Educational Leadership

Edited by Hülya Şenol

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Meet the editor

Dr Hülya Şenol is a multidisciplinary researcher and has 29 years of teaching experience. She graduated from the Biology Department, Atatürk Education Faculty at Marmara University. She completed two Master's degrees, one in the field of educational sciences at the Eastern Mediterranean University and the other one is in molecular medicine at Near East University. She holds a PhD degree in educational administration, management, inspection and economy. She has worked at many colleges in Turkey and in North Cyprus as an instructor, ISO 9001 committee member, and deputy principal. She is currently a faculty member at the Eastern Mediterranean University, Faculty of Arts and Sciences. She holds many certificates of training for ISO 9001:2015, quality management system, lead auditor; Montessori education, educational sciences, and molecular medicine. Her research interest areas in education are educational leadership, total quality management in education, service quality in education, school culture, psychological capital and Montessori education.

Contents

Preface

Companies are struggling to survive by adapting changes and developments in many fields such as economy, technology, and communication. That's why they are seeking a qualified workforce. This increases the importance of educational institutions that are expected to improve and reform. Educational leadership is often used synonymously with school leadership, which is an important contributor to achieving common educational aims, a higher level of student achievement, and accountability at the school level. The role of educational leaders has been undergoing many changes in the era of globalization due to diverse needs and expectations of stakeholders of education, students, teachers, parents, and the community. This increases the need for continuing professional development of educational leaders to fulfill their roles. This book intends to provide the reader with a comprehensive overview of the different models of educational leadership. It presents and discusses the roles and challenges of school leaders as principals, teachers, students, school committees, and boards. Scholars from different countries share their opinions about the importance of leader preparation and the need for professional development of educational leaders. I have a firm belief that this book will serve as a valuable resource for students, researchers, and scholars in the area of educational management.

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Chapter 1

Professional Development of Educational Leaders

Hülya Şenol

Abstract

The role of educational leaders has been undergoing many changes in the era of globalization due to diverse needs and expectations of the stakeholders of education. This increases the need for professional development of educational leaders to fulfill their roles. Educational leaders have high impact on shaping school culture, school improvement, student learning, and achievement, so that their professional development is critical to their continued success as leaders. Educational leaders who participate in professional development programs update and extend their knowledge and improve their performance on the job by applying new knowledge and skills to implement the best educational practices in schools. This book chapter intends to provide reader with a comprehensive overview of expected responsibilities and features of school leaders in the context of the different models of educational leadership and also presents a review of the articles about the need for professional development of educational leaders and finally gives professional development ideas which will help school leaders continue to strengthen their practices throughout their career.

Keywords: co-principals, department chairs, distributed leadership, instructional leadership, principals, teacher leaders, transformational leadership, professional development

1. Educational leadership

There has been a great interest in leadership not only in education but also in many sectors such as business, health, and technology. "Leadership as a process of social influence can maximize the efforts of others for the achievement of a goal" [1]. In educational settings, leaders are appointed to positions formally or informally, influencing their colleagues by providing direction to them [2]. Main core of educational leadership, used as school leadership exchangeably, is achieving better student success in schools. That is why all scholars and school staff work hard to find ways to obtain better school outcomes. In this sense, scholars put forward different classifications of school leadership and tried to explain the roles and responsibilities of school leaders.

Policymakers, scholars paid attention to principal leadership because of the body of research on effective schools during the 1980s. According to McEwan [3], instructional leadership emphasizes on implementation of the curriculum involving instruction and learning. According to Hallinger and Murphy [4], instructional roles of the principals are as follows:

1. "Defining mission of school (frame school goals very clearly and communicate goals of school clearly)

2. Managing the instructional program (supervision and evaluation of instruction, coordination of curriculum and to monitor progress of students)

3. Creating a positive school climate (protection of instructional time, promotion of professional development, maintenance of high visibility, provide incentives for learning and teachers)" [4]

During 1990s, scholars started to interest in school improvement and argued transformational leadership and teacher leadership as alternatives so that instructional leadership lost its potency by the turn of twenty-first century but rising interest in accountability movement and student outcomes led scholars to focus on school principals as instructional leaders [5]. Concept of transformational leadership was introduced in 1978 by James MacGregor Burns. Leithwood and Jantzi [6] defined the meaning and dimensions of transformational leadership as follows: "transformational leadership for making reformative changes needed in schools, focuses on motivation, inspiration and influencing teachers and parents to work together cooperatively based on core beliefs and values" [6]. "Six dimensions of transformational leadership are building vision and goals of school; provision of intellectual stimulation; offering individualized support; symbolizing professional values and practices; demonstration of high performance expectations; and development of structures to encourage participation in school decisions" [7, 8]. Transformational leaders stimulate and inspire their followers to commit to shared vision and goals of an organization, to achieve extraordinary outcomes and to be innovative problem solvers. They empower and support followers to develop and grow into leaders, align objectives and goals of each individual follower, pay attention to their needs and personal development as coaches and mentors [9]. Components of transformational leadership are

- Idealized influence (serving as a role model, admired, respected, and trusted leaders, emphasizing collective sense of mission, willing to take risks, being consistent, showing high standards of ethical and moral conduct)

- Inspirational motivation (motivating and inspiring followers, creating clear communicated expectations)

- Intellectual stimulation (encouraging creativity, ideas and approaches of followers to address problems and find solutions)

- Individualized consideration (paying attention to needs of each follower as a coach or mentor, recognizing individual differences, encouraging two-way exchange in communication, personalized interactions with them) [9]

Concept of distributed leadership, also known as shared leadership emerged in early 2000s in part from the "Distributed Cognition and Activity Theory" because of the idea that "the principal cannot do the job alone due to having many dramatically evolving managerial and leader roles. For organizational reform, principals distribute leadership and decision making to a group of leaders" [10]. From the distributed leadership perspective,

- Distributed leadership allows democratic or autocratic leadership

- Leadership may be stretched over all leaders in a school

- Multiple leaders take the responsibility for the leadership in the schools

- Number of leaders depends on the routine and the subject area

- Leadership practice is a product of the interactions between school leaders, followers, and their situation

- Primary characteristic of interactions among the leaders is interdependency

- Principal shares daily works in schools with assistant principals, teachers, and also with other staff members [11]

- Multiple individuals lead and manage schools including principal, formally designated leaders and teachers who have no formal leadership position, students, and parents [12]

Assistant principals (APs) are critical leaders [13] and candidates for being principals in schools around the world [14] by serving underneath the school principal. There are categories of assistants in schools such as deputy heads called quasi-deputy heads; assistants who work below the principal called subordinate deputy head and assistants who fill specific needs called niche assistant heads [15]. According to Kwan [16], "roles of assistant principals are teaching, curriculum and learning, resource management, external connection and communication, accountability and quality assurance of the school, staff management, development and growth of the teachers, policy environment and also strategic direction". In 2011, roles of assistant principals were assigned as having duties in administration; formulation of goals, development of curriculum; training, development, evaluation, and selection of teachers; student discipline and counseling students [17].

In the concept of teacher leadership, teachers are accepted as holders of a central position in school operations, learning, and teaching [18]. Teachers are the most important stakeholders of education and must be at the center of school transformation and change in education. Teachers can influence practice and policy significantly by working purposefully, collectively, and collaboratively. If teachers are supported for their creativeness, innovation, and collaboration, they may form lasting difference to learners and learning [19]. Teachers having leadership roles become more confident, satisfied with their work in schools and this leads higher teacher retention rates [20]. Cooper et al. [21] emphasize that teacher leadership rooted from teacher professionalism movement in 1980s is very important for successful school reform. They have specific duties which may vary depending on the school context such as

- Working as department chair

- Working as grade level leader

- Working with principal to support teachers, to build community, to determine, and implement or manifest school-wide vision of instruction [21]

Success of teacher leaders depend on

- School culture (foster communication, collaboration, and learning)

- Relationships open, supportive and positive relationship between principal, teacher leaders, and colleagues; continuous communication and feedback, being role models, having leadership capacities school structures (time for collaboration, embedded professional development, and shared leadership) [21]

2. Need for professional development

Very fast changes in science and technology bring in new dimensions in social, political, economic, and cultural fields. Companies are seeking qualified, highly educated workforce having contemporary information and success in their fields. Outputs of education policy of governments effect societal development and also economic prosperity of nations seriously [22]. Earnings, employment, health of the individuals are promoted by education and also education strengthens institutions and encourages social cohesion [23]. In this sense, training of the students successfully to meet the expectations of the business world is very important. This reveals the importance of education. The basic building blocks of education like the rungs of a ladder (primary, lower, upper secondary education and higher education) help students learning not only the subject matter but also develop cognitive, language, emotional, and social skills of the students. As a result, students identify their talents, skills and select their future jobs. There is an increasing demand for schools to demonstrate the progress of their students as twenty-first century learners. To meet these expectations, schools need new generation of instructional leaders who can transform schools. Educational leadership influences not only the school effectiveness [24] but also the performance of students in four pathways as organizational, rational, emotional, and familial [25]. This effect is greater if they focus on teaching and learning [26]. Principals directly affect the academic capacity of schools and influence the growth of students indirectly [27]. Professional development of school principals should continue and be sustainable after they have been appointed to their schools [28]. This will help school principals

