadership challenges factors, thus contributing to the extant
27 leadership scholarship with a public-sector focus. Factors such as leadership decision quality,
28 follower-commitment, follower-satisfaction, organisational settings and organisational
29 culture were found to be important aspects that needed to be addressed by the deans of
30 business schools for effective leadership. This research posits that a better understanding of
31 the leadership styles of deans of business schools and how their styles' influence on
32 leadership practice, the relationship between leadership practice and leadership effectiveness
33 and how leadership style translates into leadership effectiveness may allow us to better
34 understand how effective deans of business schools are in practice.
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45 It should be noted that this study is based on desk-based research and the readers should be
46 aware of the limited scope and indeed interpret the discussions presented in this paper within
47 the context of these limitations. Nevertheless, this research does stimulate further studies to
48 bring out knowledge that could be useful to deans in understanding how to use appropriate
49 management styles in particular organisational settings and organisational culture that is
50 needed to support them in their leadership practice as leaders. Deans could identify specific
51 management styles, organisational settings and organisational culture and implement them
52 with a view to being more effective leaders. A more fundamental significance of this study is
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3 that understanding the challenges could help policy makers to have an opportunity to know
4 what leadership style is prevalent in the deans of business schools and how the leaders could
5 be supported. In a similar vein, future researchers could gain knowledge of other factors that
6 have not been addressed in this research, thereby enhancing the knowledge on deans'
7 leadership effectiveness further.
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Critical Factors Affecting Leadership: ~~in~~ A Higher Education Context

Abstract

Purpose: While the importance of leadership in various domains has been highlighted in the extant literature, effective leadership in the context of higher education sector has not been well addressed in the leadership scholarship. There is a need to address the challenge of leadership effectiveness in the education sector including business schools given the failures noticed in the sector attributed to poor quality leadership. There exists a major area of concern that calls for an investigation into this problem and therefore there was a need to explore the factors that affected leadership in the context of higher education institutions (HEIs).

Design/methodology/approach: The research is exploratory in nature as the study critically reviewed extant literature surrounding leadership practices specifically from a public-sector context to ~~identify affecting~~ identify factors affecting leadership effectiveness.

Findings: The findings of the study pointed out that regardless of the nation or organisation, leadership effectiveness is a factor that is dependent on how well the followers have accepted the leader. This indicates that amongst the different challenges explored in this study, leadership effectiveness is not only a challenge by itself but is also affected by other challenges including leadership practice and style.

Research limitations/implications: This research provides a better understanding of the critical factors affecting leadership practice of deans of business schools and how the styles' influence on leadership practice, the relationship between leadership practice and leadership effectiveness and how leadership style translates into leadership effectiveness.

Originality/value: This research contributes to the growing body of knowledge surrounding leadership scholarship from a public-sector context about the challenges that affect leadership effectiveness in the context of HEIs and stimulates further investigation into those challenges.

Keywords: leadership styles, leadership practice, leadership effectiveness, higher education institutions, public sector

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1. Introduction

Ubiquitous is the word used by Vroom and Jago (2007) for the term leadership, indicating the widespread use of leadership in common discourses. However, Bennis and Nanus (1985), like Vroom and Jago (2007) assert that no clear and unequivocal understanding exists in leadership literature that helps in distinguishing leaders from non-leaders. This aspect has been time and again highlighted in leadership literature in many fields including education (Buschman, 2016; Ghasabeh et al., 2015; Sahay & Baul, 2014). In fact, the extent of the use of the term 'leadership' in many fields has grown a great deal in, for instance, politics, media and organisations. Moreover, leadership as a concept has become a big challenge in many contexts including higher education from a public-sector context. It is certain that there are clear leadership differences between public and private sector organisations and extant literature highlights that organisational aims and objectives as one of the key factor (Chaston, 2010; Wright et al., 2012). Other factors influencing the leadership style between private and public-sector organisations relate to organisational stakeholders and expectations, the levels of public scrutiny and its impacts and sources of motivation for employees (Silvia and McGuire 2010; Wright et al., 2012).

From a public-sector context and specifically in the field of higher education institution (HEIs), the concept of leadership has begun to raise issues for business school leaders. The problem created by the lack of effective leadership has been found to exist in the context of business schools, as is the case in every organisation, regardless of nature or type (Bryman, 2007; Scott et al., 2008; Swanger, 2016). Although business schools purport to offer the best education in business (Ivory et al., 2006), the manner in which business school leaders lead the business schools and the skills and abilities of graduates of business schools to lead in commerce and industry has come under scrutiny (Ivory et al., 2006; Findlay et al. 2016). A need to study both the leaders of business schools and the impact of business education on the students, who are future leaders, has been the subject of growing debate (Cavico & Mujtaba, 2009; Gigliotti & Ruben, 2017). A review of the literature reveals that hardly any limited research has been conducted that informs research and practice with regards to the roles and functioning of the deans of business schools, including as leaders (Davies & Thomas, 2009; Association of Business Schools, 2014). Association of Business Schools (2014) has pointed out that only a few studies have been conducted on business school leaders and informs how important it is to have able leaders in business schools as those schools' mission is to produce

future leaders who make a difference to the world. Whether this is really happening is a matter that is open to question as hardly any evidence is there to know how deans of business schools contribute in producing future leaders (Findlay et al. 2016).

While the importance of leadership in various domains has been highlighted in the literature, effective leadership in the context of higher education including business schools has not been well addressed in the leadership literature (Ivory et al., 2008; Ruben et al. 2017). There is a need to address the challenges of leadership effectiveness in the education sector including business schools (Ivory et al., 2006; Gigliotti & Ruben, 2017) especially in the context of recent failures noticed in the industry attributed to poor quality of leadership exhibited by former students of reputed business schools in those industries. There exists a major area of concern that calls for an investigation into this problem (Cavico & Mujtaba, 2009; Gigliotti & Ruben, 2017). Therefore, the aim of this research is to explore the factors that affect effective leadership in the context of higher education institutions.

