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International Journal of Science Engineering and Management

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An Overview on the Leadership Experience

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ABSTRACT

Developing leadership skills may occur in a variety of ways and settings. On every pitch, having the ability to lead is crucial. Motivating people and ensuring that objectives are met effectively and efficiently are key components of excellent leadership. Discussed in this chapter are the ambiguous role of leadership in higher education, leadership themes, good to great: a leadership case study, and a phenomenology of relational leadership..

Index Terms— Authority, Leadership, Organization, Power, Relation

I. INTRODUCTION

Modern America has been more fascinated with the potential and enigmas of leadership, maybe alone in the globe. Both the theory and the practise of leadership are of fundamental relevance to a wide range of organisations, from little human service organisations to enormous multinational enterprises, from the halls of government to the neighbourhood school. Libraries and shops are stocked with literature on leadership, and every organisation looks for methods to help its members hone their leadership abilities. People are interested in learning what good leadership is and how to use it, whether they are in the role of citizens, professionals, or volunteers [1]–[3].

Leadership's Uncertain Role in Higher Education There are various ironies surrounding the phenomena of leadership as a field of study, as a goal of education, and as an organisational process when it comes to institutions of higher learning. The issue has long been the focus of research in both the social sciences and the humanities in one way or another. As part of their body of knowledge, studies in these domains provide varied perspectives of leaders and leadership. Indeed, the theme has lately grown much more obvious in many disciplines and cross-disciplines, and the study of leadership is becoming a more common topic for structured curricular and campus programmes. Also, universities and colleges often use terminology associated with leadership to explain how their educational initiatives will provide students with the skills necessary to assume intellectual and social obligations in the future. But at the same time, many academicians are reluctant to support the leadership theme because it is still linked to nebulous and impossible-to-achieve educational goals and it seems suspiciously connected to the moral ambiguities of privilege and power, to which history's leaders frequently bear bloody testimony.

The greatest irony may be that colleges and universities, which do analytical and empirical research on leadership, rarely make their own decision-making and leadership practises the focus of formal programmes of growth or enquiry. In bigger organisations, there are noteworthy and expanding exceptions to this rule, although even in these instances, the focus is often on the duties of defined positions of power. They often place more emphasis on management than on leadership, at least when leadership is seen as a process that entails creating goals, inspiring people, and managing change.

When it comes to making academic decisions properly, governance rather than leadership is the phrase that is popular in higher education. A lot is said about "joint effort" or "shared governance" in the official texts and agreements that define campus decision-making, but not much is said about leadership. Faculty and administrative action often focuses on achieving the correct balance between different types of campus power and the decision-making process, interpreting documents and defining methods to achieve this. Through activities like strategic planning, which have an odd position in the formal governance structure itself, the wider and often urgent subject of leadership—of, for example, the means to build a common vision for the future—is handled indirectly. Leadership as a method of inspiration and transformation is still a taboo subject.

With the increasing demands on colleges and universities in a difficult climate, this is an odd and unsettling type of neglect. The creation of responsible, effective, and balanced governance, leadership, and management is one of the most critical tasks for the American university as it enters the new Millennium, says Frank Rhodes, Cornell's emeritus president. It will in part be because to the converging understandings of leadership that have arisen in a range of professions over the last several decades that we will be able to bring fresh resources to bear on this complicated collection of difficulties. There is much to be gained from the finest of the literature, even if the material on leadership is of highly uneven quality and relevance, ranging from egotistical memoirs to ground-breaking studies. It gives us cause to think that it would be beneficial to reexamine college and university leadership from these views. We will keep a key question in mind while we examine and summarise some of these leadership studies. What can we learn about leadership to deepen our knowledge and enhance its application in colleges and universities?

A Motifs As For Leadership

In common speech, the terms "leadership" and "leaders" are used to express a wide range of connections and situations in which certain people or organisations have an impact on the perceptions and behaviours of others. To distinguish between distinct methods and ideas, leadership researchers have created a bewildering number of schools, categories, and taxonomies of leadership and leadership theories. Before offering a more formal analysis, it is worthwhile to quickly separate out a few strands of scholarly and ordinary use in order to have a handle on the problem.

We sometimes refer to leadership as a kind of power that stems from an individual's or a group's original thoughts and artistic accomplishments beyond the purview of official organisations. When we talk of leadership in this sense, we often refer to distant figures like the founder of a certain school of thought, the creator of a particular set of professional standards, or the main protagonist of a particular artistic or social movement. For example, even though none of them did so by virtue of holding a formal position of authority, we can easily comprehend the claims that Albert Einstein was a leader in the development of modern physics, Paul Cézanne in the evolution of twentieth-century painting, or Martin Luther King, Jr., in civil rights. Howard Gardner contends that this kind of leadership is genuine but covert in *Leading Minds*.

Many motifs become apparent when we use the concept of leadership in organisations, institutions, and numerous social movements. As it takes place in smaller or larger groups with members having a variety of roles, duties, and mutual expectations set by the collective itself, this kind of leadership is more direct and involved. The phrase "leadership" is used to describe those in formal positions of authority, such as

those who hold political office or have important duties in a complicated organisation. This use of the term may be the most common. These meanings of "leader" and "leadership" revolve on power and authority and are common in speech and daily life.

The conventional view that leadership is variably characterised by the distinctive qualities of leaders, which we might classify as talents and personal traits, must be acknowledged in any sketch of common usages. According to this viewpoint, leaders are unique people distinguished by fixed traits and skills, including great resolve, energy, knowledge, expertise, persuasiveness, and a strong or magnetic personality, which is sometimes referred to as charisma. Often times, great leaders are seen as people who change the course of history. Many people in the modern world still hold the belief that leaders exhibit unique attributes and talents, such as assertiveness, decisiveness, and confidence, as shown by the memoirs, biographies, and studies of commercial and political leaders. They are often seen by the general public as offering a compelling vision that provides the organisations they lead a reason to exist and a course to follow. It would be foolish to ignore this perspective's widespread appeal and enduring effect. Strong echoes of these conventional notions may be heard in many of the modern debates on leadership, despite the fact that recent study provides a far more nuanced, perceptive, and contextual understanding of the qualities of leadership [4][6].

II. DISCUSSION

One of the top researchers in the topic, Bernard Bass, uses the term "charisma" to define one of the qualities he refers to as "transformational" leaders. Charisma is not a fixed personality feature since he uses the term to refer to leaders whose followers have a magnetic attraction to them in a particular organisational setting. A widespread presumption in the academic literature and in many fields of practise is that leadership effectiveness depends on the context or setting. This understanding has been shown by various research published by other experts. For instance, Fiedler has shown in several studies that a more relationship-focused style of leadership fits better when conditions are more normal as opposed to less orderly or on the verge of a crisis. Effective presidential leadership at colleges and universities, as argued by Clark Kerr and Marian L. Gade, is very situational as it relies on the appropriate fit between circumstance, person, and institution. An institution's hero could be that institution's failure [7]–[9].

As we will examine throughout this research, formal authority and personal qualities have lately distinguished from leadership both philosophically and practically. Several academics have concentrated on the duties or behaviours of leaders, or what some would refer to as a behavioural orientation. What leaders really do is more significant than who they are or what positions they occupy. In various conditions, they define purpose, look to the future, establish high ethical standards, and refresh the organisation. It's possible that the idea that leadership is largely a connection between leaders and followers is the one that modern thinkers agree on the most. In an interactive connection, followers react to a leader's influence via a range of social processes, behaviours, and activities, while leaders respond to the needs and ideals of their followers. My leadership concerns will specifically be focused on the creation of a collaborative and interactive approach to strategic leadership as a methodical organisational process. Although not completely excluding an emphasis on the importance of authority or a concern for the abilities, temperaments, traits, and behaviours of leaders, our main concern will be the elements of strategic leadership as an interactive form of goal-setting and decision-making. A leadership case study entitled "Good to Excellent"

It would be helpful to take a quick glance at the conclusions of one famous examination of leadership in business, the widely read book by James Collins, *Good to Great*, in order to appreciate the shifting interpretations of the phenomenon. The book looks for the qualities that set apart excellent firms from great ones using long-term better performance in earnings and stock appreciation as indications of success. The study's conclusions about leadership are startling since, at least in terms of general assumptions, they defy logic. The author presents a typology of leadership that includes five degrees of aptitude and productivity and culminates in the theme of the executive leader who instills excellence in a business. Ironically, though, none of the great company executives were regarded as visionaries or as having especially strong or powerful personalities. They were often uncomfortable in the spotlight and did not attention to themselves or their own accomplishments. They were frequently quiet and self-effacing. Collins refers to this as the conflict between individual humility and firm professional resolve. While these executives contributed a strong degree of devotion, unmatched tenacity, and exceptional management abilities to their responsibilities, the main emphasis was always on the objectives of the firm. These chief executives preferred to lead by asking questions rather than offering solutions, by engaging in conversation and debate as opposed to compulsion, by performing autopsy of errors without assigning blame, and by incorporating warning signs of potential problems into their information systems [10], [11].

A clear, compelling vision was undoubtedly an essential element of leadership in both situations, but it emerged as the consequence of a collaborative approach, open discussion, and lengthy conversations. The discussion did not centre on claims that the firm was the finest in its field. Instead, the focus was on employing collaborative approaches analytical techniques to identify the precise industries or product lines in which the firm excelled or had the potential to succeed and become the greatest in the world. The senior executives of these firms would find it absurd to believe that an audacious leader could force a brilliant vision on a compliant group. "Certainly, vision has a role in leadership. Nevertheless, leadership is also about fostering an environment where the harsh realities are faced and the is heard. Collins draws the following conclusions from these data in a striking, hilarious reversal of conventional wisdom about leadership: "The minute a leader permits himself to become the main reality people care about... you have formula for mediocrity, or worse. Less charismatic leaders often outperform their more charismatic colleagues in the long run. Hence, charisma is a weakness that a good leader can overcome.

Collins' results are substantially congruent with the interpretations of leadership that have developed over the previous several decades in a variety of professions, as we will see in the succinct phenomenology of relational leadership that follows. Effective leaders may have a wide variety of personalities and leadership philosophies. They typically have the ability to delegate power, but they also regularly get mired in the minutiae of the business. The most important factors are their behaviours, commitments, and the deliberate leadership techniques they instill across their businesses.

A Moving Toward A Relational Leadership Phenology

This excerpt from Collins' study and contemplation paves the way for a wide ocean of adverse conclusions about leaders and leadership. Leadership is one of the most observed and least understood phenomena on earth, according to one of the most renowned leadership students of all time, James MacGregor Burns, who made this statement around 25 years ago.

In a number of academic formats and organisational situations, attempts have been undertaken over the

last few decades to address this shortcoming. It quickly becomes clear from reading some of the most significant leadership studies that there are several shared ideas and results, but no one predominate systematic framework. It becomes feasible to identify similar themes and comparable findings, particularly with regard to the reciprocal interaction between leaders and followers, despite the lack of any claim to provide a full explanation of an ever-expanding body of knowledge and enquiry. While this is often referred to as the "social exchange" theory of leadership, the phrase is deceptive since the connection is generally far more profound and compelling than the fairly mechanical term "exchange" indicates. As long as there is a major emphasis on the abilities,

characteristics, behaviours, practises, styles, circumstances, and authority of leaders, leadership is still often seen as something leaders do to or for others rather than as a clearly engaged relationship. A relational concept of leadership is one of the most intriguing and promising themes for comprehending and practising leadership in academic settings.

We will use certain phenomenological analysis and description approaches in order to identify the fundamental implications of relational leadership that emerge from recent research. From this vantage point, our duty is to enquire: What qualities distinguish leadership as a phenomenon of human relationships? What prerequisites for possibility must be met for it to happen? How is it made up? What fundamental meanings does it, both implicitly and openly, communicate as a result?