- To acquire current knowledge, skills, values, and attitude beyond schooling

- To understand the latest technological developments and to be comfortable with technology changes [28]

- To implement and manage new changes in education [29]

- To have necessary knowledge, competencies, and dispositions to function and perform in the context of educational reform [29]

- Principals' continuous improvement and learning is important for student and teacher learning, policy implementation, and cultivating healthy and supportive school communities [30]

While designing professional development programs, patterns of provision, the delivery modes, career stage of school leaders, school improvement practices, human resources, strategic planning, and financial management are considered. Professional development programs can be provided to the school principals by a variety of sources such as school districts, universities, governmental agencies,

professional associations, and other organizations [31, 32]. Tingle et al. [33] empha-size that training activities about human capital, school culture, executive leader-ship, strategic operations, building relationships with peers, and also supervisor support have high influence for continued success of the leaders. There are out-standing examples of professional development programs for school leaders in dif-ferent countries. Rowland [30] stated that The RAND and George W. Bush Institute offering principal professional development programs; the National Institute for School Leadership's Executive Development Program providing educators in-person and virtual training, and McREL's Balanced Leadership program offering learning modules and workshops have shown a positive impact on student outcomes and staff turnover. School Leaders Network recruits and places principals, engages them in peer networks, and provides one-to-one coaching support to principals in USA. In England, National College for School Leadership now called the College for Teaching and Leadership, established in the late 1990s strengthens the profes-sional development of principals over the course of 4 years before principals can assume a school leadership position [34]. The Wallace Foundation in New York City provides high quality school leadership training for head teachers, successful teachers, and assistant principals. Canadian government is using the Energizing Ontario Education Model and developed a coherent leadership strategy to support school leaders. Each year, only 35 successful school leaders are selected based on leadership-situation exercises and interviews to attend "Leaders in Education" program' at Singapore's National Institute for Education.

Frost [35] emphasized that teacher leadership has been increasingly seen as cru-cial to educational reform and promoted in the USA and UK. Teachers can develop their leadership potentials and lead innovation in their schools with effective sup-ports such as giving opportunities for open discussion about values, strategies, and leadership; enabling them to identify their professional development priorities; to access relevant literature; and guiding on leadership strategies. Many assistant prin-cipals acquire experience during internships or on-the-job training. Responsibilities and job description of assistant principals change from school to school. Their roles should be restructured [24].

There is a need for personalized professional development programs [36]. Sustainable programs can be supported by the professional development commu-nity [37]. Training may include workshops focusing on "action plans, collaborative inquiry, field practice, case study analysis, group dialogue, self-study, individual, feedback on performance and apprenticeships" [13]. Also mentoring by the school principals slightly better prepare assistant principals for the principalship [38, 39].

3. Conclusion

School leaders have clearly stated responsibilities set by Ministry of Education, government in different countries. Responsibilities of the school leaders may show similarities but also may show differences according to size, type, region of the school, school year and country. In all successful schools, the principals have high expecta-tions for all students and have multiple responsibilities such as supporting curriculum and instruction, fostering a positive and caring culture, recruiting and retaining school staff, engaging parents and community resources, keeping up with the paperwork, e-mails, parent calls, evaluating teachers, attending school meetings, and community events in the USA [30]. New and experienced school leaders have differ-ent needs to fulfill their responsibilities because they have different levels of manage-ment, communication, technological skills, and understanding of curriculum. Also schools have different specific needs due to their demographical structure, academic

achievement level of students, experience of teachers, and parental involvement. In the light of the literature, all we need as educational leaders is:

- Clear recruitment criteria not only based on the teaching experience

- Clear stated roles and responsibilities

- Determination of training needs of new and experienced school leaders every year regularly. Because the needs change according to rapid changes in technology, communication, and culture during globalization

- Effective and fast determination of training needs of educational leaders

  ○ by interviews with school leaders

  ○ by conducting surveys

  ○ by using observations

  ○ by administration of school leader evaluation surveys to school community including students, teachers, and parents as part of the school-self evaluation

  ○ by reports of external inspectors of the schools

- Sustainable training programs in collaboration with universities, professional associations or governmental agencies

- Personalized training programs with careful consideration of content, duration, mode and place of instruction, experience and career stage of participant school leaders

- Updating training programs according to requirements of the era to meet the expectations of all stakeholders of education

- Encouragement of educational leaders to participate in professional development programs (i.e., giving certificates of attendance, certificates of successful completion, increment in salary, and advancement in career)

- Monitoring and evaluation of quality and efficiency of professional development programs

- Affordable professional development programs for all educational leaders (especially leaders in poor countries)

- Free, intensive networking between educational leaders for communication at national and international level (i.e., supported by pioneers of social media and social networking service companies)

- Free access of educational leaders to literature in education (i.e., supported by universities)

- Financial investments and funds by the governments, national and international associations, unions, foundations, agents to develop and implement up to date, and high-quality professional development programs

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Student Leadership 4.0

Süleyman Davut Göker

Abstract

Our world has been introduced with strong changes leading to transformation from agricultural society to industrial society innovating more advancement in IT and innovation called as the Economy 4.0 era. These changes have also introduced new challenges for teachers and learners in educational settings. This shift gives students new tasks to take greater ownership of their own learning within the change processes of their learning communities and schools and, in the long run, to initiate more actively in the democratic processes and systems of their civic society. This type of ownership requires students to be reflective and autonomous. In other words, reflection gives students a chance to self-evaluate their learning practices making them rethink on their actual learning practices. Providing an overview of the existing evidence and theoretical approaches in relation to student forms of leadership and including an evidence review of enablers of student leadership and barriers to student leadership, this paper highlights the road map for institutions of education and policymakers to adopt and adapt to this change. As the need for innovative teaching technologies and better learning opportunities is transforming student demands, thus bringing in changes to the idea of learning itself. It also includes a brief description of how reflection in Education 4.0 should be framed to support learning management, which must respond to the changes in social and economy environment to cater the human capital need. Finally, it concludes with how learning communities according to Education 4.0 are promoted providing readers with a broad overview of student leadership presenting some practices of student voice, participation, and leadership implemented by schools.

Keywords: student leadership, education 4.0, reflection, student voice and participation

1. Introduction

The educational settings have changed drastically starting with Education 1.0 in ancient and Middle ages, which was limited to few privileged and religious people in church or mosque. And it was person to person and limited to debate on religion and social aspects focusing on personalized education of a small population, and using informal and traditional educational methods, which later turned into schools. This type of education became popular through the introduction of informal education in countries like Israel, Greece, China, and India targeting elite people with boys only. Education for girls became prominent together with the type of formal education led by the priests developed with more awareness on education in the Middle Ages together with the ascendance of religious beliefs in India and Western Europe as well as the dominance of scientific research in Italy.

The invention of the printing press and knowledge dissemination changed the concept of education focusing on providing people with some basic skills and learning skills after the Industrial Revolution and during the Renaissance age. This caused more enrollments in school introducing social developments as education became the main responsibility of the states. Teaching process developed, and higher education concept focused formally on both academics and research developed in Education 2.0 with the establishment of universities and progress in printing. During this era, few leading universities like Columbia, Harvard, and Yale were established in America and scholars of this new era provided practical learning with students to teach how to deal with their economic, social, and political affairs more effectively than focusing on religion and its aspects of Latin and Greek classics.

Establishment of some big universities like Harvard, Princeton, and Yale and transition from manuscript to printing as a scientific revolution opened a new era, in which technology has affected almost every single thing in daily life today in the new millennium. Moreover, the rise of Internet together with information technology has made substantial changes in the delivery mode introducing a platform of technology for learning and Education 3.0 was no exception. The shift from Education 2.0–3.0 took a great time providing major changes and a great increase in global demand for education. In other words, being a facilitator became the teacher role rather than an instructor to a facilitator, and the technology introduced different programs of distance and online. At the beginning of this era, massive public investments were created; but now private investment and donations have been given priority in funding. On the other hand, the traditional classroom will be equipped with the new teaching tools and technologies aiming to help learners learn virtually and present targeted information to them in an effective way.

Global connectivity, smart machines, and new media have introduced a new phase which has massively extended access to education and made changes in the ways students develop the skills required for the future. Furthermore, a "100-year life" concept will be essential, and learning will be given more time in this period because people will want to have more careers, which requires fundamental reeducating. This reeducating process will certainly require the acquisition of new knowledge and different skills to keep pace.

