

Considerations on Intellectual and Academic Leadership of a Scholar in Higher Education: The Descriptive Literature Review

*Vilma Žydžiūnaitė**

Received: October 28, 2017; received in revised form: February 22, 2018;
accepted: February 23, 2018

Abstract:

Introduction: The search for solutions to the issue of leadership leads to hundreds of leadership studies, most of which are contradictory and inconclusive. The scientific literature on leadership in higher education is focused mainly on educational, academic, managerial or thought leadership. This literature provides the opinion that the intellectual leadership in higher education is directed towards building social and intellectual capital through a scholar's involvement in decision-making and performance of leadership roles in ways that support the scholar's collaborative decision-making and empowerment. Scholars see intellectual leadership as the scope of challenging processes, which incorporate ideas, values, understandings, solutions, beliefs, visions, knowledge, approaches, purpose and actions. These aspects must be accepted through collectively-shared understanding and generated contextually for organizational development in higher education. With growth in administrative demands, it becomes difficult for intellectual leaders to achieve an appropriate balance of leadership, teaching and research in higher education.

Purpose: To explore and describe the conceptual contents of intellectual leadership and academic leadership by providing their similarities and differences.

Methods: In the research, a descriptive literature review (Yang & Tate, 2012) was applied. The sample was mainly based on academic publications; the articles included are all refereed journal articles.

Conclusions: The literature review covered wide range of aspects, which reveal that intellectual leadership consists of roles that have several orientations, but the intellectual leadership is not related to the formal administrative or managerial positions. The roles of a scholar in relation to the concept of "intellectual leadership" maybe seen through the following activity spheres: mentor represents educational sphere, guardian – moral sphere, enabler – managerial and administrative spheres, and ambassador – political and communication sphere (Zydziunaite, 2016). The importance of personal characteristics and academic achievements in the formation of intellectual leaders' reputation is also highlighted in the article. Despite the limitations of definitions on intellectual leadership it is argued that this concept is related to the organic personality of an intellectual leader (scholar) who acts as organizer of ideas, carries responsibility for academic development and direction in higher education.

* Vilma Žydžiūnaitė, Department of Education, Vytautas Magnus University, Kaunas, Lithuania; vilma.zydziunaite@vdu.lt

Key words: academic leadership; higher education; intellectual leadership; leader; scholar.

1 Introduction

Leadership is not a simple concept. In the higher education context, the several types of leadership (intellectual, thought, educational, and academic) overlap. As much as anything, leadership is about creating a vision of what might be and fostering a culture that supports and can achieve that vision. A leader does not have to do it all but must articulate an inspiring vision that compels others to “buy in” (Yielder & Codling, 2004, p. 319; Szczepańska-Woszczyzna, 2014). In today’s academic environment of continually decreasing resources, it is important for all members of the scientific community to have a clear understanding of their leadership roles and responsibilities and to step up to the challenges they face to help the higher education institution (HEI) to progress toward mission fulfillment (Rowley & Sherman, 2003). Four elements of intellectual leadership are inherent to the scholar as intellectual leader in higher education: a passion for transformation, possessing a balance of personal virtues, a commitment to service, and overcoming adversity (Macfarlane & Chan, 2014).

A leader in the academic context is engaged with the “center” of the HEI, and committed to the attainment of its institutional objectives, but must be able to articulate a reasoned alternative view about the processes that will help to achieve them and demonstrate the ability to critique the objectives if necessary (Blackmore & Blackwell, 2006). In using the term leader, it is essential to acknowledge the inspirational effect that a leader should have. Academic leaders have gravitated into managerial roles at the expense of any real leadership. Given that when translated into an academic setting, the roles of management and academic leadership can be seen to be quite different, and some of the roles’ performance creates confusion, because the scholar must be good at all roles. Some scholars combine the necessary traits of academic leader and manager, nevertheless these roles are quite distinct, and need different foci and abilities. It could be considered that combining the two roles or allowing one to become the other by default or force of circumstances, is not an appropriate way to develop the culture of intellectual leadership in HEI (Yielder & Codling, 2004). However, personal characteristics and achievements are important in the formation of reputation of the scholar as intellectual leader in higher education (Macfarlane & Chan, 2014). Unfortunately, chairs often see themselves as scholars who, out of duty, temporarily accept responsibility for the administrative tasks while other scholars can continue their teaching and scholarly pursuits. They come to the position without leadership training, prior administrative experience, a clear understanding of the ambiguity and complexity of their role, recognition of the metamorphic changes that occur as one transforms from a scholar or professor to a chair, without an awareness of the cost to their academic career and personal lives (Gmelch, 1991).

Academic leaders are seen traditionally through their expertise and particular scope of knowledge. The role of an academic, scholar or professor in a traditional HEI incorporates academic leadership, with management occurring almost incidentally depending on the personal qualities of the researcher and administrative staff (Yielder & Codling, 2004). Excellent academic leaders may or may not be also the intellectual leaders. Academic leaders perform the academic leadership, which interplay with the managerial leadership and the organizational structure in HEI and its departments. The

intellectual leadership cannot be strictly defined as a role or function, because it is both and at the same time it is more than the role and function. It is the mission, purpose within other purposes, component of leadership and outcome of well-managed intellectual capital in academic setting, and the autonomous concept with dimensions and orientations. Intellectual leadership is within the higher education organizational structure and can be captured intuitively, but it is not related to managerial rules or structures. Intellectual leadership is rather symbolic metaphor and expectation towards HEI scholar, nevertheless his/her administrative or research position in particular institution (Macfarlane, 2012).