2. Research Background and Context

Leadership has been a significant topic of interest over several decades (Kovjanic, et al., 2012; Breakwell, and Tytherleigh, 2010). Yukl (2010) argues that leadership as a concept is widely considered to be a key factor for the success of an organisation. Literature on leadership highlights that lately employers have been found to be dissatisfied with the business schools, with teaching in business schools coming in for sharp criticism (Ivory et al., 2006). Furthermore, there is evidence that there is a decline in the number of students registering for the Masters of Business Administration (MBA) degree programmes offered by business schools (Ivory et al., 2006; AACSB International, 2016), another possible indicator highlighting the need to look again at the quality of education provision in business schools (see Table 1).

REGION	YEAR	FULL TIME	% CHANGE (2010-2015)
Canada	2010–11	62.5%	-2.5%
	2014–15	60.0%	
United States	2010–11	46.8%	-5%
	2014–15	41.8%	
Asia (excluding Near & Middle East)	2010–11	43.5%	-10.1%
	2014–15	33.4%	

Formatted Table

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Table 1: Enrollment pattern in MBA (Source: AACSB International, 2016)

Business schools and business education helps students to develop their ability to think critically, communicate effectively and manage firms in such a manner that they can serve the community in a successful and responsible manner. Deans of business schools, who are considered the leaders of those schools (Davies & Thomas, 2009; Association of Business Schools, 2014) have an important role in affecting the learning environment in which they do so. Almog-Bareket (2012) pointed out that there is a need for visionary leadership in business schools and suggests that vigorous visionary leadership among deans is required in order to generate a unique school identity and reputation. One of the deans of a business school in the US emphasized (an argument echoed by others) that business schools must use the opportunity to do more in terms of contributing to the success of the future leaders who graduate from business schools and stressed on the need to include ethical thinking as part of the curriculum (Adenekan, 2009; Association of Business Schools, 2014). Adding to the ~~above-debate of~~ business schools ~~and their deans need for effective leadership by deans, there have -have also been growing concerns over the -been facing the~~ challenges faced by these leaders -of growing dissatisfaction of employers (Ivory et al., 2006; Cherif et al. 2016). While it must be noted that some (e.g. Almog-Bareket, 2012, -Davies & Thomas, 2009) have started to attempt to address the challenges faced by the business schools and the deans, Ivory et al. (2006) point out that those research outcomes which have addressed the challenges faced by business schools are not consistent and are fragmented. When taken cognizance of, this statement of Ivory et al. (2006) and the argument of Association of Business Schools (2014) which says that only few studies have been conducted on business school leaders, there is a clear indication that there is ~~an urgent~~-need to investigate ~~thise~~ challenges faced by the business schools further.

Against this backdrop, there is a need to look at how deans could be linked to the success or failure of the students as future leaders. This is certainly a contentious issue in the academic literature. For instance, some feel that deans are ambidextrous professionals (Fagin, 1997) who are forced to manage the business school at the edge of chaos produced due to the hyper-turbulent environment that they have to cope with (Smith & Graetz, 2006). However, there are also other scholars (e.g. Symonds, 2009) who point out that deans of business schools have fairly recently enjoyed enormous clout and benefited from excellent facilities and have had good pay, prestige and the opportunity to mix with the great and good of business and

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6 have used this for working towards building their own career, possibly at the expense of
7 enhancing students' education (Starkey & Tiratsoo, 2007). Findlay et al. (2016) highlights
8 that potential new leaders of business schools are young, inexperienced and may lack the
9 skills needed to address pressing issues of the academy.
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13 Despite conflicting opinions about the description on what deans are responsible for and what
14 a dean's position entails, various internal and external challenges affecting the business
15 schools have made the dean's vulnerable to failure as leaders (Davies & Thomas, 2009).
16 While some (e.g. Ivory et al., 2006) have investigated what could be done to alleviate the
17 problems faced by deans of business schools and proposed various measures to deal with the
18 challenges surrounding them, some others (e.g. Davies & Thomas, 2009; Findlay et al. 2016)
19 have pointed out the need to study how deans could be supported to be leaders through a
20 leadership-centric approach, and thus lead their school to success. Leadership aspects pose a
21 challenge to deans of business schools, a research area that needs to be addressed.
22 Furthermore, in order to address the leadership aspects, it is necessary to know more about
23 the challenges that need to be tackled as part of the leadership-centric approach.
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30 There are a number of challenges leaders in HEIs encounter, for instance deans of business
31 schools, face which include leadership style (Bass & Avolio, 2000), leadership practice
32 (Astin & Astin, 2000), management style (Northouse, 2004), organisational setting (Chen &
33 Huang, 2007), organisational culture (Latham, 2013), decision quality (Muhammad et al.,
34 2009), follower commitment (Kouzes & Posner, 2002), follower satisfaction (Verhaegen,
35 2005) and leadership effectiveness (Basham, 2010). Although these specific challenges are
36 not the only ones that affect business schools and deans as leaders, it is reasonable to argue
37 that investigating a few challenges at a time helps in making the research process more
38 efficient, less complex and easier without sacrificing the quality that is needed to be built into
39 the research. The outcomes of the investigation of those challenges can become the beacon
40 for future research.
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47 One important aspect of the leadership discourse that has been highlighted is the study of the
48 leadership concept from many perspectives, for instance from the perspective of followers
49 (Spreitzer et al., 2005) or institution (Drucker, 1986) or customers (Hooijberg & Denison,
50 2002). Some of the emphasis on leadership has been with respect to the followers (e.g.
51 Spreitzer et al., 2005). As some (e.g. Hollander, 2008) argue, followers are the key to the
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leaders' success and it is the followers' perspective that draws one's attention to good and bad leadership (e.g. Hollander, 2008). Hollander (2008), for example, claims that to achieve effectiveness in leadership, attention to the interests and needs of the followers is essential. This argument is supported by Wills (1994) who says that it is the followers who judge leaders, and leaders can only be considered to have any impact if they pass this test (also see Bloom & McClellan, 2016). This applies, also, to the context of deans of business schools. For instance academic and administrative staff are considered as the followers of the dean of business schools and they cannot and should not be left out of any study on leaders or leadership given their centrality (Hollander, 2008). In some studies students are also considered followers of deans (Bloom & McClellan, 2016).