The ecosystem in Education 4.0 will put learning and learner at the center, and different forms of learning such as peer learning and reflective learning will be of paramount importance and that will make teacher facilitators to organize different learning contexts. This type of shared learning and learner-centeredness will definitely demand different tasks and responsibilities for students and teachers to manage more competitive and innovative contexts introduced by the learner-based innovations. However, the new Education 4.0 should be redefined and it is new challenge. There will be more innovative, intelligent, and creative learners, and they should be identified. What does this new challenge mean for the learner then? Learners, within this context, should search for the learning outcomes regarding the learning management by the teacher. This is what we call reflection and reflective process bringing the teacher in the mirror and making him or her reflective for leadership positions required by the globalized knowledge society in the future.

2. Changes in education ecosystem

Putting the learners at the center of the ecosystem, Education 4.0 authorizes them to build individual roads to achieve the targets. Whatever presented in Education 4.0 contexts has developed certain technological innovations as well as economic and social ones having a great impact on development of

educational systems. That is to say, educational systems and social systems change simultaneously, and this phase impacts environment and social paradigms, which will naturally transform the ways students are motivated. Because these students have different career expectations, and they need to understand education ecosystems better. This comprehensive understanding includes acquisition of different skills and human capital forming the essence of the education ecosystems.

A shift from a formal educational system to a learning system based on person-to-person today seems to have provided a wide variety of opportunities of learning accompanied by the increased use of technology.

Fisk [1] has outlined nine trends standing out among the general changes and innovations introduced in learning:

a. **Personalized learning:** Using study tools suitable to learner capabilities above average learners will be challenged with more difficult tasks, whereas learners experiencing problems on a topic will be given more opportunities to practice more until they acquire it. That will create more positive learning experiences diminishing the number of learners, who lose confidence about their academic abilities.

b. **Diverse time and place:** Providing learners with more opportunities to facilitate remote, self-paced learning at different times in different places, learning environments will be various, and classes will be flipped meaning that the practical part of the lesson is delivered face to face and interactively, but the theoretical part is given outside the classroom.

c. **Project based:** Focusing on learning how to apply their skills in project-based learning and working in different careers, learners will be familiar of this type of learning in high schools.

d. **Field experience:** Learners will be provided opportunities to get real-life skills representative to their jobs, and curricula will be adapted in ways that will create mentoring projects, internships, and collaboration projects.

e. **Free choice:** Learners will have the chance to change the process of their own learnings with the tools required for them.

f. **Evaluation will be different:** New evaluation methods will be introduced, and learners will be evaluated during the learning process and working on projects.

g. **Interpretation of data:** Learners will be able to interpret data to predict and reason future trends.

h. **Importance of mentoring and peer-learning:** Much more independence will be incorporated into their learning process, and peer learning will lead to student success in 20 years.

i. **Student ownership:** All curricula will be formed based on student involvement considering all-embracing study programs (2017, p. 4).

As can be seen from the trends standing out among the general changes and innovations introduced in learning, they are provocative and actually far-reaching challenges for learners. That is why learners need new educational resources and

tools to be able to develop required knowledge and skills to show their real performance and adapt to new requirements in structuring their learning paths.
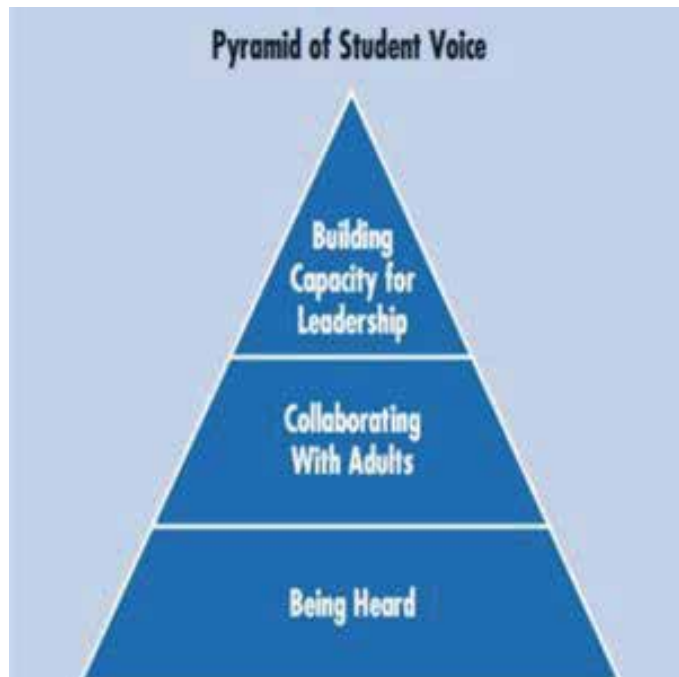
3. The concept of student leadership

Today, a digital native being at ease with the computing devices and mobile and looking for information on the Internet is called a learner today. They differ from each other when you consider their needs and aspirations. Each learner is often online as are the providers of education and content, platforms of peer learning, and publishers. Learning is not confined to the class any more. As education 4.0 is characterized by personalization of the learning experience, even the universities fail to comprehend in what ways the technological and social differences affect them because they do not own enough digital infrastructure and forays. However, good universities focus on procedures valuing personalization of learning and leave technology-supported and process-driven learning and teaching systems behind. They give priority to flexible paths of learning focusing on the use of technology and imparting life skills through learner-centered methods and procedures.

Education 4.0 proposes complete flexibility for the learner in shaping and structuring their future providing them with freedom of aspiring, approaching, and achieving their own objectives through created opportunities of better learning supported by technology. These opportunities offer a greater deal of flexibility and customization using technology to make personalized learning both dynamic and approachable. Unless otherwise, it would not be easy to apply personalized learning with no educational technology ranging from digital content to adaptive learning software.

The term "student leadership" is interchangeably used with the concepts of student participation, voice, and agency, and there is a tendency to define a spectrum of practices and activities constituting student leadership and voice. For example, Fielding (2001) [2] has framed a typology ranging from young individuals, who serve solely as a data source for school systems and their processes to performing as active researchers driving changes in schools of their own, whereas Holdsworth has offered a spectrum of student participation, voice, and leadership ranging from young individuals "speaking out" to "sharing decision-making (and) implementation of action" ([3], p. 358). On the other hand, Mitra's pyramid of student voice ranges from merely "being heard" to "building capacity for leadership" ([4], p. 7, **Figure 1**).

It can clearly be seen that the United National Convention on the Rights of the Child states the need for participation and freedom, which calls for signatories to "assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child" [5]. Within this framework, student leadership practices come out of the abovementioned rights-based concept, showing the significance of capacity of young individuals to play a key role in their decision-making process impacting them.

Together with the introduction of Industry 4.0, the job scenario has totally changed leading to the growth of the "nontraditional" student. That is to say, in other words, any student, who is prepared for the university following his or her high school years and enrolled in full-time classes to finish a degree, is not the norm any longer. This attributed role to the learner has been evolving over the years, and it is not easy to put the learner in a defined age bracket today. Any prototype change is not evitable to supply the needs to this changing target segment of a nontraditional student. This paradigm shift requires more customization and flexibility, which makes personalized learning the preferred learning path.

Pyramid of Student Voice

Building
Capacity for
Leadership

Collaborating
With Adults

Being Heard

Figure 1.
Pyramid of student voice, from increasing student voice and moving toward youth leadership. Source: Mitra [4].

As shown in ARACY's The Nest action agenda, "evidence suggests young people's participation may have a range of important benefits for the individual, for organizations and for the broader community" [6]. It is clear to see that practices of decision-making and participation could provide the learners with the skills required for participation actively as responsible citizens in the schools systems and educational contexts.

We can say that there is not much consensus on the meaning and concept of student leadership even though there are many policy efforts targeted to reinforce student leadership and how it should be reinforced or even in what ways it must be named [7]. Literature review reveals that many other forms of usages and terms such as "active citizenship," "student participation," "student voice,", and "democratic schooling" are mainly used interchangeably with "student leadership." This high-level review has included evaluations, policy, and research documents made public to be able to enlighten the analysis of what is meant by student leadership. "Student voice" and "student agency" were also included as search terms when presented non-ambiguous descriptions given for the concept of student leadership.

4. Forms of student leadership

It is quite possible to see student leadership in different forms ranging from practices in class through empowering students as co-researchers or leadership of community-level activism. This paper, at this stage, drafts and defines the advantages of this type of wider conceptualization of student leadership especially when it comes to the proof suggesting that traditional leadership models could benefit just those who are entirely included rather than trying to construct necessary skills and knowledge for the learners.

As far as the advantages and opportunities are concerned, we will try to summarize these opportunities for student leadership based on the literature review considering this broad conceptualization of student leadership in four settings, which are community, school, classroom, and school system in **Table 1** (student leadership advantages).

