Management for leadership - educational implications for higher education

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Abstract

The discourse presented in this article is focused on the subjects of leadership and management, as well as relationships between these two. This discourse requires the inclusion of multi-contextual changes of the neoliberal world which make leaders face new requirements. The most important requirements are: the increasing role of leadership, management for leadership. The accumulated values that create management and leadership competences and the values that are useful in their formation and development make up leadership career capital and management career capital – and even management for leadership career capital. The arguments put forward in this article show that there is a need to generate new attitudes that will go beyond the boundaries determined by partial paradigms so that they are relevant to the dynamics of changes in the contemporary world and to the challenges that effective leadership, or even management for leadership, have to face these days

Introduction - contemporary context

The quality of changes in the contemporary world, in the words of I. Wallerstein – "the world that we know" (wherein, what is worth emphasizing, according to the author's vision, the quality of a social change, in fact, can even mean "the end of the world that we know") (Wallerstein, 2004, p. 55) contributes to changes in thinking about management. This leads us to the following statement – "for the first time in the history of mankind, there is a real chance for personal satisfaction and freedom of initiatives of direct producers of ideas and things to become the condition of proper functioning of their workshops, not only the content of utopian, pro-human slogans" (Obuchowski, 2000). Indeed, as A. Giddens emphasizes, the choice is the fundamental component of everyday activities of an individual. The intellectu-

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[1]*Understood as maintenance and supervision of the institution leading to implementation of government policy, or the management of different programs.*

al emancipation and the ability to behave reflectively in the world of a permanent change and in the diversity of social environments (in which an individual is engaged in a direct or indirect way) enable the expression of personal agency by creating individual lifestyles and "choosing" one's identity (Whittington, 1992).

Multi-contextual social changes, expressed in the permanent creation of the contemporary society, the specificity of qualitatively new transformations in relations between globality and locality, the society and an agent, an organization and an individual, as well as the relationships between them, are not without significance for the quality of considerations in the subject of management and leadership (Cybal-Michalska, 2013). The value of the debate on management and leadership career is evidenced by the fact that it is not free from a lively, critical overview of multiple theoretical perspectives. This article argues that there is a need to generate new attitudes that will go beyond the boundaries determined by partial paradigms, so that they are relevant for the dynamics of changes in the contemporary world and for the challenges that effective leadership, or even management for leadership, have to face these days.

The creation of management strategy and style in the world orientated to a global change becomes not only a problem of civilization, influencing the shape of organizational development, but it also becomes a problem of an individual dimension. Management is the most important part of every organization and the knowledge about the management theory is the key element necessary to be successful, either in management or in leadership. This knowledge also refers to universities, which are, after all, organizations, and no organization can achieve its goals without effective management. Thus, management is considered to be the centre of every organization (Mahmood, Muhammad, Bashir, 2012).

The basis of the points presented in this article is the assumption of an inseparable link between management and leadership. This assumption emphasizes that "leadership and management create patterns of complementary be-

haviours, actions, knowledge and skills. They must be seen on a continuum that reflects the implementation of managerial functions, where both categories, though related to one another, are different" (Michalak,2014, p.3). The foregoing findings show that although management is associated with the ability to deal with complexity and leadership – with changes, it is true, as Kotter noticed, that "the moment, companies understand the basic difference between management and leadership, they can begin the process of training their best employees that will enable them to perform both roles at the same time." (Kotter, 2005, p.119-120).

A lot of scholars still wonder if an individual is born to be a leader or if it is something that an individual can be taught. Is the inborn charisma the essence of leadership or are the features that an individual can learn? (Bohoris, Vorria, 2007). As one can see in the argument presented in this article, answers may vary. Special glorification of leadership is an aspect that is worth considering due to the point mentioned in the final reflection. In the 1980s, scientists studying the problem of management and leadership stood for treating leadership as an antidote to any organization failure. According to Kożusznik, "Let's get rid of management" movement was accompanied by the following motto: "people do not want to be managed but they want to be led" (Michalak, 2014, p. 15-18). This movement is surprisingly radical but it is also thought-provoking if it is legitimate to focus the management process on leadership.