On a different note it must be mentioned that effectiveness of leadership is an important challenge that is argued to depend on how well the leader's characteristics and practices fit with the organisational contingencies and to what extent followers have accepted the leader regardless of the organisation type or nation. Such an inference is seen in a study conducted by House et al. (2002) which sought to investigate what is considered as effective leadership with respect to psychological welfare and international competitiveness across the world. The study involved 900 organisations and 17,000 respondents. The findings of the study pointed out that regardless of the nation or organisation, leadership effectiveness is a factor that is dependent on how well the followers have accepted the leader. This indicates that amongst the different challenges mentioned above in this paper, leadership effectiveness is not only a challenge by itself but is also affected by other challenges including leadership practice and style. Thus, greater focus on leadership effectiveness as a challenge is necessary.

The preceding arguments have highlighted the various contextual aspects that need to be considered in understanding the leadership process problems in business schools. In addition, the discussions have highlighted the various challenges that are faced by the deans of business schools. However, the main challenges related to leadership in business schools and factors affecting leadership process is not well understood. This study aims to address this gap in the literature.

3. Significance of Leadership in Higher Education

Leadership in higher education has become one of the most widely discussed topics of research of late. Business schools in particular have been in focus in the recent past with

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6 regard to the whole system of delivering education since there is an assumption that success
7 of business schools in producing successful leaders in business could largely depend on
8 having able leaders within the schools. Though there has been a number of studies with a
9 spotlight on the HEIs (for example, Ivory et al., 2007; Boer & Goedegebuure, 2009; Gigliotti
10 & Ruben, 2017), literature indicates that leadership and management in HEIs are considered
11 major challenges that need to be closely examined.
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16 There is a growing recognition that leadership development is important to different types of
17 organisations including institutions of higher education (Pfeffer, 2009; Findlay et al. 2016).
18 In this context, Hewitt (2008) argues that successful companies have great leaders
19 consistently, an argument that could have resonance in the context of institutions of higher
20 education. One of the benefits that appears to have accrued to companies that have focused
21 on leadership development is that they could help leaders improve the business using their
22 improved leadership skills. Pfeffer (2009) (also see Findlay et al. 2016) claims that a similar
23 effort is needed in institutions of higher education to develop leadership talent leading to an
24 argument that leadership is an important factor that needs to be considered by higher
25 educational institutions (HEIs). De Boer and Goedegebuure (2001) argue that there is a
26 growing emphasis on the role of deans as leaders in many institutions, an argument that finds
27 support in Association of Business Schools (2014). However, there is no consensus about the
28 essence of leadership or the means by which it can be identified, achieved or measured
29 (Bennis & Nanus, 1985) ~~and Marshall (2006) extends this argument to those in academia~~
30 ~~who are in the middle level of governance.~~ Some (Bolden et al., 2009) have highlighted the
31 attempts made by some institutions of higher education (universities) to view the deans as the
32 heart of their effort in modernizing the managerial structure.
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43 In the same vein, Huy (2001) and de Boer and Goedegebuure (2001) propose that the role of
44 deans is as an interface between the top-down strategy and bottom-up operations employed in
45 HEIs. De Boer and Goedegebuure (2001) consider that the dean can play a pivotal role in the
46 management of HEIs. However, de Boer and Goedegebuure (2001) also bring out that in
47 many countries the role of a dean is in a state of flux, leading to the inference that if things
48 are changing, we need to better understand how and why. For instance, one report shows that
49 in the UK 18% of the head of business schools are acting deans or the post is being advertised
50 (Association of Business Schools, 2014). In the modern era the concept of managerialism,
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6 especially public-sector managerialism, is making incursions into the education sector
7 including HEIs. Here the concept of managerial capability of deans comes into focus. Thus,
8 on the one hand leadership skills of deans are under the microscope and on the other the
9 managerial skills of deans are under scrutiny in many HEIs leading to the inference that the
10 concepts of deans as leaders and managers and the relationship between these concepts could
11 impact the HEIs. A logical question therefore is how leaders face the challenges of balancing
12 management with leadership. Indeed, one can be a good leader and bad manager as well as a
13 good manager and bad leader. This aspect needs further study.
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19 Additionally, with regard to the context of studying the relationship between deans as leaders
20 and managers there appear to be multiple models, for instance, managerial, corporate and
21 entrepreneurial models (Clark, 1998; Bargh et al., 1996; McNay, 1995) that could be used. In
22 another instance, Collinson and Collinson (2009) provide a comparative account on how
23 leadership is perceived by fellow staff members of the deans and how it is enacted by the
24 deans in the education sector. Through this comparative account, Collinson and Collinson
25 (2009) claim that the twin concepts of how followers (or subordinates, as they are often
26 called) perceive their leaders on the one hand and their leadership and enactment on the other,
27 is making growing incursions into the HEIs. In the context of perceptions of leadership, it is
28 important to mention here that the perception of the dean or the head of the department as a
29 leader is also an area that is under investigation, leading to a possible linkage of the concept
30 of deans as leaders to enactment of leadership (Collinson & Collinson, 2009; Bryman &
31 Lilley, 2009). A study by Breakwell, and Tytherleigh (2010) examined whether HE
32 institutional performance can be shown to be related to the characteristics of the head of the
33 institution. The study explored the relationship of several sociodemographic characteristics,
34 recently identified as being consistent amongst university leaders in the UK (see Breakwell
35 and Tytherleigh 2008a), to several objective measures of university performance. In another
36 study, that of Bryman and Lilley (2009), it was argued that, leadership aspect of deans as the
37 head of the department is a very important area that needs further investigation. Similarly,
38 Bryman and Lilley (2009) argue and bring into focus the effectiveness of leadership of deans
39 as an important aspect that could be investigated in the context of the governance or
40 management by deans.
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51 The arguments provided above have brought into focus the importance and need to study the
52 effectiveness of leadership and governance by deans in HEIs. However, some oppose this
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6 argument, like Gronn (2009), who argues that there is a need to shift the way leadership
7 practice is perceived. Some argue that leadership research need to move away from what
8 could be considered as good or effective leadership to leadership configuration (Gronn,
9 2009). In fact, Gronn (2009) emphasizes that the difficulties posed by dominant discourses
10 and constructs of leadership should enable future research to focus on implications of such a
11 shift, providing an argument that opposes the need to study effectiveness of leadership. Thus,
12 while there are arguments for and against considering leadership effectiveness as an
13 important aspect of leadership in HEIs that needs further investigation, the growing
14 challenges faced by HEIs indicate that it is essential to address the leadership effectiveness
15 issue. This argument is supported further by those who argue that there is a lack of thorough
16 understanding of leadership effectiveness and governance aspects pertaining to deans in HEIs
17 (Huy, 2001; de Boer & Goedegebuure, 2001; Cullen, 2014).
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25 It must be acknowledged that these arguments by Gronn (2009), Huy (2001), de Boer and
26 Goedegebuure (2001), Bryman and Lilley, (2009) and Pfeffer (2009) provide only a partial
27 view of the field. In the words of Whitchurch (2008), studies underestimate the current
28 significance of leadership especially within professional services that assume boundary
29 spanning roles in newer and more teaching and employer-oriented institutions. Thus, the
30 arguments of Bolden et al. (2009) assume significance who claim that contextual and
31 systemic nature of effective leadership practice in HEIs need to be recognised and
32 investigated through a more holistic view of leadership in HEIs as they claim that good
33 leadership matters.
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39 A critical review of these aspects is needed to gain an understanding of the various challenges
40 that determine the development of leadership models and styles, and management aspects in
41 academia. Thus, the subsequent discussions highlight the key challenges faced by HEIs with
42 a focus on business schools.
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45 46 **4. Analysis and Discussions**