B Administration as Agency

First, we learn that a lot of contemporary researchers prefer to see leadership as an activity and a kind of human agency. Humans are autonomous beings who control their own behaviour because they are agents. With their decisions and behaviours, which are carried out within multiple systems meaning, they provide structure and purpose to their existence. Instead, than being a position of power inside an institutional hierarchy, leadership in this context is largely a pattern of interaction and a relational activity within a greater framework of human sense making. Leadership is found in the area of life where people create connections with one another and work together to achieve shared institutional and societal objectives in order to meet their needs and live their ideals. Leadership as agency is evident throughout the history of human endeavour because, in Burns' view, interactive leadership is the essence of historical causation itself.

C Basic Principles of Leadership

Leadership is a basic concept as well as a relational one. It names the connection that exists between specific people and the people they influence and are affected by in order to illustrate the dynamics of an unavoidable sort of social contact. One of the characteristics of the relationship is that leadership is an essential component of human social organisation rather than an optional addition to it. "If leadership is considered as a process through which people, organisations, and communities seek to attain shared objectives," as Thomas Wren puts it, "it incorporates one of the primary currents of the human experience." You don't build an institution first, then look for methods to infuse it with leadership. Rather, social organisation and leadership take place concurrently.

D relationship-based leadership

This viewpoint has the effect that the concept of followership is always included when the word "leadership" is used. No one is leading if no one is following. For either side of the leadership equation to make sense, followers and leaders must work together. According to Joseph Rost, "Leadership is the connection that followers and leaders build in which they affect one another as well as the organisation and society. While they don't act in the same ways in their partnership, both are crucial to leadership. The connection contains distinguishing characteristics and interactional patterns that give it texture and significance.

Leadership as Common Sense

Effective communication between leaders and followers about the problems and difficulties they share is one of the fundamental aspects of reciprocity. Leaders employ a range of verbal and nonlinguistic techniques of communication to persuade their followers to embrace the leader's interpretations of their shared experience. To create a feeling of common meaning, they use symbols, metaphors, and tales of identity and desire. Leaders generally provide a compelling sense of the future while speaking with their followers. "A leader explains things as it may be rather than 'as it is. A sense-giver is the leader. People are given a feeling of potential that they may manage a hostile, uncaring, or incomprehensible reality via the providing and construction of meaning.

E Leading with morality

Modern leadership studies has made it evident that followers or constituents, particularly in a democratic environment, are not empty vessels that are filled by the leader's content. Followers must at the very least agree with the leader's objectives and ambitions. They commit to the leader's programme and often to him or her personally when they are totally involved. Nonetheless, it is evident that followers do not provide their support irrationally; rather, they do so in light of their own wants and interests, which the leader satisfies.

The connection between the leader and the followers is founded on mutual respect, and followers contribute expectations and standards to it. Treating people with respect is what moral leadership is all about, as James O'Toole puts it. Individuals anticipate having their opinions heard, having their issues resolved, having their wants met, and having their wishes realised. They look for safety and defence against dangerous situations. Their support will eventually wane if the objectives they sought to obtain in the partnership are not realised. Leaders who fail to remember that support is always contingent do so at their own risk. While it is never given in the name of higher social and organisational aims, authority is always evaluated in accordance with the standards set out by those ends. Together, leaders and followers serve a "third thing," a shared goal that characterises their relationship. No of the social setting, followers always have the power to make decisions and judge the reliability and efficacy of their leaders. Followers are skilled at influencing and ousting their leaders using a variety of methods, including the meeting of the elders, the voting booth, passive opposition, and street violence.

Because leadership may go so far, followers have clear moral expectations of their leaders. The legitimacy, reliability, and credibility of the leader are prerequisites for their followers' support. If there are several false notes, the leader's credibility quickly erodes. The leader's credibility instantly

disappears if falsehoods or deceit are exposed. Trustworthiness also requires honesty in the leader's commitment and actions, therefore it goes beyond communication accuracy. The leadership relationship will deteriorate or end if the leader does not uphold the ideals that the organisation stands for. Leaders gain followers' respect or even veneration when they use sophisticated ethical reasoning, set and uphold high standards, live by the principles they promote, and sacrifice their own interests in the process. The core of leadership, according to modern leadership experts like, is ethics and moral integrity.

F Change, Conflict, and Leadership

Another distinguishing trait of leadership is the invariable stoking of opposition and engendering of opposing interests among certain constituents due to changing circumstances or the leader's chosen directions. Inequality and conflict are at the core of social experience because the resources of time, space, attention, and money are always rigorously restricted and because people's values, interests, and appetites can never be totally harmonised. Leaders put forth a lot of effort to settle disputes of all kinds and at all organisational levels. The leader must also deal with frightening types of change that arouse opposition and anxiety and may even spark their own acrimonious battle. As a result, leadership is always a challenging endeavour that requires leaders to adapt to conflict and change continuously. They put a lot of effort into inspiring, convincing, influencing, and manipulating others to join them in reacting to stress and change; alternatively, they may use more forceful techniques to achieve their goals. History demonstrates that in order to accomplish their objectives, leaders would use a wide spectrum of severe consequences, the natural conclusion of which is coercion and violence. Where dominance starts and leadership ends becomes a fascinating and complicated question of historical and moral interpretation.

G Empowerment and Leadership

The ways that the leadership relationship results in the explicit empowerment of followers are often emphasised in current leadership study. Empowerment is, of course, a key component of democratic institutions in political circumstances. Yet the definition of the term has expanded through time. It now also refers to the strategies used by executives to provide people and teams throughout the company greater power and responsibility over decision-making. Often, the emphasis is on methods to enhance procedures that are best understood by people who are closest to them. This kind of empowerment often leads to the establishment of strategies for enhancing the motivation, decision-making abilities, and talents of the whole workforce or community, which opens up new avenues for human growth and personal satisfaction. People are much more involved in their responsibilities when employment has a stronger sense of meaning. When they experience accomplishment, they grow in self-assurance, optimism, and regard for themselves. A person's sense of identity and self-esteem seem to be affected by leadership at this level, which results in a variety of powerful intrinsic motives for success and for working well with others.

Individuals and organisations are held personally responsible for their performance to an increasing extent when choices are distributed more widely. When people and organisations react to the influence of others and exert their own leadership, the roles of leader and follower become ambiguous. Academic communities may particularly benefit from the statement made by leadership expert Gill Hickman that "individuals go from participant to leader or leader to participant depending on talents, knowledge, motivation, ideas, and situations, not just on position or authority." When leadership is integrated into an organization's operations, it becomes a mindset and a process.

Ronald Heifetz examines some of the challenges of entrusting constituents with tasks they may like to avoid in essential research on adaptive leadership. This is a problem that often arises in academic communities. He places emphasis on the leader's responsibility for concentrating on, deciphering, diagnosing, and interpreting threats to the group's values and effectiveness. The duty of the leader is multifaceted, but it is important to remember Heifetz's advice to "Give the work back to the people, but at a pace they can stand." By applying pressure to the individuals who are the source of the issue, place and grow accountability [12], [13].

III. CONCLUSION

A precise and generally recognised meaning of leadership does not exist and may never be discovered due to the complexity of the position. However, the conclusion that leadership is the capacity to motivate a team to achieve a shared objective. People use their leading traits to accomplish this. Leaders inspire people to be committed and enthusiastic about achieving objectives. Interaction between the boss, followers, and surroundings results in leadership.

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Positions of Authority and Leadership

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ABSTRACT

Leaders have the ability to change the values that affect how others behave. The principles of authority and power are crucial to leadership. The capacity or capability to sway people's opinions and manage their behaviour is referred to as power. The term "authority" describes the formal and legal ability to issue orders and make judgements. This chapter discusses strategic leadership within the framework of transactional and transformative leadership, leadership as service, implications for higher education, and implications for modern notions of leadership.

Index Terms— Authority, Education, Leadership, Management, Strategic

I. INTRODUCTION

These empowerment-related statements make a crucial point about authority clear, which has significant ramifications for how leadership is exercised in institutions of higher learning. The majority of the power and responsibility for leadership in the organization's many departments, committees, and programs is held by academic professionals. We can plainly see why people who occupy official positions of power, such as president, dean, or chairman, are not always the only leaders, or even the most successful leaders, in academic organisations given our concept of leadership. On the basis of this comprehension, it is quite coherent to state that a person may serve as an organization's nominal leader but not its actual leader. In other cases, this person might be better categorised as a manager, an authority figure, a figurehead, or a paper shuffler. They may act as autocrats who take great pleasure in forcing their will on others at one extreme or as mere figureheads with no real power at the other. On the other hand, people with limited official authority or influence often fill key leadership positions. At every level of an institution's formal hierarchy, leadership is shown, particularly in academic societies where power is diffuse and broadly distributed [1]–[3].

Of course, we shouldn't hurry to sever the connection between authority, power, and leadership. Successful leaders are often identified by their capacity to appropriately and effectively wield their administrative, legal, coercive, and symbolic authority. The ability to do so is a significant achievement that has both organisational and ethical implications. By using their connections, abilities, knowledge, and political savvy, leaders of all stripes—designated and undesignated—can likewise amass influence informally. As we'll see many times, the crucial consideration for leadership at colleges and universities is how authority, influence, and power are used to set and accomplish shared goals. Governance and reciprocal leadership are two different things, but those who have been given power have the chance and duty to turn it into interactive leadership. As we'll see, one approach to implement this transition methodically is by integrating strategic leadership processes throughout the whole business.

Transformative and Transactional Leadership

We would be wise to take a moment to consider a crucial contrast between transactional and

transformative leadership as we continue to examine the fundamental components of reciprocal leadership. These ideas were first put forward in Burns' seminal 1978 study *Leadership* and revised in his 2003 book *Changing Leadership*. They have since emerged as a crucial organising principle for a large portion of leadership-related research and literature. According to Burns and now a large number of others, one fundamental style of leadership is a mutuality of immediate interests and exchange of advantages between leaders and followers and is consequently known as "transactional leadership."

Leaders are rewarded by their followers' support or punished by it being withheld when they fulfil their followers' conscious demands and interests. In turn, leaders employ incentives and penalties to increase their authority and enforce discipline among the workforce. A manager can win or lose an operating unit's trust by providing or withholding capital resources, and a college dean is seen as effective if she raises faculty salaries and budget lines. These are just a few examples of the classic exchanges that come to mind: the politician elected to office rewards his supporters with jobs and punishes his opponents by reducing their influence. As the reciprocity of the connection is obvious, this style of leadership passes the fundamental reciprocity test. Yet, transactional leadership often favours status quo acceptance and avoids or diverts significant kinds of dispute over goals and values. It is unable to adapt imaginatively to forces of change, to motivate followers to excel, or to exhort the society or organisation to uphold rigorous moral obligations [4]–[6].

Burns describes changing leadership in *Leadership* mostly in terms of morality. It includes the leader's power to inspire followers to a greater degree of ethical knowledge and commitment, such as the ability to shift the group or society's focus from mere fulfilment of material needs and desires to higher issues such as justice and equality. According to Burns in *Transforming Leadership*, the changing leader who engages followers at these all-encompassing levels of values and purposes also brings about significant, long-lasting, and fundamental changes in organisations and communities.

Burns' theories have been developed by other academics, like Bernard Bass, and have been adapted for use in many situations and idioms. For Bass, the pattern of relationships between leaders and followers in the military, industry, and other organisations is transformational leadership. Transformational leaders push their followers to think differently, take a personal interest in their growth, motivate them to accomplish more, and function as a magnet for attention. Bass makes it very evident that transactional and transformative leadership are not mutually incompatible concepts since most leaders exhibit both traits in their work.

It is evident that the phrases "transactional" and "transformational" might be deceptive when used to categorise leaders or their effect in segregated groups in the context of higher education leadership. These should not be seen as strict categories to be haphazardly applied to all of an individual's or group's activity, but rather as leadership themes and methods that are substantially intermingled in practice. According to Burns, many transformative improvements may take decades to complete and may be the outcome of little, slow advancements made over time. The crucial concern for colleges and universities is how the leadership processes will be shaped and intended, as well as how well they will be able to inspire the academic community to adapt to change.