Literature on higher education and leadership has been growing rapidly, treating intellectual leadership as a natural function, mission or role of the researcher (Yielder & Codling, 2004). There is lack of scientific literature on the specific characteristics of intellectual leadership and the essential aspects of scholars' roles in higher education. The scientific literature on leadership in higher education focuses mainly on educational, academic, managerial or thought leadership; intellectual leadership is not seen as a leadership type for scholars in higher education. However, the scientific literature covers a wide range of aspects at various levels of completeness and comprehensiveness regarding the concept of "intellectual leadership".

The aim of the research was to explore and describe the conceptual contents of intellectual leadership and academic leadership by providing its similarities and differences. The following research questions were addressed: What is the scope of processes within the concept of intellectual leadership? What are differences between the concept of intellectual leadership and other related concepts such as intellectual capital, academic leadership and managerial leadership in higher education?

The descriptive literature review (Yang & Tate, 2012) was applied to analyze conceptually and thematically the concept of intellectual leadership and narrate the descriptive text about this term by comparing and differentiating with academic leadership and intellectual capital. Literature review in this research covered a wide range of concepts and subjects at various levels and completeness and comprehensiveness (Grant & Booth, 2009). In the article the terms "scholar", "researcher" or "professor" are not differentiated according their semantic, content or institutional position/status meaning. All these terms here are used alternately and mean generally the academic, named in the article as a "scholar".

2 Intellectual leadership in higher education school: the scope of processes and activities

HEI present challenges for scholars who seek to better understand and/or practice it, because leadership has to be applied in a variety of different settings including administrative and academic departments, in student and faculty organizations (Rowley & Sherman, 2003). The concept of leadership must be moved onwards and upwards into a knowledge and learning based dimension beyond that of group dynamics and project management, to a level that engages with the charismatic effects of intellectual leadership (El-Tannir, 2002).

Intellectual leadership is discussed, but not defined in the scientific literature. Dealtry (2001, p. 119) argues that it is the quality of overall intellectual performance and the quality and quantity of mental rather than physical energy that redefines activity potential and competitive reality of the activity entity. Researchers see the phenomenon

of intellectual leadership as the scope of challenging processes, for example, ensuring, critiquing, questioning, generating (Stevenson, 2012), envisioning, advocating, encouraging, re-imagining (Roy et al., 2008), managing, achieving, evaluating, acting, and providing (Dealtry, 2001). In these explanations are the general unifying components: ideas, values, understandings, and solutions (Stevenson, 2012), beliefs and visions (Roy et al., 2008), knowledge, approaches, purpose, and actions (Dealtry, 2001). These mentioned aspects must be accepted through collectively shared understanding and generated contextually for organizational development in higher education. The literature review shows that intellectual leadership is a complex process towards new visions and relevant solutions.

The intellectual leader is the key actor in intellectual leadership and the intellectual architect (Tseng et al., 2010). His/her task is to create intellectual environment where people, working together, contribute, as individuals, toward attainment of purposes (Koontz, 1963). Intellectual leadership is performed by intellectuals. Stevenson (2012, p. 349) names them as “organic intellectuals who fulfill the roles of constructor, organizer, permanent persuader”. Intellectual leaders challenge the traditional forms of knowledge, create the conditions for emerging answers, organize ideas around an alternative to the status quo and hold out the possibility of transformation (Stevenson, 2012) (see Figure 1). Intellectual leadership is a knowledge networks in terms of its intellectual architects (who), their respective contributions (what), and the time and place in which they published them (when and where) (Tseng et al., 2010).

Intellectual leadership in different educational institutions is characterized by particular similarities and differences. At school the intellectual leader is a teacher. Intellectual stimulation works for teachers as intellectual leaders to encourage thoughtful, creative and effortful problem solving through careful contemplation (Bolkan et al., 2011). His/her leadership is focused towards two practices: i) teaching practice in the classroom, which is related to student outcomes, and ii) instructional support to teachers (colleagues), which impacts teachers’ classroom practices (Heck, 2008). At university, the intellectual leader is a scholar and his/her main concern is research excellence, which is shown and proved through publications (articles, books, monographs), grant getting, and textbooks written, and reflects national and/or international reputation in a disciplinary or professional field (Macfarlane, 2011).