47 48 *4.1 Key challenges facing Higher Education: A focus on business schools*

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50 Business schools across of the world have grown rapidly due to a spurt in the demand for
51 business education since the last decade and a half (Hawawini, 2005). Whether this demand
52 will continue remains to be seen owing to a number of challenges (Ivory et al., 2008). Some
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of the serious challenges faced by business schools that have been identified include evaluation of research performance (Thomson Reuters, 2010) recruitment, retention and staff development, reputation, finance, leadership, business education being globalised, shortfall in faculty availability, curriculum issues, changing technologies, governance, strategic choices and qualification and skills of faculty (Ivory et al., 2006; Ivory et al., 2007; Hawawini, 2005; Mayer & Wilde, 2015; Obeng-Ofori & Anane, 2015; Nyahongo, 2015). While these challenges can potentially affect business schools, the current status of many business schools does not indicate that the schools are recognising the need to face these challenges. Although these challenges create obstacles for the business schools to achieve success, amongst them, challenges posed by leadership and management problems are considered to be more serious as it is felt that leadership and management aspects are not being addressed by business schools properly (Pfeffer, 2009; Cullen, 2014). For instance, de Boer and Goedegebuure (2001) argue that there is a growing emphasis on the role of deans as leaders in many institutions. In this context there is no consensus about the essence of leadership or the means by which it can be identified, achieved or measured (Bennis & Nanus, 1985) and Marshall (2006) extends this argument to those in academia who are in the middle level of governance (also see Ortalo-Mane, 2014). Some of these key challenges affecting leadership although not exhaustive can be broadly have been identified and presented identified as the following in the following Table 2.

Comment [SS1]: Before Table 2, the author(s) suddenly skipped from the distinction between manager and leader notions to the challenges affecting leadership. Some links/connections are needed between these two paragraphs.

~~While on the one hand leadership skills of academia in business schools are sought to be understood further, on the other the managerial capability of academia has also come under review. Leadership and management have been differentiated in the sense that competent managers are needed to be effective leaders (Wilson et al., 2006). For instance, Cavico and Mujtaba (2009) argue that, as a leader, the dean is expected to develop and create awareness about the vision, mission and core values of the school whereas, as a manager, the dean is expected to act leading to the achievement of the school's values. Thus, there is clear distinction between the leadership and managerial characteristics. If there is a scrutiny of leadership aspects, then it appears by corollary that it is not possible to ignore the managerial capability of the leadership especially with regard to the achievement of the stated goals of a school.~~

Comment [SS2]: Before Table 2, the author(s) suddenly skipped from the distinction between manager and leader notions to the challenges affecting leadership. Some links/connections are needed between these two paragraphs.