II. SERVING AS A LEADER

These concepts led a lot of current commentators to the conclusion that the best way to understand

leadership is as a type of service to others and to shared ideals. The idea of servant leadership now has a significant position in debates about the duties and roles of leaders because to Robert Greenleaf's profound insights. According to him, a new moral principle is developing that states that the only authority worthy of one's devotion is that which is given to the leader voluntarily and intentionally in response to and in proportion to the leader's obvious servant status. Some of the elements of servant leadership are the disciplines of leading via attentive listening, persuasion, and empathy as well as through expressing a vision of new moral possibilities.

III. THE IMPLICATIONS OF MODERN

LEADERSHIP CONCEPTS

Our discussion of some of relational leadership's distinguishing characteristics suggests several avenues for understanding and applying leadership. We propose that leadership is an interactive relationship of sense making and sense giving in which certain individuals and groups influence and motivate others to adopt and to enact common values and purposes, to pursue shared goals in responding to change and conflict. This definition serves as a working definition for our purposes.

If leadership introduces us to the core elements of how people express their identities in organisations, it also makes clear fundamental human wants and potential. In the end, leadership is a function of the human condition. A person cannot exist without ideals and commitments that make the human endeavour meaningful in the face of the constraints and dangers that must be overcome. Humans look for leadership in their organisations and institutions that will safeguard and advance their beliefs. Due to the nature of human nature, moral and spiritual standards end up being the ultimate tests of leadership.

IV. DISCUSSION

A Relevance to Higher Education

The framework we have created enables us to evaluate and critically analyse diverse theories of leadership in higher education and to derive insightful conclusions from them. Our phenomenology of relational leadership will be a key point of reference in our attempts to articulate a process of strategic leadership, which is the most essential thing. The general requirements that it will need to meet are already clear. The procedure must include:

B Sense-making and sense-giving

Collaboration and empowerment, direction-setting and values-drivenness, change-orientedness and conflict-resolution, and motivation and influence are all desirable traits. When we get on campus, the traditional leadership tenets of reciprocity and responsiveness to participants' needs and values will be back, except this time they will be dressed in the elaborate and colourful garb of collegial governance. Academic decision-making is based on professional standards and ideals that have strong ethical weight. Yet, in both theory and reality, leadership at colleges and universities is often difficult and uncertain of itself. Since structural conflict is a certainty in the decision-making process, leadership jobs are often made more difficult. Hence, as we explore the potential of strategic leadership, these initial notions about leadership will be put to the test.

C Leadership Education

The relationship between a leader's personal traits and the leadership process is one of the often-asked topics concerning reciprocal leadership. We have discussed leadership often, but not much about leaders. Yet people who we refer to as leaders are at one pole of the connection. What can be said about the role of leaders in the leadership equation? Leaders must logically contain some collection of features and qualities that give the word "leader" meaning, even if they are not simply defined by fixed traits or the existence of formal power. While the traits and abilities of leaders might vary greatly depending on the situation and context, it is nevertheless hard to resist making certain generalisations about them. To make a formal technique of strategic leadership precise, we must concentrate on these elements. Finally, the queries, who will utilise the process? must be addressed. What qualifications will they need? How are they going to learn them?

In this setting, several queries about the psychiatric, experiential, genetic, and educational backgrounds of leaders often arise. Are they created or born? Can you learn leadership? Or, to be more specific, how do you learn it? The answer to these questions is always ambiguous in genuine studies—it is always both yes and no. As we've seen, leadership requires a broad range of intellect, information, skills, practises, commitments, and personal characteristics. This creates some uncertainty. Throughout the species, leadership ability is widespread but not evenly distributed. Although there is much that can be studied and taught about the nature and practise of leadership, some of its most important elements, such as bravery and resilience, are entirely beyond the purview of formal education.

Naturally, there are many complicated and challenging concerns that are raised when discussing the many facets of leadership and whether or not it can be learnt. Using Bass's research as a foundation, we compiled a list of general competences, talents, and traits that, in practise, are changed by context and situation. When we look at many of these overarching traits of leadership, we also start to get a clear understanding of how many facets of leadership may be taught and acquired, as well as the value and promise of studying a systematic approach to strategic leadership.

D An Overview of Leadership Qualities

In actuality, the potential of learning both the qualities and methods of leadership may be seen as points along a crooked and jumbled spectrum, broken up by the unpredictable effects of external factors on people and communities. Although though there is a lot of fluctuation and diversity in the leadership spectrum, it is useful to consider about three main areas: fixed qualities, practise and behaviour types, and ways of thinking, problem-solving, and making decisions. The qualities of leadership become more predictable as one progresses along the spectrum and are influenced by various types of experience, deliberate growth, and formal education.

E Definable Features

Think about some of the categories that appear to describe a person's modes of existence, or the fixed elements of identity that are more or less defined by genetic propensity, the consistent traits of personality, the influences of significant formative experiences, and the strongest commitments to values and beliefs. High intellect, fortitude, and resolve, a will to succeed, a readiness to take on responsibility, confidence and assertiveness, adaptability, and physical stamina are some of the kinds of

qualities Gardner mentions. While there are probably numerous unusual situations and instances, it is difficult to consciously or fundamentally alter these traits by teaching and learning throughout the adult years.

F Practice and behaviour types

The traits of leadership often take the shapes of practise, action, and conduct in the middle of the scale. As a result, Gardner's list includes interpersonal abilities, the capacity to inspire others, an awareness of followers' needs, and the ability to establish and maintain trust. Through a range of social, educational, and personal events throughout life, including both classroom and experiential education, these patterns of behaviour and forms of interaction are mostly taught. Nonetheless, unlike the majority of a person's permanent features, they are open to ongoing reinterpretation and alteration via the influence of fresh experiences, the capabilities of practical intelligence, and formal programmes of education and personal development. Few would argue that careful attempts to build the necessary interpersonal and behavioural competences are ineffective, despite the fact that results are very individual and dependent on each person. One may use knowledge of leadership to practise it, particularly if it is connected to an efficient system of methodical techniques, such one finds in an efficient strategy process.

G Knowledge, Competence, and Experience

On the other end of the scale are leadership qualities that are obviously amenable to traditional teaching and learning methods. It is obviously possible to teach people how to improve judgement through knowledge, to become experts in complex fields, and to use complex systems of decision making and management—all of which are necessary in a strategy process. However, this is always within the bounds set by motivation and talent. In these situations, the practise of leadership is intimately related to learning and using information from fundamental and applied disciplines. Whether they work on Main Street or Wall Street, in a courtroom or a classroom, leaders in any field will only be able to lead their peers if they have a command of the intellectual and practical tools of their profession.

H Education and Development in Leadership

Almost every significant business has taken advantage of the potential of leadership education and development to the point that it resembles its own profession. Nowadays, most corporations, government organisations, and several schools and institutions offer various leadership programmes. We should stress, however, that many of the programmes do not provide us with consistent or accurate information regarding the potential for teaching leadership as a means of inspiring change and establishing future course. They may give the impression of having a disorganised and unclear agenda, much of which consists of various types of executive development or management training that are focused on the abilities required for a particular position. These may cover everything from computer proficiency to leading productive meetings to increasing one's own level of self-awareness. To improve an executive's preparedness for leadership, many firms use a range of developmental techniques, including as mentorship, coaching, formal education, and developmental tasks.

In reality, the activities and initiatives that are referred to as leadership development are often completely different businesses. The majority of them are useful and legitimate in their own right. There is reason to assume that such efforts may incrementally improve a person's performance as a positioned leader as

long as expectations are reasonable, particularly in terms of increased self-awareness, expanded professional experience, and a wider range of talents. Yet, any evaluation of how well these programmes is able to foster the qualities or practises of engaged, relational leadership requires a rigorous dissection of their real objectives and procedures. To achieve the core of leadership, which is to organise and inspire an organization's members to uphold common values and goals, they must serve a greater purpose.

Our argument focuses heavily on demonstrating that an essential component of reciprocal leadership can be taught and acquired as a decision-making process and discipline. We have made an attempt to go beyond the usual approach of using the qualities of outstanding leaders as the foundation for understanding leadership. Bill George writes, "In my desire to become a leader, I studied the biographies of world leaders, as well as great business leaders of my era, trying to develop the leadership characteristics they displayed. This is my compelling account of authentic leadership as the chief executive of a major corporation. That wasn't successful."

It's true that there can be no leadership without leaders, but many of their abilities and talents only contribute to successful leadership when they are integrated into a wider range of decision-making processes that are focused on achieving the goals of the company. We may see the abilities and capabilities of leaders from a fresh and dialectical viewpoint within the framework of a relational theory of leadership. The capabilities of leadership are resources waiting to be identified and given substance until they are woven into the accomplishment of shared aims and commitments. The tests of leadership as a reciprocal process geared on values are not met by a leader's talents unless they have more significance than individual brilliance and inspire others. The hard effort and effectiveness of talented leaders, whose abilities and attributes are required but insufficient to motivate commitment to shared objectives, are also necessary for the maintenance of engaged and deliberate leadership [7]–[9].

J The Setting of Strategic Leadership Practice

These analyses help us foresee the potential benefits of a formal, organised approach to strategic leadership. It is a discipline and technique of organised, group decision-making that can be taught and acquired. It will be performed more successfully by some people than others, just like other procedures and disciplines. It necessitates, as we will see, integrative and systemic thinking, quantitative reasoning, collective decision-making, effective communication, sensitivity to narratives and values, and the ability to participate in organised group processes. As our examination of the characteristics of leadership suggests, not everyone has these skills to the same degree, but each stage of the overall process is a component of an applied discipline that can be studied.

The utilisation of a structured leadership process by individuals with strategic decision-making duties is maybe the most viable alternative. While we conduct our investigation in this manner, we focus on the real selection procedures used by academic institutions. Strategic decisions are made in a college system by the governing board, the president and other senior officials, a large portion of the administrative staff, and perhaps a large portion of the faculty. Leadership is a constant topic of discussion when it comes to concerns that touch on questions of direction and purpose, whether in committees, departments, schools, or the institution itself.

Both the faculty and the administration are well aware of the need for good leadership in all of these situations and many more, but they are also acutely conscious of their distinct lack of power. That is just

the way things are that the majority of colleges and universities lack the power structures necessary to quickly develop or put into action a future vision. On the other side, in hierarchical organisations, a vision may need to be developed with input from many parties, but once it is chosen, it is executed via a defined hierarchy of power.

Leaders often crave for unambiguous authority and support in a chain of expectations that, for presidents, terminates with the governing board. This need is one sign of the tension in academic institutions. Many other executives implicitly believe that if they could only develop their leadership abilities, they might produce far greater outcomes for their company. While the objective is worthwhile and significant, leadership as the development and implementation of a common vision for the future is disproportionate to the abilities and practises of leaders taken in isolation, even if they could alter themselves and their gifts. The dialectic between leaders and leadership encourages us to change course and systematically rely on recent leadership discoveries. Relational leadership provides a new way of thinking about the responsibilities and authority of leadership by focusing on its function in empowering and including people in a collaborative strategic process. In this way, the systems and processes of decision-making in a genuine institutionalised process may be tightly correlated with leadership. Decision makers may mobilise and magnify their current authority and skills by being drawn into a leadership style in order to effectively execute the process' phases without having to reinvent themselves or their roles [10], [11]. James MacGregor Burns first emphasised the necessity of properly understanding and assessing leadership as a phenomena that significantly influences our lives in politics, the workforce, science, academia, and the arts some time ago [12][13]. He continued by lamenting the lack of an "intellectual or practical school of leadership." Since that assertion, schools, institutes, and programmes on leadership have sprung up both within and outside of academic institutions, and tools for understanding it have expanded as a result of the work of several academics and reflective practitioners.