Mintzberg, who is critical of putting leadership on a pedestal and discrediting management, states that by treating leadership as "a function different from management, we give an individual character to something that has a social character. No matter how much we emphasize that a leader's role is to empower or validate a group of workers, we always think mainly about an individual leader – every time we expose the issue of leadership, we belittle the importance of group members and we treat them only as a leader's subordinates. Thus, we weaken the sense of community and belonging to a given group, which are important and nec-

essary features in every organization for its employees to work as a team. Instead of focusing on a leadership, we should address communities of human beings that naturally cooperate to realize their aims, while leaders and managers should be treated as a part and parcel of these communities" (Mintzberg, 2013, p26-27). In cooperation with managers at different levels, senior and more experienced managers establish goals of a given organization and everyone who works there tries their best to achieve these goals. Management means creating a proper context that will enable effective work and that will help an organization to find its place among possibilities and threats coming from the outside. Managers on all levels shape values and the culture of organization with their decisions and by setting an example for others. However, it is the most experienced managers who have the most visible and the most direct influence on others. Achievements and success of an organization best prove the efforts and the effective management of managers (Darr, 2011).

To be successful, contemporary organizations (it also refers to universities) need both effective leaders and effective managers. On one hand, it means being oriented to tasks, on the other hand, to innovation and vision (Ricketts, 2009).

The concepts of leadership and management have a lot of similarities. They both refer to having influence on others, working with other people and achieving goals (Ricketts, 2009). Shaping these dimensions requires an intentional and targeted process of their development on the path of education. Changing concepts about the nature of management and leadership, as well as challenges associated with traditional attitudes to their development, constitute a reason for many new trends in education in the subject of management and leadership. Williams notices an increase in demand for postgraduate studies and training courses, which are offered by universities. Hirsch and Carter notice a visible shift in training offers to ones more flexible and tailored to individual and organizational requirements. Such a change requires a reversal of many traditional educational priorities: from theory to practice,

from a part to a system, from stages and roles to processes, from knowledge to learning, from individual knowledge to partnership and from analysis to reflexive understanding. One should seek the basis for these changes in paradigmatic breakthrough that determines a new quality of thinking about the nature of management and leadership and in the change of philosophical perspectives about a role of management and leadership. Meta-reflection is expressed in practice and it refers to such issues as: effective management or bigger competitiveness of an organization. Mole makes a clear distinction between the concepts of training, education and development in the subject of management. According to Mole, training is focused on the current job of an employee; education is focused on a future job, while development is concentrated on an organization. The contemporary trend is focused on education, but, first and foremost, on the development. Development programmes prepare individuals for changes and going in a new direction, which may be caused by the changes and development in the organization. Bush and Glover made a similar distinction, reviewing theories about the leadership development. They identified three contrasting models of the leadership development. Each of the identified approaches allows us to identify the relative values and strengths of each of them. Each of these approaches represents an important philosophical view on the nature of management and leadership in organizations. The distinguished models are the following: the "scientific" model (the technical one), which means training to achieve clearly defined aims; the "humanistic" model, which is focused on people and on strategically planned, transformational interactions; the third type is the "pragmatic" (rational) model, which is focused on projects, concentrating on individuals and groups' urgent needs. To better understand education in the subject of management, Holman quotes four recurring motives in the debates on the goal, nature and values of higher education and complements the list with the fifth element. Next to the epistemological motive (reflecting assumptions about the nature

of the sought knowledge), pedagogical motive (referring to the nature of the learning process, intended results and the methods of teaching), an organizational motive (referring to the management and the organization of education), as well as a social motive (reflecting the role of education in a society), Holman mentions management, referring thereby to the concepts of the nature of management practice. Referring to the diversity of the above motives, it is not surprising that there are qualitatively different attitudes to the subject of management and leadership development. Developing his attitude, Holman identified four contemporary models of the management education (see Table 1). He comes up with the conclusion that academic liberalism (important because of its over-reliance on theory) and practical vocational trainings (important because of their over-reliance on action) are desirable if we are to educate practicing managers. Moreover, Holman proposes that empirical liberalism and empirical/critical atti-