In this review paper, we also determine the key factors, which provide or block the student leadership practices in the school environment. Within this framework, we firstly try to define the providers. The most important providers are those who deal with the attitudes and values underpinning cultures of leadership and practices in almost every school environment. These attitudes and values impact the extent to which student leadership is regarded as a priority and the school's capacity to lead to meet the student needs. **Table 2** identifies these key providers below consisting of different beliefs and understandings about school culture and school systems:

We finally try to identify the key factors, which block the student leadership practices in and out of the school environment in this paper. It is quite natural to see blockers as well as providers in a school system. From this stand point, we try to define the blockers. The most important blockers and barriers to leadership practices for students are the non-supportive attitudes and beliefs or more expansive

In the community	
	Ask and empower students to improve and apply community-based projects, specially in partnerships with other agents to foster learning.
	Ask and empower them to participate and communicate with both local governments and the wider communities.
In the school	
	Encourage them to become school ambassadors or representatives beyond the school.
	Encourage them to participate in the departments working in the process of decision-making of the school.
	Help them participate in programs of mentoring or coaching.
	Ask and assist them with developing and implementing projects to change in the organizational culture, practices, and operations of the school.
	Make them active participants in the school leadership appointment panels.
	Engage students in the processes of reform or organizational change.
	Ask and empower them to take active part in research as well as guidance on the organizational culture, practices, and operations of the school.
In the school system	
	Ask and empower them to behave as active people in the process of reform systems.
	Ask and empower them to act as active people in conducting research processes targeted to evaluate school systems.
In the classroom	
	Encourage them to engage in decisions and conversations on classroom rules and classroom management.
	Encourage them to engage with decisions on learning, teaching, and evaluation.
	Allow them to speak out their own expectations and opinions about the critique of the current debate issues.

Table 1.
Student leadership advantages.

Community providers	
	All kinds of possibilities and opportunities enabling leadership practices for students outside the school environments.
	Creating different partnerships between schools and other agencies in the community.
	Eagerness to lead leadership practices in the school context.
Policy and systems-level providers	
	Enabling more research partnerships and supporting knowledge and information exchange.
	Prioritizing development of leadership skills in the curricula.
	Targeting model practices and desired objectives.
	Enabling policy frameworks supporting the practice of student leadership.
Pedagogic and curriculum providers	
	Supporting students to self-express and creating opportunities for all of them to have a voice in debate issues.
	Incorporating citizenship and civics in the curricula to make students develop competencies and skills for social participation and student leadership.
	Creating classroom cultures encouraging participation.
	Making students see the difference between doing and knowing and doing: model student voice and student-centered approaches employing democratic processes as well as learner ownership.
	Building a link between student participation in school governance and citizenship issues in the curriculum.

Table 2.
Student leadership providers.

Practice blockers	
	Lack of support of teachers for the initiatives of student voice.
	Problems encountered in implementing "democratic" models in practice.
Exclusive leadership model blockers	
	These models could play a role in the exclusion of more marginalized students.
	Only one type of leadership could be represented marginalizing other expressions of leadership.
	This type of leadership could be framed by an adult benefitting just a small proportion of students.
School governance and policy blockers	
	School hierarchy and bureaucracy.
	Belief that proposes young people lack decision-making capability.
	No consensus about standards, performance, and accountability.
	More complex priorities, including a potential for the emphasis to improve skills of students in more holistic way.
	Lack of opportunities for the students to participate in school context.
	A huge gap between opportunities provided for participation within schools and wider community models of youth engagement.

Table 3.
Student leadership blockers.

conceptualizations of student voice. In other words, these blockers also include existing structures and systems inhibiting more comprehensive models of student leadership. It is not easy to find a shared understanding or belief about the definition of ideal models of student leadership. **Table 3** identifies these key blockers below blocking the improvement of skills of leadership and creation of leadership opportunities for students both in and out of the school culture and school systems:

5. Grounds of best practice in student leadership and reflection

Even though there is much literature review on student leadership ([8], p. 39), proof of efficiency of student leadership programs is lacking. It is well-known that it is not much easy to pose individual measurement of every initiative given in the appendices; however, it could be possible to focus on current measurements to see what the best practice about student leadership is like. In a meta-analysis conducted, Mager and Nowak interpret "no systematic reviews of the effects of student participation in school decision-making have been conducted so far" ([8], p. 39). This scholar work included structures and initiatives seen in the former part like school working groups and school councils identifying 52 cases of student participation in the process of making decision in the school context in the international literature.

Results of this study revealed that students included in these groups experienced a variety of individual impacts after taking part in the study, including "improving life skills" (reported in more than half of examined cases); "developing/improving social status" and self-esteem (reported in more than one-third of examined cases); and "developments in academic achievement and learning" (reported in almost one-third of examined cases). Only four cases "showed a positive association between student participation and health or health behaviour" ([8], p. 39). Eleven cases reported some negative effects including "disillusionment, disappointment and frustration" (p. 44) as a result of their participation in school leadership structures including (but not limited to) working groups and school councils.

Likewise, literature review also shows that a student-centered school makes the difference [9] in showing the effectiveness of student leadership. These studies suggest that opportunities provided to input into students' own learning experience in the school context can result in positive personal impacts [9]. Babcock [10], on the other hand, specified research studies showing that student leadership in the school context could raise student motivation and engagement leading to a better academic performance [4, 11–13]. One more striking result revealed by Fielding [14] shows that these positive impacts could be much stronger for students who have traditionally gone through marginalization in the school context. Some other studies incorporated student councils, for example, as in-school initiatives in their understanding of the positive involvements of student leadership on student outcomes, even though they drew on Fletcher [15] to admit that "there are many form of student leadership like the active engagement of students as planners, researchers, teachers, trainers and advocates" (p. 19). We can conclude that we have been witnessing evidence to suggest that "students need greater agency in schools, leading initiatives, leading research teams and participating on staff panels" ([16], p. 15), whereas there is support for existing student council models in the literature.

This type of student leadership increasing student engagement, motivation, and academic performance is a key factor in what is meant by innovative era in Education 4.0 [17, 18]. This clearly requires the learner to manage his or her own learning. This learning management is considered to assist the learner with developing his or her capacity to apply the new technology, which will help them to

develop according to the changes in society. According to Sinlarat [19], this type of management of learning in Education 4.0 is called as a new learning system, which helps the learner grow with skills and knowledge not only to learn how to read and write but also for their complete life. The learners will need them in their social life. As this type of learning management needs to respond to the changes in social and economy environment to cater the human capital need, we maintain that Education 4.0 is more than just an education. To be able to achieve it, there should be a change in learning management, which requires reflection, which is a great chance for learners to self-evaluate their learning processes. Within this framework, learners are able to grow in a desired way as long as they care about their own learning and leadership developments. Within the context given above, reflection could be seen as a means to change, and there are optional methods to do that [20, 21].

6. Conclusions

Student leadership like other leadership types is complex, and it is not easy to write it in a handbook or prescribe it in the literature on leadership. Within this framework, student leadership fills the gap between theory and practice by providing the students with the ability and capacity to construct their own theories of student leadership practice before, after, and during their actions. Students learn how to catch fishes as it is purely a self-development practice requiring mastery and participation. We believe that this paper could be a good starting point for all stakeholders in educational contexts valuing learner-centeredness to create reflective learning environments where students could manage their own learning. Doing this they would help the realization of the process of Education 4.0, which paves the way for growing reflective student leaders who shape and structure their future. They will be self-confident both in creating and updating their own practice of student leadership. This process will clearly provide them with freedom of aspiring, approaching, and achieving their own objectives through created opportunities of better learning supported by technology.

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Teacher Professional Development in Tanzania: Challenges and Opportunities

Sotco Claudius Komba and Rehema Japhet Mwakabenga

Abstract

This chapter is about teacher professional development in Tanzania. The authors have examined the current status of teacher professional development in Tanzania, focusing on predominant perspectives on the concept and provision modalities. In addition, the authors have identified challenges facing teacher professional development in Tanzania, most of which seem to be systemic. The challenges include lack of explicit policy and guidelines for teacher professional development, limited knowledge on teacher professional development among teacher professional development stakeholders, predominance of traditional approach to teacher professional development, and ineffective organization of teacher professional development activities. It is, thus, concluded that a number of opportunities are available for effective teacher professional development in Tanzania. These include strengthening the available institutions responsible for teacher professional development, making use of different teacher professional development providers available in the country to promote professional development activities for teachers through a harmonized scheme and capitalizing on the use of different communication networks and the national optic fiber to promote self-directed teacher professional development.

Keywords: teacher, professional development, challenges, opportunities, Tanzania

1. Introduction

There are different ways to define teacher professional development. According to [1], teacher professional development could be conceived as an essential mechanism for enhancing teachers' knowledge and instructional practices through carefully designed programs. In the same light, [2] views teacher professional development as a process through which teachers learn, learn how to learn, and transform their knowledge, competences, and skills into practice, with a view of enhancing students' achievement of learning outcomes. Other scholars, such as [3], perceive professional development for teachers as a key vehicle through which teaching is improved, hence improving student achievement. In the context of this chapter, teacher professional development entails all learning experiences which are geared towards developing teachers' knowledge, skills, competences, and other attributes in order to enable them cope with educational reforms and facilitate achievement of learning outcomes during teaching and learning.