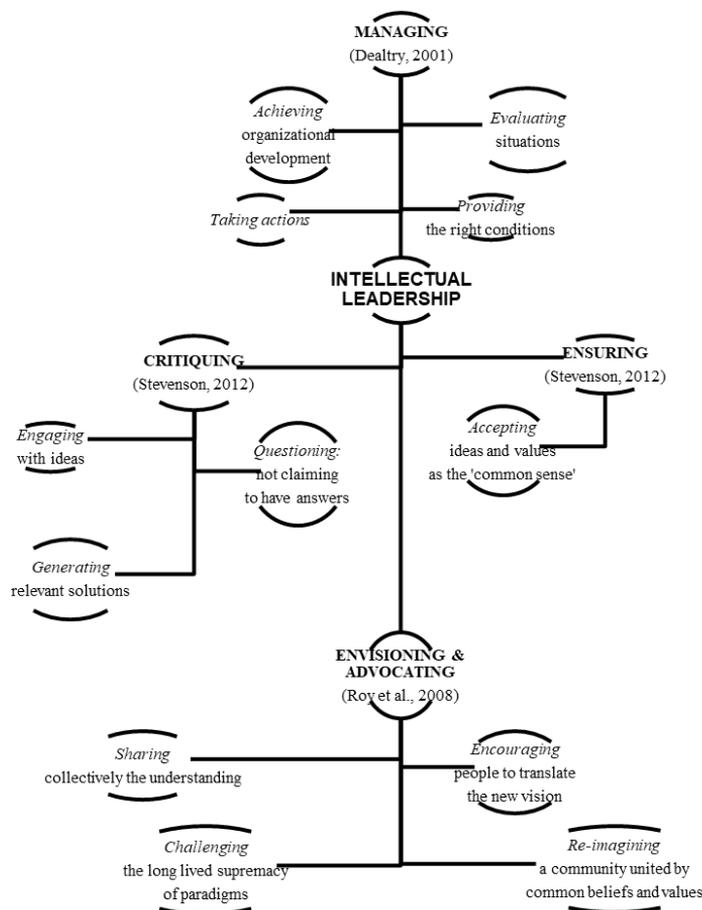


Figure 1. The scope of processes of intellectual leadership in higher education.

The intellectual leadership of a scholar in higher education is characterized by similarities and differences regarding his/her educational leadership. Both leadership types are similar as they are focused on a scholar's practices in working with students. Gunter (2006) argues that educational leadership is the practice of the practitioner (scholar as a teacher or lecturer by performing the pedagogical role) in working with students in developing their learning, and it is the practice of enquiry (as a researcher) into how and why the practitioner (scholar) works with students. According to this author, educational leadership is strongly related to controlling mechanisms of teaching by scholars within the pedagogical role, higher education institutional culture, students, academic and non-academic communities, and public policy. Then in educational leadership exists the radical understanding of how educational leadership processes embedded within teaching and learning take place. Intellectual leadership by the scholar is not related to controlling mechanisms. Here the scholar is openly oriented to students and colleague scholars in order to seek quality in teaching and influence as much as

possible the achievements of students through learning support (Heck, 2008). Thus, educational leadership is related to controlling and keeping rules, and intellectual leadership is focused on improvements and support.

In the context of a scholar's intellectual leadership in higher education the "intellectual stimulation" emerges as an important component. The scholar as an intellectual leader directs his/her leadership to students through challenging them, encouraging their independent thought, empowering students to think deeply, critically, and to form their own conclusions about course material, using an interactive teaching style (Bolkan et al., 2011). The intellectual stimulation is related to both – intellectual and educational – leadership types in the institution. The component "teaching style" is related rather to educational than to intellectual leadership. Thus, both intellectual and educational leadership are interrelated in the higher education environment through promoting teaching and learning. Scholars as intellectual leaders are expected to demonstrate a basic level of competence in management and administrative services within the HEI (Heck, 2008; Macfarlane, 2011). But being an intellectual leader in higher education does not necessarily make a good academic manager. As well as being intellectual, a scholar is not equal to being an intellectual leader (Macfarlane, 2012).

The intellectual leader – scholar – directs his/her leadership towards i) students through teaching, advising, (co-)supervising; ii) colleague scholars or academics through being a role model and mentoring, co-authorship with inexperienced researchers and higher education teachers; iii) the HEI in an internal context through representing the department in the institution, influencing the work and its direction, and serving on its committees; iv) the HEI in an external context by influencing the public debate, and in the internal context (Macfarlane, 2011). Intellectual leaders are able to generate penetrating insights into complex issues, to make decisions and to take actions (El-Tannir, 2002). Table 1 shows that intellectual leadership by the scholar in higher education is expressed as an academic duty and commitment through such roles as mentor, guardian, enabler and ambassador.

Table 1

Activities related to intellectual leadership of the scholar in a HEI (according to Macfarlane, 2011; 2012)

| <u>Activity of scholar in HEI</u> | <u>Content of the activity of a scholar in HEI</u> | <u>The role of a scholar</u> |
|---------------------------------------|---|------------------------------|
| <i>Co-supervising ...</i> | ... PhD students ... | MENTOR |
| <i>Co-authorship ...</i> | ... Less experienced researchers and experienced scholars ... | |
| <i>Advising ...</i> | ...On sources fundingOn publication outlets for research ... | GUARDIAN |
| <i>Helping ...</i> | ... Colleagues to develop their intellectual ideas ... | |
| <i>Encouraging ...</i> | ... Colleagues to overcome challenges with paper ... publications and applying for grants | |
| <i>Researching and publishing ...</i> | Being an independent champion and a guardian (steward) of academic standards and | |