~~These challenges although not exhaustive can be broadly identified as the following:~~

Challenges Factors affecting Leadership	References
Leadership styles and leadership practice	Petrie, 2014; Middlehurst, 1993;
Management style (change management, managing conflict, performance indicators and management)	Bowen-Hartung & Brown, 2013; Cinar & Kaban, 2012
Organisational setting	Mayer & Wilde, 2015; Lowe et al., 1996;
Decision quality	Meyer et al., 2016; McNamee & Celona, 2005; Borchers, 2005
Follower commitment	Soha et al. 2016; Kouzes & Posner, 2002;
Follower satisfaction	Nyahongo, 2015; Verhaegen, 2005;
Organisational culture	Nazem & Mozaiini, 2014; Cameron & Quinn, 2006
Leadership effectiveness	Ibrahim et al. 2016; Thomas, 1993;

Table 2: Critical **Factors Affecting Leadership**

Although the challenges identified is by no means limited to the above, some of the fundamental aspects that prop up these challenges within the academia and business schools in particular, include massification of higher education, globalisation, faculty shortage, curriculum changes (Cornuel, 2007), future developments and funding crisis (Ivory et al., 2006, 2007; Cornuel, 2007). The following discussions review the understanding of how these challenges have been addressed.

4.2 Leadership style and leadership practice

One of the serious concerns in the HEIs is to develop leadership skills. However, hardly any focus has been on the issue of developing leadership capability (Moses & Roe, 1990; Green & McDade, 1991; Middlehurst, 1993; Petrie, 2014). In particular, developing leadership capabilities in learning and teaching has attracted even less interest (Marshall, 2006; Hofmeyer et al. 2015). Concerns have also been raised regarding faculty motivation for research as well as evaluation of research performance of the institution (Thomson Reuters, 2010; Hardré et al., 2011). Limited studies that touch upon the leadership development aspects in learning, teaching and research, focus more on developing an understanding of the knowledge skills and capabilities required by leaders meaning what to develop in such

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leaders rather than how to develop (Stark, 2002; Stark et al., 2002; Marshall, 2006; Petrie, 2014). In addition, important attributes of leadership such as leadership styles although extensively dealt with in different segments of the educational sector including HEIs, there is a concern that much more needs to be done in developing knowledge on how leadership styles could be related to effective leaders in the HEIs to deal with the changing needs of the HEIs (Basham, 2010).

Further leadership style as a concept has been developed significantly over the last few decades and many different leadership styles have been discovered as being practiced by leaders in various organisations e.g. transactional and transformational leadership styles (Bass, 1997; Bass & Avolio, 2000). However, some scholars (e.g. Coats, 2000, Williams, 2001) are unsure on which of these leadership styles (attributes) could be related to successful leaders in HEIs. In the same vein it needs to be highlighted (e.g. McShaine & Von Glinow, 2000) that it is important to concentrate on leadership behaviour or practice or the perception of followers about leadership behaviour in organisations in order to develop leaders for the present and future. Some have emphasised the need to rethink the leadership practices (Astin & Astin, 2000). In fact, some have developed instruments to measure leadership practice (e.g. Leadership Behaviour Description Questionnaire (LBDQ)) that could be used to develop and enhance leadership practice although the applicability of such tools to varying situations is under question. These arguments emphasise that leadership practice, while attracting the attention as a unique variable of leadership development, has also been related to organisational performance, leadership effectiveness and other factors that impact leadership process (Leary et al., 1999). Leadership practice has been considered as a major challenge to HEIs in the context of developing leadership in HEIs (e.g. Herbst & Conradie, 2011).

In addition, one of the major problems is that efforts that have been put to develop leadership capability in HEIs with regard to learning, teaching and research vary widely across institutions resulting in lack of generalisability or uniformity (Marshall, 2006; Hofmeyer et al. 2015). For instance, some of the institutions appear to focus on developing the knowledge, skills and capabilities within the disciplines relevant to the faculty while others have attempted to develop leadership capabilities in teaching. However, there is a lack of focus on developing knowledge, skills and capabilities of faculty keeping at the fore the leadership component as well as enhancement of the current understanding of the faculty with regard to tasks identified with effective leadership in the literature (Marshall, 2006; Mayer & Wilde,

2015). For instance, while developing teaching skills may entail the faculty to enhance their knowledge, skill and capability in regard to an understanding of students, learning, teachers and teaching, pedagogy and the contexts within which they teach, leadership related skills may require enhancement of their understanding on how to establish directions, planning, budgeting, problem solving and staffing (Marshall, 2006). This includes leadership skills required for enhancing research collaborations and producing research outcomes which is also considered a major challenge in HEI leadership (Murray et al., 2014). Though many institutions attempt to develop programmes intended to build in leadership capabilities with regard to learning, teaching and research much needs to be done in integrating such programmes with leadership and leadership development with an objective to improve (Marshall, 2008). Within this argument it is necessary to include the research component also (Murray et al., 2014).

The preceding discussions clearly indicate that there is a need to better understand the challenges in developing leadership skills with a focus on learning, teaching and research. Moreover, there is an added need to identify specific leadership styles that can be developed in leaders of HEIs. It is important to address this issue as they impact the learning environment in which students learn, their professional practice, teaching and research (Marshall, 2001; Dearn et al., 2002; Prosser et. al., 2006; Murray et al., 2014).