It is generally accepted among teacher educators, scholars, and researchers that teacher professional development is an important component for the success of

any reforms intended for an education system. All countries around the globe have forms of teacher professional development. The reason for having such initiative is that teachers face challenges resulting from changes taking place in education systems. The changes range from subject matter knowledge and pedagogical approaches to the use of technology in teaching and learning. Thus, teachers need to be developed continuously in order to keep them updated on both national and international trends in education.

Like any other countries, Tanzania has, for many years, strived to conduct in-service teacher professional development in order to have the teachers aligned to the emerging changes in school curricula and advances in science and technology, especially the use of information and communication technology in teaching and learning.

In this chapter, the authors analyze teacher professional development in Tanzania, focusing on the currents status, challenges, and available opportunities.

2. Teacher professional development in Tanzania

In Tanzania, teachers are trained either in teacher education colleges or higher education institutions. Teacher education colleges train teachers at the levels of certificate and diploma, while higher education institutions, including universities and university colleges, train teachers at Bachelor's degree level and beyond. Teachers from both paths are employed to work in schools and colleges where continuing professional development is required for enhancing their knowledge, skills, and competences. The following subsection highlights the status of teacher professional development in Tanzania.

2.1 Status of teacher professional development in Tanzania

A quick scan of the status of teacher professional development in Tanzania reveals two perspectives: First, the idea of teacher professional development seems to be understood mainly in terms of aligning teachers with changes in school curricula. Teachers are subjected to teacher professional development programmes only when changes have been made in the school curricula. This implies that, at other times, teachers do not have opportunities for teacher professional development. Experience from authors of this text—who also worked as school teachers in Tanzania for some years—shows that, in some places, teachers have not attended any teacher professional development programmes for a good number of years. This is mainly due to lack of opportunities and motivation as one of the primary school teachers in Morogoro, Tanzania, had this to state:

> *"….I was employed 6 years ago to work in this school. Since then, I have never attended any professional development programme. My college mates, who work in other schools, told me that they face the same challenge…."*

Regarding motivation for professional development, another teacher, from a secondary school in Iringa, Tanzania, stated that:

> *"… There is no motivation for taking part in professional development programmes. I do not find any difference between those who get the opportunities to attend teacher professional development programmes and those who do not. For example, attending teacher professional development programmes is not a requirement for promotion. Why should I bother?"*

Quotations from the two teachers imply that teachers are neither professionally bound nor motivated to attend teacher professional development programmes. Something worth noting is that even the self-directed form of professional development is not only patchily practiced in schools but also uncoordinated.

Aligning teachers with changes in school curricula is a commendable thing. However, it is not supposed to be a one-shot event—conducted only when changes have been introduced in the school curricula. In the intrinsic nature of professional development, the process ought to be continuous because teachers need to be developed not only in subject matter and pedagogical knowledge but also managerial skills and thinking skills which are crucial for effective teaching and learning.

The second perspective regarding the status of teacher professional development in Tanzania is that most of the teacher professional development programmes implemented in the country are donor funded. Some examples are as cited by [3], which include the Quality Education Improvement Programme in Tanzania (EQUIP-T), funded by DFID; Literacy and Numeracy Support Programme (LANES), funded by Global Partnership in Education (GPE); and School Based In-Service Training (SBIT), funded by UNICEF, to mention a few. This seems to be a challenge, considering that when the projects phase out, the sustainability of teacher professional development programmes is adversely affected. Moreover, some of the organizations do not necessarily provide professional development programmes which are reflective of the teachers' contexts.

In addition to the two perspectives on the status of teacher professional development in Tanzania, there is something worth mentioning. It is about the presence of many organizations—internally or externally oriented—which offer programmes intended for teacher professional development in Tanzania. According to [4], there were more than 100 organizations by October, 2019, providing teacher professional development in Tanzania. Nevertheless, a snapshot of the professional development programmes offered by these different organizations reveals the following features: First, the coverage of areas involved in the programmes is uneven. Most of the programmes are implemented in urban areas, leaving the rural areas unreached. Some of the regions mostly covered by the professional development programmes include Dar es Salaam, Kilimanjaro, Arusha, Dodoma, Mwanza, Kagera, and Mbeya. It is also worth noting that even within the areas reached by the programmes, the coverage is uneven, hence fragmenting teachers into groups of those frequently benefitting from teacher professional development programmes and those who do not. Secondly, there is a duplication of efforts and resources among providers of teacher professional development programmes. It seems that the different organizations do not collaborate even when they work within the same area. For example, if one of the organizations develops teacher professional development materials which could be shared, there would seem to be no need for the other organization to invest resources on the same. Instead, other organizations could use the available resources for other activities, including scaling up the programmes to other areas. However, in the current practice, each organization works on its own *modus operandi*. Lastly, it is evident that the provision of teacher professional development programmes in Tanzania is uncoordinated. Although, by establishment, the Tanzania Institute of Education is charged with the responsibility to coordinate in-service training for teachers, it seems that guidelines are missing to have this mission achieved. Therefore, it could be deduced that, despite the good efforts by different organizations to promote teacher professional development in Tanzania, there is a need to harmonize the programmes for better results.

The following subsection highlights some of the main challenges facing teacher professional development in Tanzania.

2.2 Challenges facing teacher professional development in Tanzania

As pointed out earlier, teachers are the cornerstone of any educational reforms [5], and thus, they need to engage in continuous and meaningful professional development. Unfortunately, many Tanzanian teachers hardly engage in adequate and ongoing professional development activities [6–9]. The in-service teacher professional development sector has been facing numerous challenges that have acted as barriers to teacher learning. Most of these challenges are systemic, though varying in terms of geographical location, subjects, and education levels. The subsequent subsections present the major challenges of teacher professional development in Tanzania.

2.2.1 Limited knowledge on teacher professional development

While most Tanzanian teachers and school leaders have indicated increasing demand for professional development [10–13], they lack knowledge of what professional development for teachers really entails. Teachers do not have a proper understanding regarding the concept, scope, and features of teacher professional development. Furthermore, they do not have an understanding of how best they can participate in professional development as beneficiaries of training packages and as managers of learning programmes. Researchers [14, 15] in Egypt and Zambia, respectively, realized that lack of proper information about professional development affected teachers' participation in learning. Studies conducted in Tanzania have revealed that teachers' understanding of professional development is narrowed to the so-called traditional in-service trainings, such as seminars and workshops [6, 16, 17]. In this sense, teachers are not aware of a variety of professional development opportunities available within their working environment. A wide range of professional development opportunities include peer classroom observation, coaching, discussions, networking, as well as classroom-based action research.

Moreover, school management finds it difficult to support professional development for teachers learning if they are not conversant with the nature of professional development programmes, benefits, and implementation modalities.

Thus, due to limited knowledge of professional development, teachers assume that they are mere recipients of professional development programmes. This is different from places, such as Singapore, New Zealand, and Finland, where teachers are in charge of their professional development.

2.2.2 Predominance of traditional approach to teacher professional development

The traditional approach to professional development has withstood the test of time, since it has served the purpose of training in-service teachers worldwide. Teacher professional development programmes such as workshops, seminars, conferences, and upgrading teachers' qualifications are the most popular forms of professional development in Tanzania. However, the government has admitted that the overreliance on traditional approach has prevented many teachers from engaging in adequate professional development. To date, the ad hoc in-service teacher training with little focus on teacher professional learning needs has not offered enough support to teachers with their daily classroom practices [18–20]. In practice, most professional development training programmes in Tanzania tend to use a top-down style of which rarely focuses on specific needs of teachers. The professional development courses generally occur separately from the realities of school or classroom challenges, and many trainers do not follow up to see how well the teachers are implementing the acquired skills or competencies.

Although seminars have been popular professional development programmes in Tanzania, like in many African countries [21–23], they are not adequately provided to teachers [10, 12, 24]. Ref. [25] commented that usually training programmes are offered to a small section of teachers. If there are no effective means and resources to cascade learned information, the training programmes could likely benefit only a particular group of teachers.

2.2.3 Ineffective organization of teacher professional development activities

Most of the teacher professional development challenges in Tanzania emanate from poor organization of learning activities at national and school levels. Tanzania does not yet have an overall framework for governing effective implementation of teacher professional development. Poor organization of teacher professional development activities is related to lack of robust teacher professional development policy and strategic plans; difficulties in teacher professional development timetabling; insufficient budget for teacher professional development; and lack of harmonized scheme for teacher professional development provision.

2.2.3.1 Lack of robust teacher professional development policy and strategic plans

Tanzania does not have a stand-alone national policy for teacher professional development as it is the case with information and communication technology in education. Instead, the teacher professional development policy statements are incorporated in the national education policy [26]. However, the policy does not explicitly articulate ways for implementing successful teacher professional development. It would, thus, seem that a poorly organized policy cannot guarantee quality teacher professional development programmes.