Acta Educationis Generalis
volume 8, 2018, issue 1

| | | |
|--------------------------|--|------------|
| | associated values ... | |
| <i>Nurturing</i> | ... Colleagues with potential ... | ENABLER |
| <i>Applying ...</i> | ... For research grants with less experienced colleagues ... | |
| <i>Participating ...</i> | ... In the external fellowship panel ... | |
| <i>Giving ...</i> | ... Colleague's confidence ... | |
| <i>Lobbying ...</i> | ... On behalf of the subject ... | AMBASSADOR |
| <i>Debating ...</i> | ... Issues ... | |
| <i>Promoting ...</i> | ... Explaining new key ideas ... | |

The concept of intellectual leadership includes two dimensions – *academic freedom* and *academic duty* that are related to the following orientations (Macfarlane, 2012):

- *Knowledge production*, which for the intellectual leader-scholar means seeking to have an impact on theory and/or practice through creation of knowledge (theories, frameworks, analyses, and models).
- *Academic citizenship* in intellectual leadership of a scholar with orientation represents the application of disciplinary specialism for the benefit of wider public perceiving and understanding (use of innovative teaching methods, engagement in public outreach work through activities with government and non-governmental organizations).
- *Boundary transgressing* is implemented when the intellectual leader-scholar treats as a challenging the norms of established disciplines and developing connections across fields through research and teaching.
- Representing the discipline, research topic, HEI and/or country as a *public intellectual* means a scholar's engagement with and seeking to influence public debate on social, moral and economic issues through speaking, writing and campaigning.

Intellectual leadership does not mean or guarantee *thought leadership* in higher education. Thought leadership is related to knowledge production innovation (value creation), excellence and recognition in order to have the transformative effect on educational market with a knowledge production or learning service that is resonated with stakeholders (Bontis & Nikitopoulos, 2001). Thought leadership involves tacit knowledge – knowledge that cannot be easily communicated and shared and that is highly personal, deeply rooted in action and in an individual scholar's involvement within a specific context (Gupta & Roos, 2001). From both descriptions about thought leadership is seen that here the focus is on personalized knowledge enactment and narrow specialty activities in a particular context. Intellectual leadership means the organic personality of an intellectual leader-scholar in order to displace the *status quo* through being not detached from their peers and acting as organizers of ideas (Stevenson, 2012). The task of the intellectual leader-scholar is to establish an environment for effective and efficient group operations, when the environment is characterized by intentional structure of roles and commonality of purpose (Koontz, 1963). In both intellectual and thought leadership the knowledge production is the focus in higher education arena. But intellectual leadership does not seek the triumph of one

form of knowledge over another, or one intellectual leader-scholar over another, but this is a process in which new forms of knowledge are generated contextually (Stevenson, 2012). The competition through knowledge production is the characteristic of both leaderships, but the purpose here is different: in thought leadership the aim is to sell the idea of knowledge over knowledge (Bontis & Nikitopoulos, 2001); in intellectual leadership the knowledge production means development, expansion, and improvement through focusing on knowledge-to-knowledge (Dealtry, 2001). Hence thought leadership is interested in marketization of knowledge, and intellectual leadership seeks the intellectual value of knowledge.

Intellectual leadership in higher education is directed towards *building social and intellectual capital* through the intellectual leader-scholar's involvement in decision-making and performance of leadership roles in ways that support, in a community of scholars, collaborative decision-making and empowerment. Here social capital means resources (power and information) to bind the scholars' community with a social relationship that can be used to leverage additional intellectual and other resources. The resources of both the individual scholar and the scholars' community can be used to obtain or maintain additional advantages by drawing on different resources within and beyond the scholars' immediate community (Bolívar & Chrispeels, 2011).

2.1 Interrelating characteristics of intellectual capital and intellectual leadership in higher education school

Intellectual capital (IC) in higher education is defined as such intellectual material as knowledge, information, intellectual property, and experience that can be put to use to create wealth (Isaac et al., 2009). That intellectual material is the collective scholars' brainpower in higher education (Müller & Raich, 2005). Swart (2006) supports the idea that IC is knowledge, and notes that this knowledge can be converted into value or intellectual material. Mayo (2000) differentiates two types of wealth in regard to IC, which may be created and/or generated: creating today's wealth and generating the capability of tomorrow's wealth. Marr and Moustaghfir (2005) also mentions future and wealth, but liberates the definition of intellectual material by saying that IC embraces any valuable intangible resource gained through experience and learning. But here the core potential is the proportion of scholars employed in higher education space and/or institution whose job it is to concentrate on the future rather than the present (Mayo, 2000). IC is the developmental phenomenon, but not the status quo: it is the dynamics of growth, rather than mere measurement for its own sake, that makes the difference (Mayo, 2000). Here the growth is seen through acting, creating, shaping, sharing or exchanging, networking and interacting in regard to wealth or HEI: the value creation is going to be in shaping new ideas, exchanging information globally, and interacting through networks with high organizational speed in order to take action (Edvinsson, 2000). The growth is dependent on the scholar's ability to motivate the self for individual creativity and to inspire the colleague scholars to creativity by sharing and/or proposing, and/or creating opportunities for participative decision-making in a trusting and respectful context (Isaac et al., 2009) of a HEI.