V. CONCLUSION

The study of leadership has evolved into a self-aware, cross-disciplinary discipline with a variety of theoretical and practical accomplishments. Nonetheless, we would continue. Theory generates strategies of leadership decision-making as well as information about leadership. The development of an applied and integrative discipline for the practise of strategic leadership may be framed by an idea of leadership as the realization of shared aims. The purpose of the focus of this effort is to achieve that translation between theory and practice. When an organization is evolving, the roles of leadership and management can both function in various ways while remaining the same. Without creating a management framework based on systems, leadership is worthless, and management would be ineffective without leadership's efforts serving as the foundation for values.

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Higher Education's Leadership: Its Ambiguities and Possibilities

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ABSTRACT

This is yet another crucial trait that a leader in higher education has to possess in order to succeed. Developing intellectual curiosity is crucial, even while leaders like deans, academic heads, and chancellors may wind up spending a lot of time in regular meetings on and off campus. It aids in the development of new disciplines in leaders as well as their understanding of stakeholder and institute demands and how to improve learning environments. And, of course, in improving our ability to make decisions. This chapter covers forms of leadership in higher education, leadership as knowledge and skills, multiple constituents: the president as juggler-in-chief, authority in "organized anarcies," and leading with limited authority..

Index Terms— Authority, Decision, Higher Education, Leadership, Strategic

I. INTRODUCTION

A technique of strategic leadership must satisfy numerous strict requirements in order to be successful. One is its propensity to work well within the frameworks and cultures of academic decision-making. Investigate the standards, procedures, and requirements of academic leadership and governance. Examine some of the most important theories of leadership from the last several decades, focusing on the college president. One of my main objectives will be to connect these concepts to the modern leadership paradigms that were examined. How does a certain style of leadership decide to handle the challenges of academic decision-making, in particular the rules and expectations of shared governance? What techniques and procedures does a certain leadership stance advocate or involve? What does it hope to accomplish? What presumptions does it have?

Leadership styles in higher education

Having knowledge and skills of leadership the leadership library in higher education is expanding quickly and will soon need additional shelf space. Following a protracted era in which presidential leadership was the primary emphasis, writers and publishers are now producing a large number of books with "leadership" in their names, often focusing on the issues faced by practitioners. Several of them concentrate on the characteristics, knowledge, and abilities necessary for success in certain positions of leadership, including chief academic officer or department chair. A selection of the many current publications shows how similar they are to the conventional themes of management education and growth in this respect. While these publications may take into account more general leadership results and ideas, their focus is primarily on the duties and practical obligations of a particular academic job. They might go through issues including hiring, evaluation, development, tenure, curriculum changes,

equity and affirmative action, legal issues, planning, budgeting, pay, group dynamics, and conflict resolution. These books focus on one part of the leadership equation and are particularly helpful for academic professionals who may have little or no administration experience [1]–[3].

Engaging Leadership

Literature has also made obvious appearances of the modern idea of leadership as a process of mutual influence between leaders and followers that mobilises dedication to shared goals. A transformational change approach described by Peter Eckel and Adrianna Kezar has many similarities to interactive direction-setting leadership. Rita Bornstein illustrates how the notion responds to the various expectations of important campus participants and other constituencies by employing the theme of legitimacy as the prerequisite for transformational presidential leadership. Several facets of interactive leadership are well understood in the publications of the Institutional Leadership Project, which Robert Birnbaum oversaw in the late 1980s. Yet in none of these instances have the implications of reciprocal leadership been formalised into a methodical approach to corporate leadership and decision-making. Paul Ramsden gets very close to achieving this, but he also views leadership as a collection of traits. As we will see, the strategic planning manuals for higher education generally revolve on management, however there are instances when the idea of participatory leadership emerges subtly. Some of the themes of interactive leadership are also reflected in several representative articles and collections of research on governance, management, and leadership from journals and other sources. They provide a range of insights on topics including symbols and sense-making, gender and multiculturalism, and strategic transformation that have an immediate or long-term impact on strategic leadership. Yet, as descriptive studies, these publications' main objective is to provide research and conclusions that have significance for leadership, not to suggest a methodical approach to its application.

The College Presidency in the Case of Leadership as Authority

The primary concern of authority in collegiate leadership naturally leads us to think about the college president, which has been the subject of the most intense, organised, and significant leadership studies over the last few decades. The subject of the president is still a focus of research since new books and papers on the subject keep coming out.

There are various reasons why we are captivated to this literature. It presents a test case to examine the ideas and terminology of leadership in higher education in the first place, and it offers suggestions for the practise of leadership in the second. Most crucially, the campus culture and structure of authority and decision-making are mirrored in presidential leadership. It illustrates the unique manner in which academic institutions use decentralised, independent groups of knowledge workers to accomplish their goals. Strategic leadership must first comprehend how academic governance functions if it is to prosper within the principles and practises of the academy.

The Presidency's Weakness

Notwithstanding whatever potential skills and abilities that a particular person may bring to it, the most evaluations of the college president reach the conclusion that it is fundamentally weak in power. University presidents "work from one of the most anaemic power bases in any of the major institutions in American society," according to the powerful 1996 Commission on the Status of the President of the

Association of Governing Boards of Universities and Colleges. The classic study of the presidency by Cohen and March makes the following much more emphatic assertion: "The president is an illusion. On closer inspection, significant elements of the position seem to have vanished. The president only has a limited amount of power on college life's happenings. These claims and the evidence that backs them may be contested, but for many years they have defined the parameters for presidential discussion.

System Loosely Coupled

It is important to look at a number of structural aspects of academic and organisational governance that contribute to these grim assessments of presidential power and leadership, from shared authority to what Cohen and March refer to as "organised anarchy." First off, within a single institution, presidents rule over two separate systems of power, one for academic issues and one for administration. The administrative structure follows many of the same hierarchical patterns of management power, control, and coordination that are common in other companies. Today's world encompasses a constantly growing range of intricate activities, from technology to sports, from venture capital spin-offs to cultural institutions. The current requirements of university administration may be further complicated by the fact that these activities may only be tangentially and incidentally related to one another.

Both within the academic community and with the administrative community, the governance structure is just a loosely connected one. The two systems are connected in sporadic, convoluted, and often contentious ways on matters like money and resources, which are very important in both domains. The academic sector runs on a highly decentralised system of departments and programmes, most of which are run independently by academic specialists. The units represent both geographical limits and intellectual and professional standards. The majority of academic institutions operate independently of one another, and the majority of faculty members do the majority of their teaching and most of their research.

Academic professionals seldom engage with one another while doing their duties, which is the definition of loose coupling. Usually a form of supervision, presidential power over the academic system is filtered via numerous tiers of faculty committees and other collegial decision-making procedures. These collegial mechanisms often have poor relationships with one another and oppose attempts to have stronger ties [4]–[6].

II. DISCUSSION

The president's role often separates duty from authority. Presidents often feel confused or upset because they are blamed for choices or occurrences, they had little to no influence over. For example, since the majority of the faculty members have permanent posts, they are unable to employ or dismiss them. The president often has limited room for unilateral action since the majority of crucial decisions—about everything from economics to student discipline—are decided via some kind of participatory procedure. Presidents who urge change but lack the power to implement it are held accountable for their failure to do so, but faculty members who kill a good new academic idea, often working in secret, are not held personally accountable for their actions. Presidents may be held accountable by trustees for the shortcomings of a curriculum, by lawmakers for a staff member's objectionable remarks, or by neighbours for drunken students' impolite conduct [7]–[9]. Presidents may better comprehend these conditions with the aid of leadership academics, but they cannot change them. They contend that

regardless of whether the attribution is true or erroneous, the majority of stakeholders and participants have their own expectations of what leaders should accomplish and use these expectations to judge the president's performance.

Joint Governance

The shared governance procedures include many of the obstacles to effective presidential leadership. The 1967 "Statement on Governance of Colleges and Universities" is the traditional document that is often regarded as the organization's constitution. Paradoxically, "combined effort" rather than "shared authority" or "shared governance" serves as the document's guiding principle. The declaration outlines the need for a collaborative effort on crucial issues related to institutional purpose, direction, and programme. Depending on the kind of topic being considered, the concepts of counsel, permission, consultation, initiation, and conclusion are the many types of shared authority. Different decision-making processes apply to diverse decision-making realms, from academic decision-making, where faculty will have precedence but not complete authority, to distinct administrative decision-making, where faculty members advise and, sometimes, also assent. According to institutions, "differences in the weight of each voice from one point to the next by reference to the responsibility of each component for the specific topic at hand" should be determined.

In addition to reaffirming the president's primary administrative role, the statement creates the expectation that the faculty's opinion would be heard on all significant topics. The president is largely portrayed in the paper as a "positional" leader rather than as a collaborator on ideas and education with the faculty.

As faculty and administrative expectations regarding shared governance's meaning are sometimes muddled by mistrust and are always changing, the theory and practise of it frequently diverge. Faculty and staff personnel alike often emphasise the need for extensive collaboration when making critical choices, regardless of their substance. Even when judgements are made via well-established processes that involve representatives from multiple organisations, failing to engage with all interested parties is seen as being arbitrary. "Consultation" is often a code phrase for permission, according to the Association of Governing Boards of Universities and Colleges' study *Renewing the Academic Presidency*. Effectively, each of the three groups has a veto power over proposed courses of action. This leads to the conclusion that "Higher education is sluggish and cautious at a time when it should be vigilant and flexible. Reform is urgently needed. Similar opinions on the difficulties of shared governance for leadership are held by many scholars and practitioners.

Having power in "Organized Anarchies"

We must go deeper to comprehend other facets of our preferred academic procedures if we are to fully comprehend the complexity of the difficulties pertaining to leadership and shared governance. Cohen and March refer to a number of the salient characteristics of university decision-making as "organised anarchy" in their seminal study of the presidency. This doesn't imply that colleges are overrun by roving gangs of instructors and students, but rather that they exhibit a number of formal "anarchic" characteristics, one of which is the presence of problematic objectives. Two famous words that describe what this implies in a college environment are: "Nearly any educated person can present a lecture titled 'The Objectives of the University.'" Hardly nobody will willingly attend the lecture. Why? Because the

objectives must be articulated broadly enough to be accepted and prevent disagreement without being vague or meaningless.

Colleges and universities also stand out for having unclear fundamental instructional procedures. There are many different, independent approaches to teaching, learning, and research in higher education; there are no set standards. Professors struggle to evaluate the impact of their teaching and learning strategies since they are mostly determined by habit, trial and error, preference, and intuition.

Universities and colleges are also distinguished by the open involvement in their governance structures. Many academics have little interest in administrative issues and would rather be left alone to do their job. Depending on the situation and their inclinations, they move in and out of the decision-making process. These traits "do not constitute a university a poor organisation or a disordered one; but they do make it a difficulty to define, comprehend, and lead," according to Cohen and March.

Separated Decision Processes

Moreover, Cohen and March provide a significant investigation of the "trash can" process, a disconnected structure of organisational decision-making. Organizational decision-making is not only what it seems to be, i.e., a collection of logical processes for making choices and for settling disputes via logical justification and negotiation. It may be these things, but it might also be something entirely else. The obscene representation of rubbish is used to highlight how views, issues, and solutions often have no direct bearing on the decision that is being debated inside an organisation. Universities are prime examples of disconnected patterns of choice because of their ambiguous goals, the lack of a central authority to establish relevant regulations, and the fluid involvement in governance. For instance, almost every particular action on many, if not most, campuses, from moving a parking lot to publishing a new admissions booklet, may spark a contentious discussion about shared governance. There may be spirited discussions over the fundamental purpose of liberal education as a result of the hunt for a vice president for development. In other words, whether a proposal or choice is significant or not, individuals tend to associate their interests and concerns with it.