Tanzania Education and Training Policy of 1995 stipulates that professional development shall be compulsory to all teachers [26]. However, strategic plans do not support the achievement of this objective. Despite the introduction of Education Sector Development Programme in 1997, teacher professional development has continued to be episodic across Tanzania. Ref. [9] reported that "the focus of in-service education has reached only a small section of teachers, leaving many teachers staying up to 10 years without any further training" (p. 26). Likewise, the Teacher Education Development and Management Strategies of 2007 and 2013 developed some actions that have not significantly impacted teacher professional development [9, 27]. Thus, strategic plans for guiding stakeholders in establishing and implementing meaningful teacher professional development are missing. For instance, recommended strategies in the aforementioned policy document do not objectively indicate how teacher-driven professional development can be conducted at the school level. Moreover, the policy does not clearly state who is responsible for teacher professional development implementation between teachers, school leaders, nongovernment organizations, and institutions [28]; thus accountability for poor performance in professional development is compromised.

Failure of schools to translate centralized teacher professional developing policy into teachers' working environment has also hindered its implementation. Therefore, schools need support in order to put the policy in contexts. A good example can be drawn from Hong Kong where the government uses a "soft" approach that allows schools to decide on policies about their own professional development strategies and allows teachers to have professional autonomy [29].

2.2.3.2 Difficulties in teacher professional development timetabling

It is difficult to facilitate teacher professional development in the situation where policies and plans are silent on timetabling issues. Teachers and school leaders need guidance on how to integrate professional development programmes in their busy teaching schedules. Even so, demanding teacher workloads may have prevented teachers from attending training programmes within or outside school premises. Considering the timetabling challenge, other countries, such as Malaysia, Canada, China, Belgium, Japan, Australia, and Singapore, have scheduled specific time for teacher professional development [30–32]. This is different from Tanzania where teachers are not offered special time for professional development. Nevertheless, in the presence of proper management plans, teachers can devote time for professional development after class hours or during break time [33–35].

2.2.3.3 Insufficient budget for teacher professional development

Tanzania cannot establish quality teacher professional development without well-designed means for accessing resources. Professional development programmes are essentially expensive as they require adequate funding [36, 37]. A plethora of literature has underscored the shortage of financial support due to limited budget for teacher professional development in Tanzania [20, 38–40]. The challenge is not only with the overall funding but also effective use of limited available resources to enable teachers engage in professional development. Local and international studies, however, have shown that teachers can engage in continual professional development with a few available resources [8, 41]. Sufficient resources for professional development can only be possible if professional development plans are effectively organized.

2.2.3.4 Lack of harmonized scheme for teacher professional development provision

Tanzanian government, through its educational institutions and private organizations, is responsible for organizing teacher professional development. However, there is no harmonized scheme that would control stakeholders in the provision of teacher professional development programmes. As stated earlier in this chapter, different providers have goals which may not align with national curriculum or teachers' specific needs. As [16] highlighted, most of donors' training programmes are not responsive to teachers' professional learning needs. Likewise, the popular professional development programmes in Tanzania are donor-driven, and teachers have been regarded as recipients of training packages [30, 42]. To address this challenge, it is high time the government develop a framework for harmonizing all teacher professional development activities in the country.

2.2.3.5 Inadequate preparation of pre-service teachers for professional development

Ineffective teacher professional development in Tanzanian schools is partly attributed to failure of initial teacher education to adequately prepare student-teachers to take their professional development roles. Student-teachers are not trained how to practically plan their professional development, establish learning programmes at school, seek learning opportunities, execute learning activities, as well as evaluate the impact of their learning on their students' learning. This is so because initial teacher education does not provide adequate time to student-teachers to engage with teaching practice [43, 44]. The initial training education programmes are too demanding as there is much content to be covered within a

limited time [21]. Upon completion of the initial teacher education, teachers find that they have not learnt much regarding professional development matters.

3. Opportunities for effective teacher professional development in Tanzania

Despite the observed shortfalls in the provision of teacher professional development in Tanzania, there are opportunities that could be used to make it more impactful to teachers, as detailed in the following subsections:

3.1 Presence of institutions

There are institutions which are legally entrusted with the task of either overseeing or executing teacher professional development activities. These include the Ministry of Education, Science, and Technology, President's Office Regional Administration and Local Government, universities, Tanzania Institute of Education, and teacher education colleges, to mention a few. For example, the Ministry of Education, Science, and Technology, among others, is responsible for the formulation of policies guiding the provision of education in the country. Thus, in the context of teacher professional development, the ministry can develop a comprehensive policy for teacher professional development, specifying the scope, goals, focus, modality, and different actors and their roles. In the same light, Tanzania Institute of Education, which is responsible for the coordination of teacher professional development, can develop a framework and guidelines to be used by different teacher professional development providers across the country. The Institute of Education can also review teacher education curricula to include a component that will introduce pre-service teachers to teacher professional development matters during their initial teacher education training. The same can also be done to the universities which develop curricula and offer teacher education programmes at bachelor's degree and beyond. Therefore, it would seem that the presence of these institutions is a great opportunity for the enhancement of teacher professional development in Tanzania, if their capacity is strengthened.

3.2 Presence of many teacher professional development providers in Tanzania

The presence of many teacher professional development providers in the country could also be an opportunity. As we have noted earlier, there are different providers in different parts of the country, implementing teacher professional development activities. What seems to be missing is effective coordination of the activities performed by the different providers—a situation emanating from lack of guidelines to harmonize the provision of teacher professional development programmes. Therefore, if the different providers are coordinated and guidelines are in place, the presence of such many teacher professional development providers in Tanzania could be a great opportunity as many teachers across the country could be reached at once and participate in teacher professional development programmes.

3.3 Availability of different communication networks and national optic fiber

The availability of different communication networks and the national optic fiber provide another great opportunity for the enhancement of teacher professional development in Tanzania. Teachers, wherever they are, can now get connected through different communication networks and participate in self-directed

teacher professional development. Also, the presence of the national optic fiber provides an opportunity for Internet connectivity in schools—through which teachers can search for, and share, learning materials, which can be used to enhance their knowledge, skills, and competences. What is needed, therefore, is the creation of conducive environment for self-directed teacher professional development to take place. This could be done through the construction of supportive infrastructure and provision of computers and gadgets in schools.

4. Conclusion

In this chapter, it has been delineated that teacher professional development is important for the realization of any reforms in education. In Tanzania, teacher professional development is predominated with a traditional approach, involving seminars and workshops, and common when there are new changes introduced in the school curricula. This is contrary to the intrinsic nature of teacher professional development which is supposed to be continuous. The authors have also indicated that teacher professional development in Tanzania is characterized by the presence of many providers, including internal and external organizations. The providers are, however, not coordinated, and they are unevenly scattered in the country, fragmenting teachers into those who benefit from the provided teacher professional development programmes and those who do not. Moreover, the authors have stated that lack of explicit policy and guidelines for teacher professional development, limited knowledge on teacher professional development among stakeholders, predominance of traditional approach to teacher professional development, and ineffective organization of teacher professional development activities are the main challenges facing teacher professional development in Tanzania. The authors, then, point out opportunities which can be used to enhance teacher professional development in Tanzania as the presence of institutions responsible for teacher professional development; presence of different teacher professional development providers across the country; and availability of different communication networks and the national optic fiber.

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Chapter 4

Renewing Management Education with Action Learning

Daniel Belet

Abstract

The mainstream management education is still based on the MBA concept invented in the USA more than half a century ago. Its recent revamping with IT and IA applied to the traditional management disciplines, presented as the new management panacea, has not really changed the traditional profiles of the graduated managers (even those from the most prestigious business schools) which are too often exhibiting poor human and interpersonal competences as well as weak creativity and real innovative capabilities especially in the area of leadership practices. A new management education model is needed in order to far better answer to present and future managerial and organizational challenges of the corporate world. We advocate an alternative action learning-based model. This approach deals with real and complex business issues and proceeds with a powerful questioning process in small groups or teams of diverse persons. It allows to much better develop the individual competences or soft skills required today to become a great effective manager-leader. Some very positive experiences of this action learning-based management education model already exist, such as the Finnish Team Academy that we mention to illustrate this new model.

Keywords: management education, education model, action learning, creative solutions

1. Why does the mainstream management education model needs an in depth transformation to better answer to the present and future managerial challenges?

Most organizations and especially the larger ones in the corporate world are encountering very serious people management issues and are suffering from weak or bad human management skills coupled with poor leadership qualities on the part of their executives. These executives are focused primarily on short-term quantitative results that show a surprising "myopia" about these major and growing human management problems that are now jeopardizing the companies' attractiveness for real talents, image, and also global performances at least in the medium term [1–3]. The present supposed "panacea" for most management problems and performance improvement, focused on the digitalization revolution and artificial intelligence, is not only often making matters worse in these areas of human management and good leadership but also will not efficiently contribute to the enhancement of the organization's and companies' global and sustainable performances.