IC is a scope of knowledge, skills, experience, and information related to an individual scholar's and/or collective scholars' competence. Engström et al. (2003) highlight that competence is not the outcome, but it is premised to generate IC: employees generate IC through their competence, attitude and intellectual agility through enabling one to

change practice and to think of innovate solutions. IC is the function of competence, which is related to the scholars' commitment to the HEI and to scientific discipline (Nerdrum & Erikson, 2001). IC consists of several dimensions:

- *Human capital* (HC) or human intellectual capital (Savolainen & Lopez-Fresno, 2013) is the source of strategic innovation for higher education and constitutes both the broader human resource considerations and the specific requirements of an individual scholar's competence in the form of knowledge, skills and attributes (Nazari & Herremans, 2007). Roos et al. (2001) add the intellectual agility and Savolainen & Lopez-Fresno (2013) complement this list of components with competences, motivations, communication, sharing of knowledge and cooperation skills. Isaac et al. (2009) agree that human IC is concerned with skills, knowledge, innovativeness, capabilities and overall competence of scholars. Human IC represents the stock of knowledge within the higher education institution rather than in the minds of individual scholars.
- *Relationship* (Nazari & Herremans, 2007) or relational capital (RC) (Nazari & Herremans, 2007; Isaac et al., 2009; Savolainen & Lopez-Fresno, 2013) represents all the valuable relationships with scholars, students, social partners and other relevant stakeholders within the higher education space. It comprises the knowledge embedded in all the relationships, which HEI develops (Nazari & Herremans, 2007). The relational trust in RC emerges as an important aspect and means that it develops through interactions and reciprocal activities between individual scholars, and within scholars' groups and higher education institutions. It is also a managerial resource and skill in higher education for developing human IC (Savolainen & Lopez-Fresno, 2013). In relationship to IC the intellectual leadership is about relationships, interactions, communication and collaboration (Nazari & Herremans, 2007) and associations with others that lead to organizational wealth (Isaac et al., 2009) in HEIs.
- *Structural capital* (SC) deals with the structure and the information systems, which can lead to the activity intellect of both the scholar and the institution. SC comprises all kinds of "knowledge deposits", such as organizational routines, strategies, process handbooks, and databases (Nazari & Herremans, 2007) of a HEI.
- *The organizational capital* (OC) of higher education school is identified with technologies and supporting systems that help scholars to do the jobs and ultimately create revenues for the HEI that result in common wealth within both institution and the higher education space. OC includes databases, technical and communication systems, policies (Isaac et al., 2009), structures, brands, and intellectual property (Roos et al., 2001). The intellectual property here is seen as unique resources, capabilities, and endowments in order to create and sustain a competitive advantage (Bollen et al., 2005).

The roles of a scholar in intellectual leadership maybe seen through the following activity spheres in higher education school: mentor represents educational sphere; guardian – moral sphere; enabler – managerial and administrative spheres; and ambassador – political and communication spheres. The HC incorporates the scope of individual, community and organizational learning and working experiences. SC is focused on management and administration and cares about the present. OC is oriented towards the future and here marketing, communication and policy are important. The

intellectual or conceptual interrelationships between intellectual leadership and IC in higher education school are presented in Table 2.

Table 2

| <i>Interrelationships between the intellectual leadership and IC in HEI</i> | | |
|---|--|--|
| <u>IC dimension in HEI</u> | <u>Interrelated content</u> | <u>The role of a scholar in intellectual leadership in HEI</u> |
| Human capital | ... sharing of knowledge competences ... | MENTOR |
| Structural capital | ...organizational routines, strategies and processes ... | |
| Organizational capital | ... supporting systems ... | |
| Human capital | ... intellectual agility ... | GUARDIAN |
| Organizational capital | ... intellectual property ... | |
| Human capital | ... cooperation skills motivations ... | ENABLER |
| Structural capital | ...organizational routines, strategies and processes ... | |
| Human capital | ... communication ... | AMBASSADOR |
| Organizational capital | ... communication systems, policies ... | |
| capital | ... creating and sustaining competitive advantages ... | |

Human IC is related to all roles of intellectual leader in intellectual leadership. Only the mentor's role is related to all dimensions of IC. An organization's IC is attached to the guardian and ambassador roles in intellectual leadership. Structural IC is incorporated into the mentor's and enabler's roles. The mentor's role in intellectual leadership is the most complex.

2.2 Characteristics of academic leadership and intellectual leadership in higher education

Leadership or management? Academic leadership or intellectual leadership? A loose conceptual distinction is often made between them, where management refers to an orientation towards results and goals, organizing tasks and systems, while leadership alludes to an orientation towards human relations and organizing people (Yielder & Codling, 2004). The search for solutions to the leadership leads to variety of contradictory and inconclusive research on leadership. Leaders: are born, not made – made not born; pose distinctive traits – no special traits at all; must use power and influence – merely manage symbols and the academic culture. Rarely do we study what is perhaps the most important unit in the HEI, the administration of the academic department where most administrative decisions take place. What price does the scholar pay for academic leadership? (Gmelch, 1991).

Specific activities in higher education primarily focus on aspects such as responsibility for academic direction and priorities, teaching, scholarship and research, consultation with students, decision-making about academic programs, course delivery, content and scheduling (Yielder & Codling, 2004). Then it is not surprising that most scholars are in higher education school because they have been educated for, and want to, teach and/or do research.