4.3 Management style

Interest in understanding the relationship between job performance, motivation and management style has been on the rise (Marturano & Gosling, 2008). While on the one hand leadership skills of academia in business schools are sought to be understood further, on the other the managerial capability of academia has also come under review. Leadership and management have been differentiated in the sense that competent managers are needed to be effective leaders (Wilson et al., 2006). For instance, Cavico and Mujtaba (2009) argue that, as a leader, the dean is expected to develop and create awareness about the vision, mission and core values of the school whereas, as a manager, the dean is expected to act leading to the achievement of the school's values. Thus, there is clear distinction between the leadership and managerial characteristics. If there is a scrutiny of leadership aspects, then it appears by corollary that it is not possible to ignore the managerial capability of the leadership especially with regard to regarding the achievement of the stated goals of a school.

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Some argue that most leaders' behaviour can be brought under management styles, for instance impoverished management or middle-of-the-road management and the like (Marturano & Gosling, 2008). Another describes management style in terms of a managerial grid (Marturano & Gosling, 2008) and is also termed as the model of managerial behaviour (Northouse, 2004). However, literature shows that descriptions and depictions of management style are not uniform and management style as an attribute poses a major challenge to organisations including HEIs. In addition, there are a few other management challenges such as change management, conflict management and performance management that are commonplace in HEIs that also warrant investigation. More investigation needs to be carried out with regard to these challenges and how leaders manage to overcome these challenges (Bowen-Hartung & Brown, 2013; Cinar & Kaban, 2012). This implies that management capability is an essential aspect affecting leadership in HEIs and further research is needed to understand how leaders manage challenges.

26 *4.4 Organisational setting*

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Research in leadership has been conducted in multiple organisational settings such as the public sector (e.g. Waldman et al., 1990; Cowen, 1990; Koh et al., 1991) and the private sector (e.g. Avolio et al., 1991; Bryce, 1989; Keller, 1992). This includes HEIs (e.g. Lowe et al., 1996; Mayer & Wilde, 2015). However, some (e.g. Lowe et al., 1996) argue that the relationship among various components of certain leadership practices considered to be widely found in leaders and different organisational settings is not well understood. For instance, Lowe et al. (1996) (also see Porter, 2015) argue that more research is needed in understanding the relationship among transformational and transactional leadership constructs and leadership effectiveness in different organisational settings implying that organisational settings impact how leaders lead.

43 *4.5 Decision Quality*

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Decision as an important concept has been widely studied and decision analysis as a concept has been a major topic of interest for decades (McNamee & Celona, 2005; Kyguoliene & Bakanauskiene, 2016) Theory on decisions as a concept shows that it involves three aspects namely decisions, decision making and quality of decisions (McNamee & Celona, 2005; Kyguoliene & Bakanauskiene, 2016). In spite of continuous efforts in this field, an area that has been of major concern has been the identification of good decisions and bad decisions in the decision-making process. In this context, this is concerned with the outcome or results of

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6 those decisions and such a concern arises because of lack of understanding of whether good
7 decisions have resulted in good outcomes or bad outcomes and vice versa (McNamee &
8 Celona, 2005). McNamee and Celona, (2005) argue that an important reason that could
9 contribute to this is the uncertainty surrounding a decision-making process that is created by
10 the lack of complete knowledge about the world on the part of the decision makers. It is
11 reasonable to apply these arguments to leaders in the HEIs also as the situation surrounding
12 the HEIs is constantly changing and leaders are challenged with a continuous need to update
13 their knowledge of those surroundings. Thus prior to taking decisions leaders need to analyse
14 their surroundings and most importantly the decisions themselves. Decision analysis,
15 particularly decision evaluation, becomes an important aspect in decision making. An
16 essential part of decision analysis is the decision quality. There is a need to understand the
17 quality aspect of decisions made. Quality of decisions can be operationally defined as the
18 difference between good and bad decisions. Good and bad decisions are the outcomes of
19 decision-making.
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27 Borchers (2005) argues that quality of decision could be defined as a science that is filled
28 with many aspects including organizing principles, ethics, laws, or quantitative relationships
29 that facilitate consistency with values, objectives, belief systems, and empirical evidence. The
30 simplest of definitions of quality of decisions is given by Talley (2011) who argues that
31 quality of decision is considered to be the quality of the decision-making process and is
32 understood as the success of the outcome of the process. However, Talley (2011) cautions
33 that decisions need to be made prior to getting the outcome and hence quality is considered as
34 the best possible outcome that is achieved although it is short of the desired outcome.
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40 It can be seen that there are multiple definitions pertaining to quality as a concept that is
41 applicable to decisions made and the process of decision making although those definitions
42 are not the same and somewhat contradictory. The definitions range from ones that are simple
43 to those that are complicated with the definition given by Muhammad et al. (2009) being the
44 simplest and the one given by Borchers (2005) being the most complex. But these definitions
45 clearly articulate the importance of the quality of decisions as a concept because decision
46 quality needs to be assessed prior to taking decisions and such an assessment needs to be
47 compared with the outcomes to know the extent of quality that could be found in a decision.
48 This makes decision making process as one of the hard things in life.
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6 Based on the above arguments it can be construed that two of the important factors that affect
7 leadership behaviour is the decision making and decision quality. In the field of governance,
8 decision making, and quality of decision making are viewed as major factors by some (e.g.
9 Jones, 2011; Seltzer & Bass, 1990) that influence governance. For instance, Leadership
10 Behaviour Description Questionnaire (LBDQ) focuses on decision making as an important
11 factor (Seltzer & Bass 1990). In the same vein, Muhammad et al. (2009) argue that quality of
12 decision making is an important aspect that can determine the survival of an institution. Thus,
13 decision quality is an important factor that needs to be understood in the context of HEIs.
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19 *4.6 Follower commitment*