One of the main reasons and responsibilities behind these serious people management issues (and their very high associated "hidden cost") lies to a large extent in the

mainstream model of management education still based on an old MBA concept. We will see in this chapter not only why this model is outdated and does not adequately answer the organizational world's present and future human management and leadership challenges but also why this model exhibits a strong resistance to any real profound change.

Today, it has become necessary to develop and to promote new approaches and models of management education more capable of bringing about adequate answers to the twenty-first century's present and real people management and leadership challenges [4].

The action learning approach ([5–7]) appears as a very promising pathway to effectively and extensively renew and revamp the traditional management education model and to open quite attractive perspectives. The action learning approach helps not only to boost the learning of the needed human and leadership competences of the future "managers-leaders" but also to facilitate the design of new types of less hierarchical organizations and more efficient operating modes based on collaborative intelligence that fosters creativity, initiatives, autonomy, and responsibility of both individual employees and work teams.

After briefly reviewing the limits of the mainstream management education model and analyzing the main factors of its resistance to profound changes, we will take on the main managerial challenges encountered today in the organizational world—challenges for which the current model is not bringing about adequate human skills. Then we will see how an alternative management education model based on action learning can be a much better response to most of these people management and leadership challenges and can also better suit the aspirations of present and future generations' new work habits.

2. The serious limits of the mainstream management education model offered by business schools

As already emphasized and criticized by [8, 9], more than 15 years ago, the mainstream management education model is still based on the American MBA concept designed more than half a century ago. This model was elaborated in a very different context with an emphasis on the management disciplines corresponding to the main managerial functions such as described by Fayol at the beginning of the twentieth century. Paradoxically, this model has not changed much since the "Industrial Age" while everything else has been changing for one century!

It turns out that the mainstream management education is mainly composed of theoretical courses focused on each main management discipline (accounting, marketing, finance, logistics, data analysis, human resources, supply chain, sales, etc.) without many links between each subject. These courses are illustrated by pedagogical cases or exercises with a deductive pedagogical approach. Even the courses on strategy are essentially focused on products/markets/technologies/finance with pure quantitative goals. Employees are only considered as "human resources" with necessary professional skills and the priority to fulfill short-term economic and financial objectives.

Instructors or professors who deliver these courses tend to be highly specialized in their respective management discipline with an emphasis put on their theoretical research works which appears to be the most important factor for their academic career.

Very often students feel frustrated with management courses which appear to them as too theoretical and not preparing them well for their future necessary operational expertise. In addition, this type of "toolkit" management education

mainly based on the learning of techniques in each management discipline has an inadequate outcome: formatting super management disciplined technicians but not preparing them well for the very core of their manager-leader job which is mainly people management and leadership responsibilities [10, 11].

This outcome is due to the very approach of this MBA type of management education for which employees are merely considered as "human resources" that can be tapped to primarily serve the interests of the business at the lowest possible cost!

The MBA philosophy and priority (even if it is a bit hidden today) are to maximize, in the short term, owner (shareholder) profit more than to meet the interests of the main stakeholders despite, for some years now, the increasing trendy talks and courses about CSR and sustainability.

The profound changes that are transforming our present developed societies can no longer be satisfied with this only shortsighted, purely financial goal. Today, sustainability with environmental and social challenges cannot be overlooked. The triple bottom line (economic, environmental, and social) tends—and will be more and more—to become the new mantra of the premium corporate world. Indeed, most MBAs are today trying to offer a better image by incorporating, to various degrees, sustainability issues but are generally much more shy about social and human matters.

The very basic model of most mainstream business schools still remains the same even if these schools have tried to improve their attractiveness in a very competitive market by playing with their image and putting forward the fashionable digitalization of their programs and exercises in their communication strategy as well as the applications of artificial intelligence in the teaching of their various management disciplines and techniques!

One can be struck by the confusion that exists between the modernization of the management education only based on the incorporation of the new information and communication technologies within the same MBA model and the much needed real modernization of the manager-leader function which should be more based on the learning and the development of human skills such as interpersonal communication, listening, sharing informations and reflections with coworkers which create the adequate conditions for individual motivation for each person, delegating responsibilities, empowering individuals and teams, coaching and mentoring the less experienced members, etc.

An important sign of the corporate world in this area is its growing demand and stress put on the "soft skills" of their future managers and the requirement to innovate for people management and leadership practices [12].

Preparing future "managers-leaders" adequately can no longer be only about training management disciplines to technicians but accompanying the learning processes of human competences which make up 80% of the real job of an efficient and intelligent "manager- leader"! So we can wonder why is the old and increasingly obsolete MBA model showing so much resistance to the profound changes that would better answer executive profile needs of the corporate world? What are the main reasons of its surprisingly long life despite its increasing inadequacy?

3. Some main factors explaining the survival and the difficult overhaul of this mainstream management education model

The first one must emphasize a strong business issue for most education institutions offering MBAs (or similar management education degrees) as they are usually quite expensive and thus quite profitable [13]. This is clear with the major marketing efforts made by these institutions including a lot of advertising in business and

economic newspapers and magazines, as well as their participation in many educational trade fairs and shows in order to lure candidates.

One can see that this is a very competitive market with major profit stakes for most of the institutions. So as long as the market is there and they can convince enough paying candidates to apply with promises such as "the real booster for your career" or "the best investment to double your salary," they are not eager to change the present winning formula, even if the real outcomes no longer meet the promises and the studies do not match the true real people management and leadership challenges.

The second major factor that prevents the present management education system from changing in depth is linked to the profiles, training, and selection process of the professors. Academic profiles with doctorates are requested with research capabilities (as their academic publications are the major criteria for their selection and nomination) with a strong discipline-based specialization such as finance, marketing, supply chain, accounting, human resources, etc. Their record of publication is considered to be more important than their pedagogical performances. The academic profiles of most professors usually exhibit only a weak or often no business or organizational experience, which is paradoxical to adequately train future "managers-leaders"!

Their main pedagogical function is to deliver specialized discipline management courses to students and to evaluate their results with quizzes and exams.

So the very academic nature and profile of these instructors appear as a major obstacle to broad transformations of the mainstream management education system, as they would need other instructor profiles as we will see further. We can also notice that the students often criticize the overly theoretical courses which are not very useful for their future management responsibilities. They often feel frustrated by the lack of practical and field experience of the pure academic profiles of these professors, and conversely they much appreciate the interventions and testimonies of practitioners who are fewer and fewer in most business schools because of the requirements of the accreditation norms and audits linked to their priority focus on rankings!

In addition to such a discipline-based management education, students tend to believe that to become a high-performing manager, they only need to master tools and techniques in each main management discipline, as they have to demonstrate in their quizzes and exams to get their degree.

But the instrumental approach of the managerial functions derived from this system is not only deceiving but quite inadequate as generally the students have neither learned nor mastered the very human management and leadership competences which are at the very heart of good and praised "manager-leader" roles.

Another major factor of the surprising resistance of the mainstream management education model is tied to its dominant rational and quantitative orientations relying essentially on figures.

This trend has prevailed for approximately 30 years with a strong finance- and profit-based focus of most top corporate management on answering the often greedy and shortsighted shareholders. This trend has been strengthened by digitalization, big data technologies, and the growing use of artificial intelligence. These trends have emphasized a kind of "engineering approach" to management education exemplified by the growing collaboration with engineering schools.

And at the same time, we can notice that the human side of management and leadership has been marginalized in many business schools with even some of them abolishing their human resources courses and human resources department!

As far as we know in France, none of the business schools have tried, for example, to develop some links and joint programs with the Human behavioral sciences

department of the specialized universities in order to strengthen the human competences of their future "managers-leaders" despite the major importance recognized today by the corporate recruiters for the human competences or "soft skills" for their executives.

Another powerful brake factor that we will mention about any real far-reaching change in the present mainstream management education model is tied to the ranking and to the international accreditation systems. Because of marketing concerns in a very competitive market, most business schools are very eagerly taking care of their image and their good ranking as they think it is a major criterion for their attractiveness and the choice of the candidates. Most of these rankings are linked to national and international standards defined by the accreditation systems such as AACSB, EQUIS, and AMBA. These accreditation labels are supposed to define excellent criteria which are in fact quite aligned with the mainstream management education model and are focusing to a large extent on academic performances with the traditional discipline-based approach.

So this is clearly not an encouragement to experience profound changes and alternative models that will not meet these accreditation requirements. This normative system is in fact not pushing toward major and broad changes in the traditional management education model. Despite the fact that today these changes are necessary to allow managers to better face the real human management and leadership challenges that most corporations and organizations, especially the larger ones, already encounter and are likely to see more of in the future.