Table 1. Contemporary models of the management education

Academic liberalism	It assumes that management education should be, first and foremost, about following the objective knowledge about management. Thereby, this attitude tries to spread general rules and theories that can be used in a relative and rational way. From this perspective, the aim of the management development should be to create "a scientist of management", who is able to analyze and use theoretical rules. Lectures, seminars, case studies and experiments are the main methods of teaching.
Empirical liberalism	Its assumptions are similar to those of the academic liberalism but more attention is paid to practical approach which results from experience in the sphere of management, rather than from epistemological practice. The main aim of this attitude is to create "a thinking practitioner," who has the right practical skills and knowledge and an ability to adapt to and to learn from a given situation. Work group, learning through action and self-development are the main methods of teaching.
Empirical vocational trainings	This attitude results from economic and organizational fears that managers should be equipped with the right skills and knowledge that is necessary in a given organization. That is the role of the management education. Thus, the aim of this attitude is to create "a competent manage," who has the necessary interpersonal and technical competences that are required in a given organization.
Empirical / critical attitude	As Holman emphasizes, the aim of this attitude is to free managers and other organization workers from oppression and alienation. In this sense, this attitude has a lot in common with empirical liberalism. Though, it requires a more critical level of reflection, which enables individuals to become more reflective in the aspect of the knowledge they have and the quality of their actions, so that they could formulate practical and emancipation forms of action. Thus, the main idea of this attitude is to create "a critical practitioner," who is able to face and develop new ways of action. The main methods of teaching are the methods that are based on critical learning through action and critical reflection.

Source: Bolden R., Trends and Perspectives in Management and Leadership Development in: Business Leadership Review IV/ 2007, pp.2-5

tudes should shape managers, who will be able to deal with prospective changes, as well as the needs of an organization and the society. Empirical pedagogy promotes learning and development in a natural environment in a workplace and it indicates an ability to deal with complex nature of real management practices.

In the context of the debate about the aim of education in the subject of management and leadership, we can see an evident trend which promotes flexible and empirical initiatives, while traditional, formal programmes lose popularity. Weindling noticed that surprisingly few programmes are based on clear management theories and leadership practices. While Hirsch and Carter observe three important tensions that people who teach management have to face. First, together with modularization of formal programmes, we deal with more and more pressure to adapt training programs and make them useful for leaders and managers on every level of an organization. Second, the increase in the individualized education, such as coaching or 360 degree feedback, constitutes a serious challenge because of temporal reasons – more time is needed to adapt and support a specific provision. Third, together with the disappearance of traditional career structures and lifelong employment, managers get little support to plan their careers in a long-term way. Thus, it is easy to notice that there are plenty of factors that influence current scope and a dimension of management and leadership. Some of them are directly linked with the quality and the development of the management education. While, others have a conceptual character and refer to assumptions, education goals, the nature of management and leadership, as well as to the relative character of the relationship between an individual and a group. Each of these issues has a high level of complexity, but without the awareness of the basic problems underlying those assumptions, it will be difficult to choose an effective attitude to the leadership development, including management for leadership (Bolden, 2007).

The amount of developmental and educational initiatives evokes reflection about the organizational dimension of education. Gos-

ling and Mintzberg proposed seven main assumptions which should constitute a basis for real management. Referring to the subject of the management education, the researchers pay attention to the following facts: a) the management education should be limited to practicing managers, chosen on the basis of their effectiveness; b) the management education and practice should proceed in a parallel way and they should be integrated; c) the management education should use work and life experience; d) cautious reflection is the key issue in the management education; e) the management development should bring an effect in the form of an organization development; f) the management education should be an interactive process; g) every dimension of education should make learning easier. The implications that result from the distinguished rules are various for both sides, for those who participate in the management and leadership development and for those who create the educational offer and provide it. Special attention should be paid to the interaction between experience, theory, practice and reflection, between an individual development and an organization development, as well as between an offer provider and a participant. The management phenomenon can be seen from a lot of perspectives. Each of them assumes a processual character. The leadership phenomenon is perceived in a similar way (leadership is not something that you learn or you can learn – it is the process of learning). The processual context allows for the existence of possibilities to create actions to manage one's own career and monitor one's career for leadership. The distinguished attitude points to a new quality of partnership between companies and management and business schools, which will enrich the discourse about the management of organization development on both sides. In this sense, leadership development, especially the possibility of going back and looking again at the practice, should be a component of all the aspects of organization functioning and thereby the management of an organization. To make sure that we get the most from leadership development, it is advised to critically evaluate