Because HEI follow the principle of shared governance, decision-making involves both the central administration and the faculty and/or particular department members. To fulfill its role, the faculty and/or department must first supply, and then develop members scholars as leaders to help assure that scholars who have the expertise in the respective disciplines guide the academic programs. Many faculty and/or department members scholars thus end up in both managerial and leadership roles without ever having aspired to them (Rowley & Sherman, 2003). In the higher education context however, leadership and management functions have been closely integrated at departmental or higher education institutional level. At these levels both the academic leadership role and the management role require aspects of “leadership”, which in this sense is not something that can be written into a job description as a “function”. It may be more appropriately regarded as a quality that the scholar brings to the position (Yielder & Codling, 2004).

Department chairs deal with the tension of trying to be administrators (managerial leadership) and remaining faculty members (academic leadership), and continuing to do research (intellectual leadership). The two elements, continuing as faculty and conducting research, add a somewhat unique element to the department chair position. Department chairs, however, return to faculty status after serving in their administrative capacity and, therefore, face pressures to maintain personal research and, to a lesser extent, teaching agendas (Wolverton et al., 2005). This creates the unique challenge of academic and intellectual leadership, and academic management.

The terms academic leadership and managerial leadership are therefore ascribed to the fulfillment of different aspects of leading or decision-making. Both are involved in providing direction, purposes, visions and goals for the future but for different purposes (Yielder & Codling, 2004). Academic leadership is related to the scholar’s expertise and knowledge. Such scholar is “an” authority “by virtue of ... his/her knowledge ... with respect to some particular field of inquiry or subject-matter ... relative to a given group or community” (Kleinig, 1982, p. 212). Academic leadership is characterized by particular features (see Table 3).

Table 3

Features of the academic leadership (Blackmore, 2007)

| <u>Characteristics of academic leadership in HEI</u> | <u>Content of academic leadership in higher education</u> |
|--|--|
| <i>Fair and efficient management</i> | <p>Department, school, and HEI leaders need to decide freely about their input, processes, and output territories. These domains of authorities constitute student acceptance, staff recruitment, budget expenditure and interpretation of centralized rules.</p> <p>To act with autonomy about their processes and output with flexible and facilitated rules.</p> <p>To have the capacities to use power resources such as legitimate, referent, reward, coercive, and expert power.</p> |
| <i>Shared vision, goals, and strategies</i> | <p>Developing a vision by considering the scholars' and academic communities' and stakeholders' needs, demands, and expectations and by also looking at globalization changes.</p> |
| <i>Teaching and research leadership</i> | <p>Academic leaders are role models who oversee continuous improvement of research and teaching.</p> <p>Developing a human resource network inside and outside the department and HEI and at the local, national, and international levels.</p> |
| <i>Transformational and collaborative leadership</i> | <p>Emphasizing participation, delegation, and teamwork.</p> <p>At all levels enhance participation by delegating authorities and sharing responsibilities and decision making among heads of departments and faculty members.</p> |
| <i>Development and recognition performance</i> | <p>An effective and efficient reward system with appropriate and on time feedback should be able to improve output of academic work, according to possible results of an efficient evaluation system focusing on staffs, departments, and HEI performance.</p> |
| <i>Climate of mutual trust and respect</i> | <p>Utilizing the communication skills, organizational culture, and shared values in order to fulfill mutual trust.</p> <p>Leaders provide an effective communication network inside and outside of HEIs.</p> <p>Mutual trust and respect provide an appropriate context and move the HEI toward individual and collective goal attainments.</p> |

Managerial leadership in a higher education-based academic environment requires a clear and inevitably values-based view about purposes, ways of working and relationships with others in the HEI. Here, managerial leadership involves moving away from a person-centered orientation towards a systems orientation (Blackmore & Blackwell, 2006). Managerial leadership in higher education reflects organizational hierarchy through managerial positions. In this context a scholar is “in” authority. This kind of authority is linked with power or influence “by virtue of holding an office or position within an institutional structure ... it is ... the office or position which is invested with authority” (Kleinig, 1982, p. 212). Thus, managerial leadership in higher

education is focused on managerial, administrative aims and purposes, and its relationship with intellectual leadership has no the common focus. The same cannot be said about the interrelationships between academic and intellectual leaderships: both are interrelated through overlapped contents between the characteristics of academic leadership, roles and orientations within intellectual leadership. Table 4 shows that the same characteristics of academic leadership are related to different orientations in intellectual leadership. For example, the academic leadership characteristic “fair and efficient management” involves the boundary transgressor’s, academic citizen’s orientations in intellectual leadership, or characteristic “climate of mutual trust and respect” incorporates the boundary transgressor’s, public intellectual’s and academic citizen’s orientations in intellectual leadership. The roles in intellectual leadership are interrelated with characteristics of academic leadership. Every role except that of guardian includes several characteristics of academic leadership. Table 4 also shows that every role within intellectual leadership consists of several orientations. Through relationships between the orientations of intellectual leadership and characteristics of academic leadership is seen that intellectual leadership incorporates the characteristics of academic leadership. These characteristics become practical reality in the academic environment when the intellectual leaders-scholars perform their intellectual leadership roles. The difference between academic leadership and intellectual leadership is only regarding the administrative job position. Intellectual leadership is not related to formal administrative or managerial positions. Nevertheless, scholars as intellectual leaders perform functions of academic leadership through being focused on research and expertise. They do it without a formal framework and they are not aware of the existence of such academic leadership functions. They do it for granted as recognized authority by communities, HEIs and/or society.