Various constituents: The President as Juggler-in-Chief Trustees are often perplexed when they learn how severely constrained a president's leadership is by a wide range of interests on and off the campus. The president is accountable to a large number of internal and external stakeholders, and many of these organisations have official roles or a significant voice in decision-making. The majority of them—faculty, staff, alumni, sports fans, students, parents, lawmakers, the media, local citizens, and public officials—expect the president to promote their interests, and he or she is judged on his or her ability to do so. Those who dislike the president increasingly go public with their grievances through email networks, anonymous opinion blogs, and websites. "As a consequence, presidents run the danger of being whipsawed by an ever-expanding list of concerns and interests. If the president takes a harsh stance, there is no assurance that the board or the faculty will accept the decision. The president has evolved into a juggler-in-chief rather than a leader.

Split authority and shared governance, decoupled systems, anarchic structure, unconnected decision processes, and diverse constituencies are structural characteristics that together describe the complex organisational realities in which presidential leadership in higher education is performed. These characteristics help to explain why, despite holding the highest position in the institutional hierarchy, the

president's leadership via authority may be seen as severely constrained and even unreal. These views do not imply that the job presidents conduct is of little consequence. They have the greatest sway on a school and have significant administrative, legal, and symbolic responsibilities. The advantages of presidential leadership will work on the margins for the institution's benefit if the president makes an effort to act in the right ways and do the right things. Nonetheless, it is unlikely that the person's impact will be significant or persist for very long beyond the president's tenure. The role is crucial, yet many people can fill it and achieve similar outcomes. Presidents are like lightbulbs in that they are both essential and "interchangeable," as March once said. The first step towards wisdom is humility about the position and its potential.

A Limited Authority Leadership

Administration strategies

So what does leadership ultimately become when it is so constrained and dispersed? The solutions take many various shapes, one of which is the methodical, thorough advice to use "tactics of administrative action." These strategies show "how a purposeful leader may work inside a purposeless company." The suggested strategies are inferences made from the university's features as an ordered anarchy. In this instance, knowledge does not produce leadership processes but rather just administrative techniques. Administrators can use the following strategies to their advantage when making decisions: spend time on issues because most people will get tired of them; persist because circumstances may change; trade status for substance and give others the credit; involve the opposition and give them status; overload the system, ensuring that some things will pass; create processes and issues that will take free-floating interest and energy away from important projects; manage unobtrusively; and reinterpret

It is persuasive that the suggestions made by a highly regarded study on presidential leadership include potentially shady methods of controlling decision-making procedures. No matter how they are defined, they stand for the rejection of the majority of conventional notions of leadership. There are no examples of the transactional, transformational, engaging, interactive, or strategic leadership styles that have been identified in studies of corporate executives or political leaders. This technique and its results have a very obvious lesson to teach us. It becomes challenging to identify and characterise the interactive and strategic forms of leadership that are at play within college institutions if we assume that having power is the defining form of leadership. If we don't alter our presumptions about the nature of leadership, we could be left with nothing but administrative strategies.

Leadership Lessons

Birnbaum gives a distinctly different set of assumptions regarding the potential of presidential leadership after identifying presidential power constraints that essentially coincide with Cohen and March's findings. He offers his theories as cognitive insights gained from actual research on the attitudes, actions, and interactions of presidents with important constituencies. Since they are presented as prudential principles rather than as rules or systematic procedures, they are lessons that may act as a roadmap for more successful presidential leadership. They have their roots in the idea of cultural leadership, which entails "influencing perceptions of reality" through fostering a common understanding of the organization's values, customs, and goals. In this cultural setting, evaluations of the president's performance by the board of trustees, the staff, and the faculty are considered to be accurate

indicators of the president's success. As they might be the product of other people's efforts or of external factors that the president has no actual influence over, more quantitative measures of organisational success could be less reliable.

The leadership tenets of Birnbaum provide suggestions on how college presidents might make the most of their legitimate but constrained power in the context of their unique social and professional environments. Making a strong first impression, learning to listen, balancing governance systems, avoiding simple thinking, downplaying bureaucracy, affirming fundamental principles, focusing on strengths, assessing personal performance, and knowing when to step down are thus important for presidents. This strategy makes it apparent that using power alone does not constitute leadership, but that it may be a valuable tool in the greater cultural work of creating a sense of shared values and objectives. It is obvious that Birnbaum's cultural and cognitive insights may assist presidents in achieving organisational balance, but they do not constitute a leadership style for strategic transformation [10], [11].

Defining and Reiterating Presidential Authority

We discovered that the study *Renewing the Presidency* by the Association of Governing Boards of Universities and Colleges provided an insightful diagnostic of the challenges of presidential leadership. When it comes to recommendations for taking action to solve the issues, it suggests reforming shared governance via a deliberate process distinction. "It shouldn't be hard to establish and specify the circumstances in which faculty decisions are the norm and may only be overturned with good cause. Faculty should be active and consulted in crucial areas like the budget and planning, but they will not have final say in these decisions. When not participating in other areas, academics will nonetheless be kept abreast of advances. Following its own lead, the Association of Governing Boards published a revised Institutional Governance Declaration in 1998 that makes unambiguous claims about the board's supreme power over governance.

Neither the 1996 commission nor the 2006 Association of Governing Boards of Universities and Colleges Task Force on the Status of the President offer any additional institutional components or decision-making capabilities for the president. Both groups' findings, which were both presided over by former Virginia governor Gerald Baliles, strongly urge governing boards to support and review presidents on a frequent basis. Presidents are advised to use all of their executive powers and to have "the fortitude to continue with projects for change." The president's primary responsibility is to "provide strong and comprehensive leadership for the institution by developing a shared vision of its role and mission, forging a consensus on goals derived from the mission, developing and allocating resources in accordance with a plan for reaching those goals," which is interesting to note given our focus on strategic leadership. The 2006 report's focuses share a lot of the same strategic goals. The study refers to the president's job as "integral leadership," which involves the president "pursuing a common academic vision" with the faculty and creating a strategic plan. No matter how much the president's job is defined and enhanced, it is important to emphasise that these responsibilities cannot be fulfilled just by reinforcing his or her power. Each of the suggestions made by the Association of Governing Boards of Universities and Colleges must be implemented in conjunction with effective collaborative strategic leadership techniques.

The Strong Administration

The Association of Governing Boards of Universities Colleges Commission's conviction that enhanced presidential leadership is desirable and feasible is not an isolated viewpoint; it finds solid support in the literature. In their 1996 book *Presidential Leadership: Making a Difference*, James Fisher and James Koch contend that a large portion of the data that downplays presidential influence and authority is deceptive and unreliable. They assert: "The successful leader will learn how to wield power and understand its worth, which is a startling reversal of the majority of the viewpoints we have investigated. Being powerful means exercising influence, authority, and leadership. They base their results on study and firsthand knowledge that refutes theories about the presidential office's shortcomings. They contend that the key elements of leadership—presidential inspiration and vision—should not interfere with cooperative efforts. The president definitely created the idea, and it is more of a gift to the school than something that came from it. The president should have a variety of personal qualities, including charm.

The ability to maintain appropriate social distance and control campus appearances while yet giving off the impression of friendliness and warmth is a useful talent and a crucial component of a methodical approach to managing the presidential image. Strangely, Birnbaum specifically names each of them as presidential leadership myths.

Fisher and Koch continue to argue for the need of presidential leadership in *The Entrepreneurial College President*, this time employing the concepts of entrepreneurial and transformational leadership as its main categories. They contend that leaders who are willing to pursue change, take risks, and challenge the status quo and who do not let organisational structures discourage their efforts are typically more successful and effective collegiate leaders based on statistical analyses of questionnaires from "effective" and "representative" presidents, as defined by peer nominations. They vehemently reject Birnbaum's methodical attack on effective presidential leadership. The authors' confusing association of the terms "entrepreneurial" and "transforming leadership," which are two concepts that are extremely distinct, raises several problems about the methodologies and presumptions utilised to analyse the entrepreneurial approach. Their questionnaire's content is particularly problematic since it focuses on a small number of self-attributed rather than more impartial evaluations of the president's actions and accomplishments or the opinions of others inside the institution. The question of how presidents develop the traits required for entrepreneurial leadership is also worth considering, especially because these traits seem to be personal attributes that are difficult or impossible to develop. There doesn't seem to be a system or way of making decisions for entrepreneurial leadership that can be taught. In addition, it seems to apply to all leadership situations rather than being a function of how well the leader fits the organization's conditions. But rather than the study's accuracy, we are most interested in what it means for the field of leadership research. The emphasis here, in contrast to "weak" presidential theories, is on how the lawful authority of the presidency may be united with the personal traits, knowledge, and abilities of the president to provide a strong type of leadership. Fisher and Koch, more so than other analysts, provide a viewpoint that unifies several facets of leadership, including self-managed conduct, into a coherent paradigm [12], [13].

III. CONCLUSION

Academic leadership tactics by offering insights into efficient dynamic leadership procedures characterized by enabling each individual in bolstering the connection between administrative identity and adaptive demands. Depending on each university's unique organizational culture, tradition, mission, etc., academic leadership practices may vary.

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The Various Frameworks and Structures of Leadership

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ABSTRACT

The requirements of individuals are the main emphasis of the human resource framework. Assuming that the organisation must provide for fundamental human needs through facilitation and empowerment, leaders operating within the human resource frame respect people's emotions and interpersonal connections. While resolving organisational conflicts, the structural leader attempts to match the internal workings of the organisation to the outside environment. This chapter covers topics such as cybernetics to strategy, diverging and convergent conclusions, the system and culture of academic decision-making, aiming for contextual leadership, human agent and values, leadership and core values, and towards contextual leadership.

Index Terms— Authority, Decision Making. Human, Leadership

I.1. INTRODUCTION

The manner in which the structures, politics, people, and cultures of organisations are intertwined into complex patterns have been the subject of theories created by students of organisations. In their book *Reframing Organizations*, Lee Bolman and Terrence Deal outline what they refer to as four frames. Each frame explains a particular aspect of an organisation and a cognitive lens, or "style of seeing," that prioritises that aspect in our thoughts and experiences. The examination of presidential leadership has been approached from this viewpoint by researchers including Birnbaum, Estella Bensimon, and William G. Tierney. The four changed frames are the symbolic, political, collegial, and bureaucratic ones. These are clarifying categories with obvious practical implications [1]–[3].

According to study and experience, people see organisational life and decision-making processes in very diverse ways. Although some leaders are somewhat ignorant to the problems of power, persuasion, and influence, others view political interactions as central and widespread when they look through cognitive windows. Nothing is more self-evident to other leaders than formal organisational structures and authority, as well as the necessity of successful leadership on efficient administrative procedures and checks and balances, particularly in today's complex enterprises. Although many of their academic colleagues are far more attentive to the processes and protocols of collegial decision making, which are supported by their own set of professional standards and norms, administrative leaders often think and act in this way. Academic leaders may inspire change via cooperative procedures when they are aware of and respectful of these standards. Some academic leaders are particularly focused on the norms and standards of the organization's culture, or symbolic framework. They make meaning of the world and influence others to go in the same direction by referencing its myths, metaphors, conventions, rituals,

and customary behaviours.

Utilizing a Variety of Frames of Interpretation in Leadership

It is important to emphasise that interpretative frameworks impact choices and behaviours in addition to helping us understand organisational experience. For instance, if we see the world as fundamentally political, we will behave accordingly. Leaders will be more successful to the degree that they can master the skills and cognitive capacities to comprehend and make judgements with reference to many frames and dimensions as organisations cannot, in reality, be limited to a single dimension. Bensimon has demonstrated that most presidents—roughly two-thirds—conceive of their duties by mixing two or three of the leadership orientations in interviews with the presidents of 32 institutions. Experienced presidents who may have held the position of top executive at more than one institution as well as those who work in the bigger and more complex four-year institutions seem to be linked to this increased conceptual complexity.