the current leadership concept and to learn from one's own organization to think about developmental needs of both individuals and an organization. It is also advisable to diagnose how development needs change, taking into account the temporal dynamics. It also means recognizing different options and offers of development that come from various knowledge providers, as well as negotiating the adaptation of education programmes to the students' needs in order to maximize the benefits of learning and to transfer the gained knowledge to one's workplace. The quality of the management processes, preceding and following activities aiming at education and development, is the preview whether newly acquired competences will be appreciated and used in practice. It is also significant to observe other systems and organizational processes, especially HR strategy. The individual perspective also requires listening to the "inner voice." as well as identifying and dealing with psychological barriers which make it hard to be an effective leader. These barriers are, for example, low self-esteem, lack of self-confidence, fear of failure or rejection, cognitive "narrowing" and the negative effects of stress. To deal with these problems, individuals need such techniques as: strengthening, psychological reconstruction and the development of social skills. It is advisable to rely on one's strengths and to look for a way to deal with one's weaknesses. The key to being a successful leader is not filling the gaps in competences, but sustaining the strengths and the feeling of uniqueness. Gosling and Murphy talk about the importance of continuity in the process of changes. The sense of continuity of the Self, despite the passage of time, constitutes one of the most important components of an individual's identity. There may appear transformational changes but in most cases, a situation requires a careful approach and the use of individual and organizational externalized skills. The emphasis is put on the importance of the meaning, role and the influence of culture and the organizational context to encourage, motivate and inspire people to work in a given profession, using an appropriate communication style to present

one's goals and values. At the subject of leadership and an organization, one should look in a long-term way, realizing its processual character. In this context, it is worth considering how different educational and developmental activities are part of the course of life and career of individuals and organizations (Bolden, 2007).

Considerations about the crystallization of a leader's identity prove the value of the debate on leadership in an educational aspect. The main categories of this firmly established theory were particular stages of a leader's identity. The process of a leader's identity development is a process of transition through several stages of development through contact with a group, which changes the way leaders see themselves and other people. It also broadens the perspective of leadership in general. On the basis of empirical research, supporters of the developmental influences illustrate the following stages of the development of a leader's identity: awareness, exploration (commitment), an identified leader, diversified leadership, generativity, integration (synthesis). The first stage is to notice that leaders exist. The second stage is the time of deliberate involvement, group experience and meeting obligations. This is the stage where skills are developed, including the observation of the leadership models. On the third stage, participants realize that groups consist of leaders and followers. On this stage, one leader emerges – the leader and this person is now responsible for the group's results. On the fourth stage, the role of a positional leader is noticed, as the one that puts the community together and shapes its culture. On the fifth stage, one can experience leadership activism and notice the desire to make changes. One can see interrelations, responsibility acceptance and the concern for the development of others. The last stage is the active involvement in leadership. Seeing leadership as a daily process, as a dimension of the identities of individuals who are self-confident, striving for congruence and inner integrity. Leaders understand the complexity of an organization and they show systemic thinking. The investment in leadership, internalized as a personality trait, makes leaders exhibit cogni-

tive flexibility and an ability to use one's own knowledge and skills in new contexts, perceiving leadership as everyday reality" (Komives, Owen, Longerbeam, Mainella, Osteon, 2005).

Fenton's statement constitutes an interesting cognitive context for reflective reference to the discussed subject: "leaders are distinguished by the fact that they are different. They question assumptions and they are suspicious of tradition. They search for truth and they make decisions based on facts, not on prejudices. They prefer innovations" (Bhamani, rose, Bramble, 2012) If we assume that the author refers only to leaders, it should be acknowledged that managers not necessarily seek truth and prefer innovations. It would also mean that managers stick to the tradition. Zeitgeist does not allow us to accept such a great simplification. Discussing the conditions necessary for a manager to become an initiator of changes, Seiling lists features that can be attributed to a leader. These are skills ascribed to such areas as: "noticing a different reality, expressing things that are not said, questioning and taking huge risk to be perceived as an unrealistic person – or even an unreliable person – because of the desire to create a totally new work environment" (Bown, 2006). Thus, the complexity of the conditions of leadership and management can be applied in reference to new ideas and trends indicating the relational character of the constructs under discussion. The discourse about leadership and management, as well as relations between those two, makes it necessary to include multi-contextual changes of the neoliberal world that make leaders face new challenges.

Conclusions

From the points presented above we can conclude that "the process," "the influence" is the aspect of the leadership "mechanism," which gains importance for the practice of management. Leadership is a process where an individual has influence on others in order to achieve a goal. A leadership agent manages an organization in such a way that it works in a more consistent and coherent way. This aspect is also significant for the quality of management of a university in the world dominated by a neoliberal discourse. Management for leadership is a process where an agent influences a group in order to achieve a common goal. The category of "management for leadership" defined as a process in which an individual influences others in order to achieve group or organizational goals is also associated with the requirement that this influence must be beneficial for both the agent and the organization, as well as for the society in accordance with the ideals of social responsibilities of universities.

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