Academic leadership is directly interrelated with the administrative and managerial context and this is the limitation for academic leaders-scholars. This limitation could be narrowed if the academic leader-scholar has the authority. If management positions are invested with authority and status in the HEI, then the academic leaders-scholars may be marginalized, leading to a devaluing of the critical teaching-learning-research-practice nexus in higher education.

Table 4

Interrelationships between academic leadership and intellectual leadership in higher education (Blackmore, 2007; Macfarlane, 2011; 2012)

| <u><i>Orientations in intellectual leadership in higher education</i></u> | <u><i>Academic leadership characteristics in higher education</i></u> | <u><i>Interrelated content</i></u> | <u><i>Roles of a scholar in intellectual leadership</i></u> |
|---|---|---|---|
| Boundary transgressor | Fair and efficient management | Free decisions about resources. | ENABLER |
| Academic citizen | | Interpretation of centralized rules. Using the expert power. | |

| | | | |
|-----------------------|---|---|------------|
| Knowledge producer | Teaching and research leadership | Creating networks inside and outside the HEIs, and nationally and internationally. | |
| Boundary transgressor | Development and recognition performance | Reward system and on time feedback towards improving the work at all levels. | |
| Academic citizen | Fair and efficient management | Autonomous acting in particular expertise-based processes. | AMBASSADOR |
| Public intellectual | Shared vision, goals, and strategies | Developing a vision by considering the needs of institution and its resources, and the global context out of HEI. | |
| Knowledge producer | Teaching and research leadership | Being a role model in research and teaching. | MENTOR |
| Academic citizen | Transformational and collaborative leadership | Participation, delegation, and teamwork. | |
| Boundary transgressor | Climax of mutual trust and respect | Sharing the values, organizational culture. | GUARDIAN |
| Public intellectual | | Providing the communication network inside and outside the HEI. | |
| Academic citizen | | Fulfilling the mutual trust and respect. | |
| | | Moving the HEI toward collective goal and aim attainments. | |

Academic leaders-scholars who bear responsibility for academic development and direction, without authority or status, may experience loss of job satisfaction and disillusionment. With growth in administrative demands, it becomes difficult to achieve an appropriate balance of leadership, teaching and research, which in turn limits the possibility of academic promotion, and hence status in the academic, as opposed to managerial sphere (Yielder & Codling, 2004).

3 Conclusion

Intellectual leadership is a complex concept or phenomenon, which does not take place in a vacuum: there are a number of important processes and activities related to a scholar's roles within which his/her intellectual leadership is also important. The HEI sees the scholar as intellectual leader in demonstrating expertise and knowledge and

shaping activities and processes through their roles in the institution and within the higher education space globally and locally. Being an intellectual leader requires or demands from the scholar a high level of expertise in his/her discipline, and a great deal of specific knowledge which places the scholar as intellectual leader at the forefront of the research field.

Intellectual leadership is not explicitly taught or easily controlled. It means the production of new knowledge or the reconstruction of old knowledge in new ways and the capacity to contribute to the future direction of intellectual currents in the realm of academic or public spaces. Intellectual leadership is not the same as academic or educational leadership and it seldom arises outside of HEI. Intellectual leadership can be formal and informal, and it may come from different sources outside and inside the HEI. Intellectual leadership is likely to be facilitated by enabling scholars to undertake innovative research, which in the changing conditions of financial constraints on public spending may prove challenging.

References

- Blackmore, P. (2007). Disciplinary difference in academic leadership and management and its development: a significant factor? *Research in Post-Compulsory Education*, 12(2), 225-239.
- Blackmore, P., & Blackwell, R. (2006). Strategic leadership in academic development. *Studies in Higher Education*, 31(3), 373-387.
- Bolivar, J. M., & Chrispeels, J. H. (2011). Enhancing parent leadership through building social and intellectual capital. *American Educational Research Journal*, 48(1), 4-38.
- Bolkan, S., Goodboy, A. K., & Griffin, D. J. (2011). Teacher leadership and intellectual stimulation: Improving students' approaches to studying through intrinsic motivation. *Communication Research Reports*, 28(4), 337-346.
- Bollen, L., Vergauwen, Ph., & Schnieders, S. (2005). Linking intellectual capital and intellectual property to company performance. *Management Decision*, 43(9), 1161-1185.
- Bontis, N., & Nikitopoulos, D. (2001). Thought leadership on intellectual capital. *Journal of Intellectual Capital*, 3(2), 183-191.
- Dealtry, R. (2001). Managing intellectual leadership in corporate value. *Journal of Workplace Learning*, 13(3), 119-124.
- Edvinsson, L. (2000). Some perspectives on intangibles and intellectual capital 2000. *Journal of Intellectual Capital*, 1(1), 12-16.
- El-Tannir, A. A. (2002). The corporate university model for continuous learning, training and development. *Education + Training*, 44(2), 76-81.
- Engström, T. E. J., Westnes, P., & Westnes, S. F. (2003). Evaluating intellectual capital in the hotel industry. *Journal of Intellectual Capital*, 4(3), 287-303.
- Gmelch, W. H. (1991). Paying the price for academic leadership: department chair trade-offs. *Educational Record*, 72(3), 45-49.
- Grant, M. J., & Booth, A. (2009). A typology of reviews. *Health Information and Libraries Journal*, 26(1), 91-108.
- Gunter, H. (2006). Knowledge Production in the Field of Educational Leadership: A Place for Intellectual Histories. *Journal of Educational Administration and History*, 38(2), 201-215.