It's interesting to note that when we concentrate on frameworks of interpretation, our attention shifts from focusing on formal authority to focusing on people's cognitive abilities and orientations. These traits then link in different ways to the needs and ideals of other members of the company, making them components of a reciprocal leadership process. We might consider the frames as influencing certain leadership philosophies due to their various qualities.

It also becomes obvious from the standpoint of leadership education and development that being conscious of one's own orientation to the responsibilities of leadership is an important type of self-discovery. It offers self- and situational insights that aid a leader in comprehending the traits of his or her strengths and shortcomings, issues, and frustrations. Most importantly, developing self-awareness may start the process of addressing imbalances to develop a more integrated style of leadership.

Conscious Leadership

Our exploration of the leadership frames has led to the conclusion that leaders who possess just one or two sets of cognitive skills would struggle to adapt to the variety of realities they are faced with. The unwavering dedication of faculty members to academic ideals and collaborative methods will astound those, for instance, who live by political insights and abilities. To lead only via administrative power and knowledge is to push management techniques of their intended use and to rationalise or cost-benefit analyse every academic and interpersonal issue. Regardless of everything else, the studies of the president demonstrate the strict power restriction alone as a model of campus leadership. Yet, if symbolic leadership is emphasised to the exclusion of other skills, it may promote a cult of the past and an emotional appreciation of communal objects. The joy will end quickly if administrative systems are broken. The collegial model could work well on its own in a static society, but because of its propensity for exclusivity and stagnation, it needs alternative decision-making models to cope with the realities of change and competition.

Obviously, integrating the several frameworks is necessary for both accurately characterising and directing higher learning companies. Integration goes beyond employing a sequential mix of talents and insights, applying political skills to one set of problems, and switching to other frames as needed. An organisation could become stable as a result of such a strategy, but leadership that is cohesive cannot be

produced. Another prevalent pattern, in which one method takes the lead while others play supporting roles, cannot lead to fully integrated leadership. A model like this wouldn't yield a real integration since it would alter certain facts to meet the prevailing orientation.

But, we should push harder to examine an integration of the many forms of leadership as complexity in both thinking and behaviour is probably more successful as a kind of leadership. The leadership model must combine components from other frameworks to create a fresh, logical whole in order to be integrative. The cognitive frameworks will need to be positioned inside a different and more expansive view on leadership in order to develop a new integrative logic for their connection to one another. We will need to develop leadership techniques that allow institutions to successfully handle change and disagreement while remaining committed to their core ideals [4]–[6].

II. DISCUSSION

A self-regulating cybernetic system automatically modifies the activity it regulates to remain within a permissible range. By automatically turning the heating system on or off, a thermostat, which Birnbaum provides as an example, maintains a room's temperature at a fixed level. When we apply this concept to a university, we can observe that each administrative area utilises a number of monitors to control its performance. Hence, purchase orders from a department that exceeds its budget may be rejected until corrective action is performed. Similar to this, if an admissions office falls short of its goal for first-year enrollment, it immediately makes adjustments by taking on additional transfers. As we've seen, decisions and actions taken by different units are often relatively independent of one another in a loosely connected administrative organisation.

Self-regulation often succeeds in achieving its goals since it has no negative effects on the whole system. Ensure that the monitoring systems are efficient as one of the leadership's major responsibilities. Especially if difficulties in one area have an impact on other units, leaders must ensure that a solid communications system is in place so that signals about concerns reach the proper individuals [7]–[9]. Leaders may sometimes need to make more drastic systemic changes. To restore equilibrium, processes may need to be shocked or redesigned. Therefore, it is always important to take care when radically altering a cybernetic system. The best cybernetic leaders are humble. They adopt three medical legislations. Keep going if it's working. Stop doing anything if it's not working. Don't do anything if you don't know what to do, is the saying.

The Cybernetic Model's Limitations

Is the cybernetic model as integrative as it claims to be when it comes to leadership? It kind of does, but not in the way that one would anticipate, with respect to the interpenetration or systematic connection of the frames. "Rationality is the goal of the bureaucratic administrator. Collegial administrators look for agreement, political administrators look for harmony, and symbolic administrators look for logic. Yet, balance is the cybernetic administrator's main goal.

This is supervision as leadership. The four cognitive frames do not undergo an internal restructuring or reorganisation as a result of cybernetic leadership since they continue to operate as separate systems. Integration results in an equilibrium where the frames' effects are proportional. They function as a collection of distinct methods that are brought into balance by a control mechanism that lacks any

inherent substance of its own. Hence, if we can even talk of integration, cybernetic leadership integration is a passive one.

Cybernetic leadership is understated, as Birnbaum asserts often. Leaders should not fool themselves by anticipating transformational change, unless there are exceptional circumstances, such as a crisis, in smaller institutions, or when it is time for long-delayed reform to occur. As cybernetic leadership only acts when operational issues are detected, it is unable to generate and execute "disruptive" new ideas or inspire others to alter their course in reaction to change. Not procedures of leadership, but ways of administration and management, it offers cognitive insights and sensible advice.

A Narrative: From Strategy to Cybernetics

A simple tale might be used to illustrate these last ideas. As an example of a self-regulating device, consider the thermostat. The thermostat will function no matter where the temperature is set. What the temperature means to the family who lives there—not merely as a measurement, but as a value, a component of a way of life, and a sign of purpose—is the more intriguing question. Assume the family lowers the temperature to sixty degrees in the winter and raises it to seventy-five degrees in the summer in an effort to reduce energy costs. Teenage children and their parents often disagree on the surroundings, phrasing the problems in various ways.

As discussions regarding the ideal temperature develop, it becomes clear that neither the temperature nor the ageing furnace—and most definitely not the thermostat—are the issue. The family is forced to make a choice that continues expanding to include bigger questions of values, priorities, and objectives. It turns out that the discomfort is merely a sign of far more serious issues. The actual issue is the region's severe winters, high energy costs, and low wages. They decide to relocate to an area with a warmer climate and lower cost of living in order to live the life they envision. This illustration illustrates how strategic thinking enquires into problems to identify their root causes. We can observe the similarities if we apply the circumstances of the family to the admissions example from before. With fewer incoming students, what may seem to be a small operational issue might really be a strategic sign that the academic curriculum at the institution needs to be fundamentally changed. In reaction to market competition, new programmes may not be enough; the framework for collegial decision-making may also need to be revised. Cybernetic balance is unable to provide the integrative leadership needed to foresee and handle these bigger-scale types of change.

These examples demonstrate how systemic patterns of strategic thinking and leadership replace the fragmentation of operational decision making. This implies that we must expose and make conscious the values and goals that are ingrained in organisational structures and in the methods that we do business as usual. Leadership at the strategic level entails methodically defining our organization's identity and role in the larger world in order to determine its best future prospects. Monitoring systems of all kinds are necessary along the route to inform us of our progress towards our objectives, but they are management tools rather than leadership tools. These findings demonstrate the need of creating a strategic decision-making process that can successfully include the intricate frameworks and patterns of organisational decision-making. It will need to connect intricate kinds of knowing and doing while making sense of objectives and values. It will also be required of them to develop a vision for the future and bring it to fruition as a type of leadership.

Conclusions That Are Diverging and Converging Numerous important authorities that we contacted feel that the college presidency lacks power, but for various reasons. According to organisational theorists, the structural components and decision-making procedures of academic institutions are to blame for the deficit. While the president's function is crucial for administration, expecting the prevailing leadership styles that could exist in other kinds of organisations is a fantasy. The position's requirements for leadership include the duties of symbolic interpretation and legal authority, administrative coordination and collegial facilitation. Presidents will be able to accomplish their goals if they add to these astute political judgements and strategies. As a result, authority, expertise, and skills are all important in the leadership job. Yet, the only presidential effect that can be had is a fleeting one that is limited, unless it is at times of crisis or in a few specific types of organisations. Notwithstanding rhetoric, reminiscence, and yearning, the fundamentals of the situation remain unalterable.

The president's power and leadership are not universally understood. According to the Association of Governing Boards of Universities and Colleges' assessments from 1996 and 2006, shared governance is confusing and the presidency is weak, but these problems may be fixed. It is possible to confirm and assert the president's authority, clarify governance, establish strategic procedures, embrace a vision, and lessen the impact of politics. Change may be inspired by a call to moral and professional responsibility. Even though it is often weak and inefficient, the president may be strengthened to attain holistic leadership.

Fisher and Koch contend that there is no need to modify the office's powers in order to exert presidential authority. They discuss the efficiency of presidents who exhibit entrepreneurial traits and are adept at making use of the authority that comes with the job. They contend that transformational and entrepreneurial leadership results when charm, knowledge, assurance, and risk-taking are joined with lawful authority.

Management and governance. Decision-making power.

The following basic themes may be found if we go further into the numerous research, analyses, and suggestions that we have reviewed: leadership, governance, authority, and organisational decision-making. In many respects, the difficulty of comprehending leadership in higher education comes down to new methods of conceiving these intertwined concepts, both to understand them in isolation and to take into account the connections between them. These elements together result in a number of ironies for the study of leadership. Instead of the dispersed and reciprocal leadership principles that we would have anticipated, there is a heavy emphasis on leadership as the execution of the duties of the presidency, whether that presidency is seen as strong or weak.

The study largely suggests administrative strategies to manage and cognitive concepts to comprehend a potentially intimidating structure of shared power when it comes to leadership practises. Recent writings provide useful advice on how to handle the duties of academic positions, but studies of more comprehensive and systematic methods of effective and inspiring leadership are lacking. The development of a strategy for strategic leadership that taps into the deeper currents of organisational narratives and values, as well as the real integration of many leadership styles or frames, both await completion. In conclusion, it is necessary to broaden the scope of leadership knowledge and strengthen its application techniques.

We need fresh intellectual compass points in order to accomplish these aims. We will make use of the new ideas that have been revealed as a result of our analysis of the literature on relational leadership in modern research. As we do this, we'll look at what we believe to be the fundamental causes of shared governance in higher education's enduring problems. The need to redefine and reorganise collegial power and decision-making is at the heart of a significant portion of the leadership challenge facing academic institutions. We will also be establishing the groundwork for a holistic approach to strategy as a process and discipline of leadership as we trace these new conceptual aspects.

Consult the workshop notebook on "Chairing the Academic Department" by the American Council on Education, which is regularly published, for a solid bibliography on the duties of academic administration and leadership in a variety of roles.

The Procedure and Environment for Making Academic Decisions

We have discovered that leadership is a complicated phenomenon, made much more so if we want to have a deeper understanding of it in order to practise it more skillfully. In our search for comprehensive solutions to these problems in the literature, we have not been successful. Leadership studies often struggles to develop an integrated set of findings, particularly when it comes to the transition from leadership knowledge to practise, in part because it is a multidisciplinary discipline.

Ways Of Perceiving Leadership

We have also shown that interpretative approaches and models not only alter the subject matter they investigate but also provide insightful conclusions. They act as filters for what is important, but they only provide us access to the parts of experience they value. This seems to be how models of leadership such as entrepreneurial leadership, cultural leadership, structured anarchy, garbage-can procedures, and cybernetic leadership all work. While they are limited in their ability to regulate more than two or three factors at once, empirical research that contribute to or support the model provide important insights on leadership. Their conclusions often appear to go beyond their individual results as a consequence, leading to ideas that become self-sustaining. As a result, the integrated parts of leadership and human experience that do not suit the analytical paradigm are distorted or obscured.

Playfulness and stupidity

It turns out that the book's last part, Leadership and Ambiguity, has an insightful irony that suggests that, instead of exercising power, leadership may instead be a contextual sense-making process. Cohen and March elaborate on some of their previous ideas regarding the boundaries of rational decision-making by describing a "technology of stupidity" and a reflective "playfulness" They underline the irrationality of converting intentions into deeds in challenging the rational model.