20 Follower commitment has been found as an important challenge (e.g. Kouzes & Posner,
21 2002; Soha et al. 2016) in organisations. In their research on the effect of transformational
22 leadership on teachers' commitment to change in Hong Kong, Yu et al. (2002) found that
23 there is only 11% of the variance in the teachers' commitment to change in Hong Kong could
24 be explained by transformational leadership although regression results indicated that there is
25 positive relationship between transformational leadership style and teachers' commitment in
26 Hong Kong. In another study although not in the HEIs, Rengpian (2007) investigated the
27 influence of perceived leadership practices on followers' organisational commitment and
28 found that leadership practices have a significant influence on organisational commitment of
29 followers. While some studies show that ~~that~~ getting the best workers and keeping them
30 committed to the organisation leads to increased competitiveness and helps in organisational
31 survival (Bergmann et al., 2000), some others empirical results contradict this statement. For
32 instance, the study conducted by Soha et al. 2016) on public universities in Malaysia showed
33 that there leadership influences staff commitment partially. These arguments clearly indicate
34 that follower commitment is an important factor and challenge that leaders need to reckon
35 with.
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44 *4.7 Follower satisfaction*

45 Literature (e.g. Verhaegen, 2005) highlights that amongst the many challenges that affect
46 business schools is the recruitment and retention of faculty which depends upon amongst
47 other factors, faculty satisfaction, an argument supported by Nyahongo (2015). In a study
48 spread over 181 European business schools, Verhaegen (2005) reported that a number of
49 factors affect faculty satisfaction which includes the concern of leadership on how to handle
50 faculty satisfaction. The results of the survey conducted by Verhaegen (2005) show that
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7 | faculty satisfaction was low with respect to research environment satisfaction and explained
8 that this could be due to the fact that deans of those schools have paid less attention to this
9 important aspect. Furthermore, Verhaegen (2005) argues that assessment of problems
10 associated with faculty satisfaction should be an important area of concern to the deans.
11 However, Harrell-Cook et al. (2017) have questioned the relationship between employee
12 satisfaction and leadership and have argued that it is not necessary that leadership alone can
13 influence employee satisfaction in the context of firms. Although the arguments of Harrell-
14 Cook et al. (2017) are in a different context than HEIs, it is possible to find similar situations
15 in the HEIs and it is important to note the contrasting situations to have greater clarity on the
16 relationship between leadership and employee satisfaction. For instance, Hijazi et al. (2016)
17 reported that their study on private university employees showed that transactional leadership
18 style had a negative impact on those employees. These arguments amply demonstrate that
19 follower satisfaction is a major issue when it comes to better understanding the challenges
20 that needs to be tackled by deans of business schools.
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26 27 *4.8 Organisational culture*

28 Human resource professionals and academics acknowledge culture as a key factor that drives
29 an organisation's performance (The University of Queensland, 2013). Some (e.g. Becher,
30 2011) argue that any right culture supports the implementation of strategy, enhances
31 productivity and innovation leading to an organisation deriving competitive advantage. Here
32 are a number of advantages that organisational culture ensures, for instance, organisational
33 culture:
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- 39 • Is effective in achieving proper use of the intellectual capital (Lynn, 1999).
- 40 • Helps an organisation in coping with a changing environment (Schein, 1999).
- 41 • Affects the communication skills and decision-making process in an organisation
- 42 (Kowalezyk & Pawlish, 2002).
- 43 • Affects organisational system operations, productivity, leadership actions (Taylor,
- 44 2003).
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49 Organisational culture is defined as a notion that manifests in the shared basic values, beliefs,
50 attitudes, assumptions and behaviours of the people of an organisation (Pettigrew, 1979).
51 Some argue, for instance Hofstede (1991), that culture is apportioned under four dimensions
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6 namely: collectivism vs individualism, power distance, uncertainty avoidance and
7 masculinity vs femininity while Schein (1992) defined culture as composed of explicit
8 behaviour, signs and shared values. As far as leadership literature is concerned it is seen that
9 organisational culture affects leader behaviour, and leader behaviour influences the culture of
10 an organisation (Latham, 2013). From these discussions it emerges that culture is an
11 important aspect of an organisation including HEIs and shows that it has been found to be an
12 important factor that continues to attract attention, particularly with regard to leadership in
13 HEIs (Imam, 2013).
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19 An important aspect of organisational culture in the context of HEIs that needs attention is its
20 ability to influence organisational performance (Cameron & Quinn, 2006). While literature is
21 replete with research outcomes on relating organisational culture to organisational
22 performance, there have been calls in the HEIs to implement culture strategy in organisations
23 that is aligned with leadership capability and other processes to ensure sustainable
24 performance (The University of Queensland, 2013). This implies that in studies that link
25 organisational leadership and organisational performance including leadership effectiveness,
26 culture needs to be involved to understand its influence on the leadership behaviour, follower
27 behaviour, organisational effectiveness including leadership effectiveness and organisational
28 processes such as decision-making (Nazem & Mozaiini, 2014). Any research which looks at
29 the leadership of deans or anyone else needs to take into account organisational culture,
30 because this is an important factor that influences leadership practice.
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37 However, considering fact that culture has been symbolized in many forms for instance as
38 country, nation, and society (Sekaran, 1983; Nasif et al., 1991), it is possible to infer that
39 culture can be defined and characterized in many ways. Keeping in view such a diverse
40 representation, it can be inferred that culture, particularly organisational culture could be
41 identified with demographic characteristic. Some of the demographic factors that are widely
42 used in leadership surveys include country or place of residence. For instance, Sanderson
43 (2007) used place of residence as a demographic variable in a study of multi-institutions on
44 leadership. Similarly, in their study on student leadership, Shertzer et al. (2005) used place of
45 residence as a demographic factor. In both studies evidence has been provided about the
46 influence of place of residence on leadership aspect although literature surrounding place of
47 residence as an influencing factor on leadership experience is not clear (Hamrick et al., 2002;
48 Pascarella & Terenzini, 1991). The studies cited above provide evidence for using the factor
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6 'place of residence' as demographic variable. In addition, demographic variables are often
7 used as control variables in research (Polston-Murdoch, 2013).
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10 *4.9 Leadership effectiveness*