- Gupta, O., & Roos, G. (2001). Mergers and acquisitions through an intellectual capital perspective. *Journal of Intellectual Capital*, 2(3), 297-309.
- Heck, D. J. (2008). Applying standards of evidence to empirical research findings: Examples from research on deepening teachers' content knowledge and teachers' intellectual leadership in mathematics and science. For the AERA symposium: *What Do We Know and How Well Do We Know It? Methodology for Synthesizing Knowledge*. Paper presented at the annual meetings of the American Educational Research Association, March 26, 2008, New York. pp. 1-19. Retrieved from http://www.mspkmd.net/papers/aera_march08_soe.pdf
- Isaac, R. G., Herremans, I. M., & Kline, Th. J. B. (2009). Intellectual capital management: pathways to wealth creation. *Journal of Intellectual Capital*, 10(1), 81-92.
- Kleinig, J. (1982). *Philosophical issues in education*. Beckenham Kent: Croom Helm Ltd.
- Koontz, H. (1963). Challenges for intellectual leadership in management. *Academy of Management Proceedings*, 105-106.
- Macfarlane, B. (2011). Professors as intellectual leaders: formation, identity and role. *Studies in Higher Education*, 36(1), 57-73.
- Macfarlane, B. (2012). *Intellectual Leadership in Higher Education*. London and New York: Routledge.
- Macfarlane, B., & Chan, R. Y. (2014). The last judgement: exploring intellectual leadership in higher education through academic obituaries. *Studies in Higher Education*, 39(2), 294-306.
- Marr, B., & Moustaghfir, K. (2005). Defining intellectual capital: a three-dimensional approach. *Management Decision*, 43(9), 1114-1128.
- Mayo, A. (2000). The role of employee development in the growth of intellectual capital. *Personnel Review*, 29(4), 521 -533.
- Müller, C., & Raich, M. (2005). The Ambiguous relationship of leadership and intellectual capital: Understanding how intellectual capital is developed. *The Electronic Journal of Knowledge Management*, 3(1), 35-44.
- Nazari, J. A., & Herremans, I. M. (2007). Extended VAIC model: measuring intellectual capital components. *Journal of Intellectual Capital*, 8(4), 595-609.
- Nerdrum, L., & Erikson, T. (2001). Intellectual capital: a human capital perspective. *Journal of Intellectual Capital*, 2(2), 127-135.
- Roos, G., Bainbridge, A., & Jacobsen, K. (2001). Intellectual capital analysis as a strategic tool. *Strategy & Leadership*, 29(4), 21-26.
- Rowley, D. J., & Sherman, H. (2003). The special challenges of academic leadership. *Management Decision*, 41(10), 1058-1063.
- Roy, A., Giovannini, F., Satterthwaite, D., & Chaturvedi, B. (2008). Global norms and planning forms: The Millennium Development Goals towards an intellectual leadership: Rediscovering the role of the United Nations in the 21st century. The central role of local organizations in meeting the Millennium Development Goals (MDGs). The story of Chintan. *Planning Theory & Practice*, 9(2), 251-274.
- Savolainen, T., & Lopez-Fresno, P. (2013). Trust as intangible asset - Enabling intellectual capital development by leadership for vitality and innovativeness. *The Electronic Journal of Knowledge Management*, 11(3), 244-255.

- Stevenson, H. (2012). Teacher leadership as intellectual leadership: creating spaces for alternative voices in the English school system. *Professional Development in Education*, 38(2), 345-360.
- Swart, J. (2006). Intellectual capital: disentangling an enigmatic concept. *Journal of Intellectual Capital*, 7(2), 136-159.
- Szczepańska-Woszczyzna, K. (2014). SMEs managers – A need for competence. *Acta Technologica Dubnicae*, 4(1), 1-16. doi: 10.1515/atd-2015-0008
- Tseng, H. CH., Tung, H. L., & Duan, Ch. H. (2010). Mapping the intellectual structure of modern leadership studies. *Leadership & Organization Development Journal*, 31(1), 57-70.
- Wolverton, M., Ackerman, R., & Holt, S. (2005). Preparing for leadership: what academic department chairs need to know. *Journal of Higher Education policy and Management*, 27(2), 227-238.
- Yang, H., & Tate, M. (2012). A descriptive literature review and classification of cloud computing research. *Communications of the Association for Information Systems*, 31(2), 35-60. Retrieved from <http://aisel.aisnet.org/cais/vol31/iss1/2>
- Yielder, J., & Codling, A. (2004). Management and leadership in the contemporary university. *Journal of Higher Education Policy and Management*, 26(3), 315-328.
- Zydzianaite, V. (2016). Intellectual leadership of researchers in higher education: Relationship between the demographic factors and roles (Lithuanian Context). *Acta Technologica Dubnicae*, 6(3), 11-31. doi: 10.1515/atd-2016-0017