The notion behind reflective playfulness is that aims should be seen more as tentative hypotheses to be investigated than as fixed targets to be met. Moreover, they make the case that rather than the other way around, our activities may lead to our objectives. They state that planning may include discovering the significance of the past in the present rather than defining future results. When previous experiences are reinterpreted in order to develop new self-understandings, this is referred to as using "experience as a theory." In line with these ideas, they see leadership as more of an exploratory trip than a strategic cruise

where ships gather their supplies for conflict.

These viewpoints are completely congruent with the idea of leadership as a collaborative process that is focused on the intricate interaction of human values, narratives, and reason. Cohen and March have explored some of the most profound facets of the human experience and agency in their search of "foolishness."

Aiming for Contextual Leadership

Our findings would be vastly different if we began by asking contextual questions about the real patterns and processes of leadership at play in companies rather than with authority. When universities or programmes within them fulfil the objectives, they set for themselves, how are presidents and others truly exercising influence within the organisation? How are practical change management methods created and implemented? Something has happened in a lot of the world to create institutions of higher learning that are meaningful and effective centres of learning, whether it be in the leadership of presidents or, more likely, in the leadership and decision-making processes distributed throughout colleges and universities. It's true that purpose cannot be imagined as a king in exile awaiting a summons from college presidents to return home and carry out a sovereign's obligations. It is necessary to carefully excavate purposes from the job being done since they are often buried there. Many academic institutions, and particularly particular programmes and the individuals inside them, continue to adjust to change successfully in spite of significant difficulties, complexity, and flaws [10], [11].

Humanitarian Agent and Values

We have defined leadership as an integrated process of sense-making, decision-making, and action that motivates people and groups to work towards common objectives in the face of change and conflict. Several components of the process are so dependent on individual traits and skill sets, environment and culture, and formal or informal authority and power that they are difficult to adapt for use in various contexts. Nonetheless, a lot of the characteristics of a leadership relationship may be translated into approaches to strategic decision-making. If we can identify the appropriate conceptual framework to understand and apply them within, we can teach and learn about certain facets of leadership. We need to change our intellectual focus to values as patterns and norms of self-enactment in order to identify those characteristics of leadership. The term "values" itself is ambiguous and may mean a variety of things, from judgements on morally contentious issues to, at the opposite end of the spectrum, personal preferences. intend a distinct but typical connotation. Despite the constant fluctuation and conflict in the values we hold, as individuals and agents of our own lives, we make decisions in the name of focused values. Even though we are not always aware of the values that guide our decisions, we may quickly identify them by posing a straightforward query that can take many different forms. We must ask ourselves, "What matters decisively to us as we give shape to our life and form to our experience?" in order to identify our values. Our life cannot be blocked from this question, despite our best efforts.

Values provide people, organisations, and communities the standards of choice that direct them towards happiness, fulfilment, and significance. As a result, they are crucial for comprehending and putting relational leadership into practise. Values are inextricably entwined in the decisions we make and the lives we lead, more gerunds than nouns, despite the fact that they may seem to be abstractions since we

often use abstract phrases to define them. They orient and influence our thinking, emotion, and behaviour, whether they are lofty ideals like liberty and equality or more practical ones like ambition and lust. Our beliefs, emotions, and behaviours both reflect our values and have an impact on them. We discover them in the ways we exert ourselves in order to have more of whatever it is that draws us, whether it is love, justice, knowledge, pleasure, prosperity, or fame. We recognise them as assertions against us, as sources of power over us, and as manifestations of want and ambition. Moral, intellectual, artistic, personal, and professional values all have their own weights and textures, yet they all serve to both attract and assess us as values. No matter how we interact with a person's or an organization's existence, we always encounter values as requirements and objectives. Even if we wish they would, things don't always fit neatly into hierarchies since we all make decisions that are both sensible and foolish depending on the circumstances.

Value of Respect

A little example could assist to clarify these ideas. Think about a trait that many would consider essential to leadership, such as respect for others. Respect is a value that is expressed by the act of respect, making it an example of agency. It is a certain way of appreciating someone as an end in and of themselves. Respect as a value entails a pattern of decision-making and behaviour that shapes how one builds connections with others. No matter how much we know about it, advocate for it vocally, or feel favourably about it, respect does not really exist as a value for us as individuals or as leaders until we let it guide our intentions and deeds. Respect as a value offers a pattern of purpose and motivation that directs our behaviour.

It is difficult for a leader—or anyone—to value the other as a goal rather than an object. Anxieties, insecurities, obsessions, and stereotypes are only a few examples of the ideas and sensations that continually and unceasingly entice the self as agent away from acting with respect. In practise, the self is constantly presented with emotional, mental, and ideological opportunities to sate desires or compulsions that could be disrespectful to and destructive to others. Respect must exert sovereignty over the self's decisions among the competing options that swarm a person's intents and acts if it is to succeed as a means of respecting another person.

Identity and Values

It becomes obvious that choosing a particular set of values determines one's identity as a self when we contemplate the entire scope of human action and fulfilment. The selection of a set of values corresponds with the formation of the self. Charles Taylor, a renowned philosopher, says that when the "Who am I? This question cannot always be answered simply stating one's name and ancestry. An comprehension of what is of the utmost significance to us does provide an answer to this issue for us. Despite the fact that this evocation of values as the act of valuing has been framed in terms of personal identification, it is obvious that cultural and organisational identities operate similarly. They stand for institutionalised and shared commitments to values that must ultimately be put into action by human activity. What matters crucially to this institution, we should question participants in organisations. These kinds of inquiries set off a process of self-discovery and organisational identity articulation, which is where the task of strategy is born.

Leadership and Core Values

Understanding the dynamics of human agency and valuing are given a vital role, and this opens up fresh ideas on leadership. We can now more clearly see how, at its core, leadership is about upholding human values. More specifically, leadership is about making an effort to comprehend and address the needs and values of constituent groups and people. Leadership happens specifically in relationships between leaders and followers in situations when both sides' interests are at stake. Several aspects of the leadership process, including its breadth and approach to values, are distinctly context-dependent. But, with a value-centric perspective, we may better see why many modern leadership students refer to the moral component as the core of the issue [12][13]. This does not imply that leaders have perfect personal lives or that they have a unique talent for resolving contentious moral quandaries. Instead, it implies that effective leadership entails upholding the ideals for which the organisation was founded and guaranteeing the sincerity of the dedication to those goals.

III. CONCLUSION

One of the conceptual pillars for constructing an integrated leadership approach is provided by the values topic. Among what could otherwise seem to be so many distinct ideas, facts, and artefacts of institutional history and culture, programmes, and resources, it provides a point of convergence for establishing institutional identity. Institutions embed their convictions in all of their concrete and intangible forms of organisational sense-making and decision-making, just as a person communicates his values in the fabric of his life. When an organisation is evolving, the roles of leadership and management can both function in various ways while remaining the same. Without creating a management framework based on systems, leadership is worthless, and management would be ineffective without leadership's efforts serving as the foundation for values.

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Structural Conflict in Academic Decision Making in Strategic Leadership

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ABSTRACT

The process of identifying and resolving problems in an equitable and effective manner is referred to as conflict management. The objective is to raise the likelihood of a successful conclusion while minimising any potential negative effects that may result from conflicts. Evaluating the immeasurable: values conflict inside the structure identification in the office and the home: personality and role, shared government and its discontents, fundamental and external values, the chapter's resolution of the tension between ideals and leadership.

Index Terms— Decision Making, Faculty, Leadership, Strategic Leadership, Structural Conflict

I. I. INTRODUCTION

The section above addressed some of the complexity and problems in collegial leadership, governance, and power. Here, we revisit those questions and explore them using the conceptual framework produced by our examination of agency and values. Through this lens, we can see many of the dilemmas of academic decision-making from a fresh angle. We will try to demonstrate that the fundamental principles of the academic decision-making system include a number of structural contradictions. We will start with a case study that is based on my own experience in order to evaluate how participants perceive different types of conflict [1]–[3]. A local candidate is suggested to the president by the faculty search committee after a nationwide search for a new dean at a selective liberal arts institution. The president promptly gets the nomination approved by the board, with the appointment taking effect in three months, since the person is the chairwoman of a small department who is well-liked and well regarded. The dean-elect gets jubilant calls and texts from several colleagues congratulating her on her appointment after the announcement. She also sees that a meeting with the chairman and two senior history department colleagues has been set. She enjoys the event since she knows and loves all of them.

She learns that the group is on a mission after some amusing teasing about "going to the dark side." They express their worries about the decline in departmental autonomy and faculty governance during the dean's term of office, but they are certain that she will restore the proper balance. Her coworkers continue by expressing their profound sadness about the recent decision by the departing dean not to fill a vacancy for a tenure-track post in the history department. They make it plain that they want the dean-elect to intervene before the choice is made with polite asides and apologies for bringing this to her too soon. Notwithstanding their admission that they did not originally take the discussions regarding budgeting issues seriously, they now seem to think that the method was defective since irrelevant credit hour charges were used arbitrarily. They are certain that if the choice is made, the history program's quality will be severely harmed.

The request surprises the dean-elect, who attempts to reply equally despite his surprise. She is aware that her predecessor had to eliminate a number of employees due to a fiscal issue. She is also aware that the departing dean utilised a consultative method to make his final conclusions and that he has said he had difficulty persuading the budget advisory group to concentrate on the information regarding the difficult issues involving priority. Hence, the dean-elect believes it is appropriate to express sympathy for the department's predicament; she expresses her willingness to look into more effective measurement and systems and requests their participation. Also, she politely but firmly states that it would be uncomfortable and improper for her to discuss the matter with the president or the present dean during this interim time.

The tone abruptly shifts. Her coworkers start to look at her differently and give her sidelong looks. While there is a general air of politeness, mistrust, uncertainty, and doubt creep in. The historians express their disappointment as leave since she is unable to address such a glaring instance of poor priorities and practises. The dean-elect is sitting by himself, confused by what has just transpired. A central query starts to emerge. How can leadership successfully resolve the disagreement by getting to the root of it? How we see leadership and the conflict that it strives to resolve will have a significant impact on how well we do this. To advance the dialogue about governance and decision-making on a new idiom will need to be established since the language of leadership is not often used there.

As you may remember, the core of the leader's objective was conflict, according to our prior leadership profile. Leadership constantly emerges at the intersections of change, rivalry, inconsistencies, and contested objectives. The nature of the conflict that leadership strives to resolve determines the exact form that leadership takes in a society or organisation more than anything else. We may offer distinct ways that leadership might be understood and performed in terms of how the fundamental form of conflict is perceived by drawing on our prior discussion of structured anarchies, the frames of leadership, and shared governance. For instance, many would argue that the core of leadership is being able to resolve the competing interests of a college's or university's many constituents. Effective leadership seems to depend in certain situations—think of huge public institutions—on striking a balance between the needs of the complex web of campus interests and expectations and those of the general public. The leader's repertoire moves to the top, emphasising political savvy. Despite her natural ability to balance the interests of various groups and people, the dean-elect has already realised that she will need to hone her negotiating and dispute resolution abilities.

Some situations have elevated expectations for participatory governance—the tiny, selective college comes to mind. Everything is up for open faculty and administrative discussion, from the institutional running budget to the sporting teams' schedules. Redefining the processes and frameworks for cooperative decision-making is a necessary leadership duty if and when the shared governance protocols start to break down and conflict worsens. The institution may reevaluate the duties of its professors, the power of its administration, and the details of its board's bylaws in the name of collegial standards. As was already said, the goal is to give various kinds of power more clarity and legitimacy. The initiative is motivated by college constitutionalism, the idea that resolving disagreements through enhancing the structures and procedures of government. As an example, our dean-elect has already alerted her colleagues to the need for a review of the procedures for establishing financial priorities.