11 The leadership literature will reveal that ambiguity in no uncertain measure surrounds
12 publications that are boasting to provide lasting solutions in relating leadership effectiveness
13 and organisational performance. For instance, some have indicated that the evidence linking
14 changes in leadership and its influence on performance is weak (Brown, 1982; Fazel & D'Itri,
15 1999; Dopson et al. 2016). Other research outcomes indicate that there is little or no impact
16 on organisational performance and change in leadership (Gamson & Scotch, 1964; Eitzen &
17 Yetman, 1972; and Allen et al., 1979) and association between leadership and organisational
18 performance is non-existent and contradictory (Liebersson & O'Connor, 1972; and House &
19 Baetz, 1979). Some argue (e.g. Dopson et al. 2016) that there are limitations in the current
20 state of knowledge and there are gaps in regard to the relationship between leadership and its
21 effectiveness, particularly in the HEI sector.
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29 While on the one side there are strong criticisms on the utility of establishing a relationship
30 between leadership and organisational performance, on the other there are others who have
31 highlighted the positive influence exerted by leadership on organisational performance and
32 the importance of leadership effectiveness. For instance, Fiedler (1967) claims that leadership
33 influences organisational performance and stresses the fact that leadership effectiveness is a
34 crucial predictor of organisational performance. Further Mott (1972) argues that leadership
35 is important to group or team performance. Others argue that successfully performing
36 organisations are inextricably connected to leadership (Bennis & Nanus, 1985) and leadership
37 has positive impact on performance (Yukl, 1998).
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43 In a situation where there is a sharp contrast on the arguments put forward for and against the
44 importance and utility of linking leadership with organisational performance it is important to
45 note that research and practice in regard to leadership effectiveness and organisational
46 performance in general have been conducted under the assumption that leadership
47 effectiveness impacts organisational performance (Alchian, 1986). What complicates the
48 issue further is the lack of generalizable empirical support that could confirm the positive
49 relationship between leadership and organisational performance particularly in the context of
50 HEIs (Thomas, 1993; Ibrahim et al. 2016).
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6 The arguments given above culminate in the inference that literature on the relationship
7 between leadership effectiveness and organisational performance is marred with confusion,
8 assumptions, discrepancies and sharply divided research outcomes. Amongst the several
9 ambiguities that characterise the research on the association between leadership effectiveness
10 and organisational performance are contexts and skill that could be considered as two of the
11 most important issues that are not well addressed in the literature. Particularly with regard
12 HEIs the problem is more pronounced due to lack of in-depth research in the area of
13 leadership effectiveness in HEIs. This is a major challenge for any researcher who would like
14 to gain an understanding of how leadership effectiveness impacts performance of HEIs.
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20 **5. Implications of research to theory and practice**

21 From a theoretical perspective, this research addresses this important gap in the leadership
22 literature. Principally the research has established which type of leadership style is prevalent
23 in the business schools, what type of leadership style is practised, how the leadership practice
24 could influence leadership effectiveness, what factors affect the leadership practice and what
25 type of leadership factors influences the leadership practice and leadership effectiveness. This
26 research effort therefore advances the current understanding of the leadership behaviour
27 within the public-sector context (i.e. higher education institutions).
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33 From a practice perspective, the findings of this research have implications, either directly or
34 indirectly, for a wide range of stakeholders in the HEI sector, namely the deans of business
35 schools, the academics within business schools and administrative staff and the institutional
36 managers in HEIs. In particular, this research provides a better understanding of the critical
37 factors affecting leadership practice of deans of business schools and how the styles'
38 influence on leadership practice and its effectiveness. The understanding of these factors can
39 help leaders to address the challenges that they face in leading the business schools
40 effectively. In doing so, this could positively influence leadership decision quality and
41 follower satisfaction.
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49 **6. Conclusions**

50 This research has critically reviewed the extant literature for leadership challenges from a
51 public-sector context specifically faced by the deans of business schools in the higher
52 education institutions. The review of the literature provided the theoretical basis for
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6 determining the nature of the leadership challenges factors, thus contributing to the extant
7 leadership scholarship with a public-sector focus. Factors such as leadership decision quality,
8 follower-commitment, follower-satisfaction, organisational settings and organisational
9 culture were found to be important aspects that needed to be addressed by the deans of
10 business schools for effective leadership. This research posits that a better understanding of
11 the leadership styles of deans of business schools and how their styles' influence on
12 leadership practice, the relationship between leadership practice and leadership effectiveness
13 and how leadership style translates into leadership effectiveness may allow us to better
14 understand how effective deans of business schools are in practice.
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20 It should be noted that this study is based on desk-based research and the readers should be
21 aware of the limited scope and indeed interpret the discussions presented in this paper within
22 the context of these limitations. Nevertheless, this research does stimulate further studies to
23 bring out knowledge that could be useful to deans in understanding how to use appropriate
24 management styles in particular organisational settings and organisational culture that is
25 needed to support them in their leadership practice as leaders. Deans could identify specific
26 management styles, organisational settings and organisational culture and implement them
27 with a view to being more effective leaders. A more fundamental significance of this study is
28 that understanding the challenges could help policy makers to have an opportunity to know
29 what leadership style is prevalent in the deans of business schools and how the leaders could
30 be supported. In a similar vein, future researchers could gain knowledge of other factors that
31 have not been addressed in this research, thereby enhancing the knowledge on deans'
32 leadership effectiveness further.
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