We've also seen how organised anarchies manage conflict. Tactical moves like delay and diversion may disarm conflict in the hands of skilled administrators. Tactical leaders their goals by working against the

system itself. For instance, they are aware that faculty interest in and involvement in governance is sporadic and variable. They allow participants the chance to reflect on significant subjects, such as strategic plans, which may not result in action but will make them feel important. When she attempts to divert attention from the core of the problem that her colleagues have presented to her, our dean-elect is well aware of the need for tactical acumen. Her leadership will need sensitivity to symbolic issues since she has been a part of the community for a long time and is aware of the need to integrate her work with the values and symbols that define the organization's identity and traditions.

To be sure, it is suitable and beneficial to comprehend distinct aspects of conflict and how they might be resolved by using a variety of information sources and analytical frameworks. All of these aspects of a complicated system of decision-making must be constantly attended to by any academic officer, whether new to the position or not. The trouble is that none of these diagnosis or suggested fixes go to the root of the problem. Conflict remains no matter how adept the constituency leader, the skillful drafter of collegial bylaws, the skillful storyteller, or the cunning strategist. These leadership philosophies have not yet identified the underlying conflict they must resolve [4], [5].

II. DISCUSSION

To be sure, it is suitable and beneficial to comprehend distinct aspects of conflict and how they might be resolved by using a variety of information sources and analytical We must understand structural conflict in terms of the meta-culture or decision-making culture of colleges and universities if we are to fully comprehend its complexity. The term "culture" has a wide range of meanings, but in this context, it refers to the common paradigms, values, and standards upon which institutions of higher learning base their decision-making processes. They are extensively applicable, even globally. We discover the point at which individuals perceive themselves to be practising their moral commitments and professional obligations in academic communities by accessing the level of culture as a system of beliefs and behaviours. We connect with them when they commit to a set of principles and procedures that form the basis of a culture of decision-making. Instead of trying to understand academic professionals by their conduct or rules, we should first try to understand them as partners in creating a culture [6], [7].

Of all, every business has a unique culture that is all its own. The tone, focus, and substance of practises like shared governance vary noticeably from one institution to the next. The definition of a group's culture by one of the most influential authors in the field, Edgar Schein, is "a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that have worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems." Numerous modern researchers of higher education have discussed the value of campus climate and culture, including racial and gender concerns, in comparable ways in their writing. Understanding and using cultural norms and traditions to solve issues and establish future course is one of the responsibilities of good leadership. According to Schein, it's probable that leaders only have control over creating and managing cultures.

Deeply ingrained attitudes and views of academic professionals are shaped by the shared culture of academic decision-making. The pursuit of an integrated and leadership process will be thwarted until that level is attained. The solution to these issues of academic decision-making is to identify a fundamental conflict of values.

Autonomy and Power

By combining the academic value of autonomy with the institutional value of authority, colleges and universities attempt to combine autonomy and authority like oil and water. The university takes its first breath from the freedom of enquiry, and it bases its very existence on the faculty members' individual and collective academic autonomy. Academic independence for each person is essential to the originality of intellectual endeavour and its immeasurable worth to society. Nevertheless collectives are also entitled to independence and autonomy. Only individuals who are familiar with the unique terminology, procedures, and substance of an academic subject, which are initially instilled in the graduate studies rites of passage, are qualified to evaluate the work of others in the same area. Each academic department's autonomy and prerogatives have a long history of professional and cultural development. But, when academic professionals join formal organisations, they become aware of the structural conflict between value systems. Institutions place a strong emphasis on authority, order, and responsibility, ideals that are implemented via control mechanisms, much as how professionals appreciate autonomy. Organizations are required to define, codify, regulate, and justify what would otherwise be the chaos of unrestrained freedom. Many restrictions, such as finances and class schedules, are ignored as minor irritations until they start to impede on the demands of autonomy. If they ever discuss the academic core of things—teaching or research—the conflict escalates into a serious crisis of basic principles. Academic authority therefore has an uncomfortable effect on the organisation.

Assessing the Inmeasurable: Intrinsic and Instrumental Values

The competing ways that knowledge professionals and their institutions define and assess merit exhibit the same basic contradiction in opposing forms. Faculty members are motivated by a belief in the inherent worth of teaching and doing research. The discovery and dissemination of information are fundamentally valuable because they are self-authenticating. Measurement is not used to determine it. Academic institutions respect these fundamental principles, yet they must nonetheless define and quantify value in order to balance conflicting demands on their resources and duties. The methods used in management decision-making and the standards set by the market are always working to assess the importance of knowledge acquisition. Even though the majority of academics have little faith in any system's capacity to quantify what matters most to them, judgement has been quantified in terms of prices and credit hours, and measurement techniques have become normative. In methods and by means that offend the academic principles and sensitivities of academics and instructors devoted to their disciplines, courses and programmes are eliminated or expanded, and new projects are pursued or abandoned. The culture of academic decision-making, which is seen as a system of values, beliefs, and practises, is permeated with these opposites.

Identity in the Workplace and the Home: Self and Role Academic life is a real calling when it's at its finest. The academic professional's identity and sense of self are intertwined. While faculty members are like other people in that they crave money and power, the profession's self-definition entails a feeling of devotion to the cause of learning that transcends mere self-interest. The academic professional may readily claim, "I am what I do." It is accountable for addressing essential and enabling facets of human growth and experience. Decisions that affect the academic status, productivity, and reputation of faculty members thus have an impact on their personal identity and career goals. This manifests itself in several ways, particularly in choices made about academic programmes and decisions regarding appointment, promotion, and tenure. A person's sense of identity and self-worth is severely damaged if a bad

judgement is made in matters that determine professional position, particularly when it comes to tenure. We encounter the issue of unfairness in the standards of value while making academic decisions in a different way. Once again, integrating the identities of academic professionals with the functional characteristics of organisations proves to be a difficult undertaking.

Anybody, even our new dean, who has a greater knowledge of the roots of conflict in our cultural system does not have a ready solution for how to handle conflicts over priority. Nonetheless, it leads to revelations about the actual scope of the world of judgement in which all academic men and women engage in their work. With this new starting point, we may reframe the problems and look for solutions to resolve the disagreement using integrative strategic leadership techniques.

Governance Shared and Its Discontents

Many additional elements become apparent if we reexamine the problems with shared governance through the prism of the fundamental conflict in values. Many members of academic communities would argue that although value conflicts do exist in academic decision-making, they may be precisely handled via shared governance practises. Institutions seem to have developed useful strategies for balancing competing ideals. To address institutional challenges, they have established a number of councils and committees throughout the years, often more by need than design. A manageable balance in university governance is feasible if this strategy is followed.

Other widely held misconceptions about the use of academic decision-making are revealed through observation of shared governance in a number of circumstances, and these misconceptions are crucial for our creation of a model of strategic leadership. Academic professionals understand shared governance to include, among other things, both formal procedures and moral requirements. Individuals who attempt to exert leadership in purely political terms by winning friends or putting together mutable coalitions of convenience are swiftly despised by the academic community. Administrative officials are seen as weak or ineffective if they fail to assert their rightful claims of collegial power. On the other side, judgements taken unilaterally go against ethically binding rules. They pose a danger to legitimate standards that have their foundations in the faculty's self-awareness and respect for themselves. These canons also have the symbolic weight of tradition, the administrative and legal weight of formal codification in bylaws, and the administrative weight of tradition. Anybody who disobeys these standards in the academic community does so at tremendous risk since they always result in repercussions of suspicion, protest, and reprimand against those who are seen to have done so. The Harvard Faculty of Arts and Sciences' historic vote of no confidence in President Lawrence Summers in 2005—and Summers' subsequent resignation in 2006—centered on the principles of respect for one another and cooperation. Professors at Harvard were furious with Summers for what they saw as his disrespect for their knowledge and for the "basic politeness" that is expected of them both morally and culturally.

Academic leaders at all levels must comprehend the shared governance process' limitations as well as the standards of ethical legitimacy it embodies. When leadership is effective and circumstances are stable, the system functions tolerably well on many campuses, according to the 1996 Association of Governing Boards of Universities and Colleges commission. Nonetheless, the system soon develops fault lines as demand for change grows. If major modifications to academic programmes themselves are at issue, the fuzziness of the delineations of shared accountability becomes starkly apparent and the conflicts in

values are tangible.

The failure of shared governance to methodically and coherently handle the deepest and most extensive strategic difficulties that an organisation faces may be its greatest weakness. The structure of faculty committees is generally fragmented, complicated, and burdensome, but deep strategic problems of identity and purpose are always systematic and interwoven. Paradoxically and dangerously, a system of academic decision-making designed to give the faculty's voice weight instead weakens it via fragmentation and complexity. Equally upset are those in positions of academic authority who lack the tools necessary to confront the basic organisational and instructional concerns that will determine the institution's destiny. We have discovered that the theme of strategic leadership and the problem of strategic governance are closely intertwined.

The reconciliation of the conflict between values and leadership

For a number of reasons, we have considered our principles in order to better comprehend the culture of decision-making at colleges and universities. To offer a more comprehensive explanation of a complex organisational culture, one is to complement and enrich previous views of decision-making. Our knowledge of college decision-making is improved by delving further into the decisions of individuals as agents, as participants who implement values via their choices.

Several exciting opportunities are made possible by this perspective. It supports all parties involved in higher education in formally expressing what they already know tacitly, which is intellectually fulfilling in and of itself. But, for many people who are caught up in the system's frustrations—remember our new dean—the insights also act as a kind of cognitive therapy. When conflict is seen as structural, it becomes less personal, and it becomes possible to overcome the ingrained urge to assign blame to either oneself or another. More significantly, these kinds of discoveries liberate energy and provide opportunities for action. The intellect is free to come up with fresh solutions to the issue and original theories for comprehending and resolving structural conflict. Designing new strategies requires all the knowledge and resources that can be mustered, especially when the field of endeavour is as complicated and demanding as leadership at a university. Even though the process will never be finished, investing intellectual resources in rethinking the problems is beneficial [8], [9].

Our investigations highlight some of the prerequisites that must be addressed for a strategic leadership approach to successfully manage structural conflict. It would be illusory to believe that the conflict between professional autonomy and organisational authority can ever be resolved, even if shared governance has to be rethought. Both parties to the interaction must confront the facts that academic decision-making must deal with since it is a genuine polarity. Instead of resolving the problem, an effective strategy approach might moderate it. Finding and articulating agreed values that go beyond the structural conflict in the culture of academic decision-making is another substantive goal of strategic leadership. Weick argues that one worthwhile goal of study is to comprehend how individuals make sense of their experience in such unexpected and confusing organisational situations in his very famous work on the loose coupling of decision making in schools. He points out that it makes sense for members of educational organisations to utilise the tools of language to develop organisational myths and tales in order to build their social reality.

Since they express broader meaning and the shared ideals that have defined an organization's identity,

narratives are essential for making sense. A shared set of commitments may be brought to light, given voice, and celebrated via the investigation of how these defining values are applied to the organization's activity [10], [11]. As a result, the distance between autonomy and authority becomes smaller as members of the campus community from different backgrounds discover important ideals that serve as legitimate sources of agreement for their commitment. The shared values serve as an example of the particular ways in which the company has worked to uphold its dedication to quality, learning, service, innovation, diversity, and other core principles. The components for a vision—a cogent declaration of the institution's greatest future possibilities—can be formed by giving these ideals strong expression and unique meaning.

III. CONCLUSION

To support a "absorbing errand," such as intellectual quality, needs teamwork and effective institutionalisation in order to be reached and perpetuated, academic professionals will give up part of their autonomy. The need for independence will always be there, but common principles that are clearly defined and that are in line with the real prospects of building a fantastic academic institution may overcome it. These duties' power and attractiveness are what first drew academics into the field, despite the fact that they are sometimes obscured by routine and warped by conflict. The role of leadership in academic communities is to mobilise a commitment to shared intellectual and pedagogical ideals as well as to the institutions that represent them in order to resolve structural conflict. Conflict occurs when individuals disagree or hold different viewpoints, which has the potential to be detrimental to any company. It frequently concerns personal agendas, insights, or objectives vs collective or team agendas, insights, or goals in the workplace.

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