These challenges have to be more accurately analyzed and clarified in order to be able to design more adequate management and leadership education systems which can bring about better human, organizational, and leadership competences to the managers-leaders of tomorrow.

4. The main challenges of the present organizational contexts and of the new generations

To be able to redesign the right management education system, it is necessary to do an adequate analysis of both the internal and the external challenges that most organizations are—and will be—confronted with. This is a logical requirement in a fast-changing organizational world instead of maintaining an old management education system and only adding the modern information and communication technologies as most specialized institutions are presently doing.

We will briefly quote some major organizational and managerial challenges that should question the present mainstream management education and should argue for profound changes.

The first is the growing complexity of organizations, especially the larger ones, with heavy multilayer hierarchies, a lot of bureaucracy, and constraints of many regulations and standards that are limiting their agility, creativity, and global performances and creating many employee frustrations and demotivation [2, 3, 14].

The traditional hierarchical and pyramidal organizational structures and operating modes are increasingly criticized in agreed and widespread talks but indeed are still dominant in most organizations and companies, reflecting the strong resistance of the old top-down management model (as well as its power distribution model) dating from the "Industrial Age," a century ago! This way of operating and managing is no longer tolerated by the new generation of employees.

The second big managerial challenge is linked to the work behavior of these new generations of millennials used to collaborative and informal work relationships, critical of getting orders from senior executives whose positions are more tied to

their status than to their actual competences. They are very reluctant about the traditional hierarchical pyramidal model, and they are yearning for sharing information and reflections and participating in the decisions that have an impact on them.

They praise new collective intelligence methods of teamworks and simple direct relationships. This is why they quite appreciate new leadership models such as the servant leadership, learning organizations, liberation management, etc. that all support new ways of managing people and of leading with far less hierarchy, flatter organizational structures, simpler operating modes, more individual and team autonomy, more possibilities for initiative, and more employee participation in decision- making (at least the operational decisions).

All these new people management and leadership models are fostering another type of power sharing and leadership philosophy within the organizations and other ways of working that requires new competences, new responsibilities, and new roles for "managers-leaders" than those still taught in most mainstream business schools.

The third great managerial challenge has to do with the organization's so-called "digital revolution" of organizations and the digital relationship processes as well as the development of the "artificial intelligence" approaches which in fact means the use of algorithms to make decisions and to perform various tasks which are supposed to cost less, be faster, and have better solutions.

A lot of excitements and literature have been devoted to these issues for some years focusing mainly on their advantages. This technological phenomenon appears as a necessary modernization to remain efficient and competitive in the markets. It reflects the present fascination for these technologies and their instrumental capabilities which are considered as the new panacea for business success!

But far less analysis and reflections have been devoted to its "human" impacts and the related drawbacks which are often far less positive. It leads to a very risky "dehumanization" of the managerial and leadership relationships with putting more stress and more constraints on employees that generate frustrations and professional illnesses.

In addition, one can notice that these information and communication technologies are making a virtual world that tends to reinforce a kind of "neo-Taylorism" with less real human contacts and direct person-to-person exchanges and with more pressure put on employees who are often "prisoners" of their screen and software with less freedom, less initiative, and more real-time control on their performances. The drawbacks of the "digitalization revolution" are in fact very serious and too often overlooked in the present management education system which also tends to focus on these technologies as the new requirement to be modern without having enough critical view on its serious human limits and risks.

This is especially important to adequately prepare the present and future "managers-leaders" to their new roles, real added values, and human responsibilities. One can already notice a weak point of the mainstream business schools which always emphasize a discipline based, instrumental, tools and techniques oriented management education with poor studies in the field of the human behavioral sciences, innovative people management and leadership models, and corresponding operational practices.

This is a paradox in the present organizational and corporate world where the most cutting edge managerial mantra is to put the people first, as exemplified by the famous and praised book of Nayar [15] that emphasizes the needs of enhancing people initiative at all hierarchical levels with more trust, encouraging creativity and innovation and improving social responsibility and real human managerial ethics that is also very inspired by the "servant leadership" model [16].

The fourth major challenge for the corporate and organizational world is the growing importance of CSR and sustainability. This new business philosophy requires

a change in the focus on the outcome from only shareholders to the main stakeholders. It is often summarized by the pursuit of the triple bottom line (economic, environmental, and social performances) instead of the purely traditional economic and financial goals of maximizing the profit for the shareholders in the short term.

This is a drastic change that many top managements still have many difficulties to integrate and to implement. One main reason is that most top managers are still nominated and thus very dependent on Boards of directors essentially made up of shareholder representatives.

But new CSR standards are increasingly considered as a major importance for the image and the global sustainable performances of a business. Besides the obvious environmental concerns to which the present society is made aware, one must also look at the social sides of the business which includes managerial aspects.

Even if mainstream management education has been developing its CSR teachings for about a decade, one can notice that the social aspects of CSR are still far less developed, and especially its people management and governance principles such as specified, for example, in the ISO 26000 international standard.

Why? Because this standard implies profound changes in most present managerial, organizational, and governance principles.

Another major educational challenge for the mainstream management education system would be to much better incorporate this social and managerial aspects of CSR in their curricula, not only in their human resources management courses but also in their own management processes in order to become a living example for the students of this new approach of people management and leadership practices.

To overcome these main challenges and to much better prepare the students to handle the adequate skills and the best people management and leadership principles and practices, it appears necessary to design new models of management education with new and more efficient learning principles and modes [17, 18]. This task is facilitated by looking at an alternative management education model (which has already existed for many years) and at its very positive results: the remarkable example of the "Team Academy" in Finland.

But may be the most needed field of progress for the present management education system and the mainstream business schools to better face the previous challenges is to put much greater emphasis on student's learning of the human and leadership competences or "soft skills." This appears as quite necessary not only because it is a major weak point in mainstream management education delivered by most business schools but also because it has become a top priority and requirement for hiring and promoting managers-leaders as clearly shown in most recent studies [19].

Last but not the least, another major effort needed to better develop managerial human and leadership competences of the managers is linked to the process of change in their actual role and the added value that can be summarized as follows: from a hierarchical status and function to a true people leader capable of creating the motivation and the free adhesion of his/her employees or partners to their work and mission. New leadership models will become the right and the best way to manage people in the twenty-first century. One of the main goals of future management education will be to develop current "managers-leaders" instead of training traditional discipline-specialized managers as most business schools are still doing.

5. Toward alternative management education models based on action learning

To efficiently face the previously mentioned main management education challenges, it appears necessary to profoundly change the mainstream management

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education model of the business schools still inspired by the old concept of the American MBA.

These changes must take place both at the learning processes level and at the content level of the management education curricula.

We will only lay down some specifications of an alternative management education model and show why action learning principles are especially well adapted to its operational implementation [20, 21].

First, we must look at the mainstream learning processes and be aware of their capabilities and also of their limits. As already mentioned the traditional management education system is based on specialized discipline courses with an emphasis put on management theories and concepts, with the relevant tools and techniques practiced with exercises and cases. The learning processes are of a cognitive and instrumental nature and proceed with a deductive approach. The instructors or professors are delivering courses and theoretical knowledge supposedly learned by the students and controlled by tests and exams in each management discipline. This kind of teaching leads to the idea that once your "box" is full of the main tools and techniques for each main management discipline evaluated by successful exams, you will then supposed to become a good manager!

This mainly cognitive approach of management education is misleading and does not respond adequately to the actual human management and leadership competences that a good manager-leader's role involves that are also based on experience [22]. Although some basic knowledge of the main management disciplines is of course necessary, this approach lacks the most important part of the manager-leader's job that is for 80% for mastering human relations and thus of a behavioral nature. As already mentioned, this is a very serious weak point of the mainstream management education that must be much more efficiently dealt with.

Another feature of this traditional management education model is the very role and main functions of the instructors who are delivering their specialized discipline knowledge with their courses. Today the knowledge related to the basic management disciplines is everywhere on the net, and the roles of these instructors have to dramatically change! They must become coaches and mentors to accompany and to facilitate the learning processes of their students rather than being in the position of a "knower" or expert who delivers their knowledge with slides and PowerPoints!

If efforts are made in some business schools to develop some behavioral competences of the future managers with some coaching, team exercises, videos, theater, etc., this behavioral learning of the current manager's job remains the weak point of mainstream management education.

Not enough efforts and focus of business schools' mainstream curricula are devoted to the learning and the development of human and relationship competences which are at the very heart of the manager-leader's job and roles.

This kind of behavioral learning and training can only be achieved with small groups and in a real setting when dealing with real business issues [23]. This is exactly what action learning approach can offer very efficiently. When we mention the Action Learning method, we are referring to the version of Action Learning developed by the World Institute for Action Learning (WIAL) which is the most complete and sophisticated version of action learning. This collaborative intelligence method is a work process in small teams with short sessions based on questioning that allows its participants to quickly find operational solutions to complex and important issues (about two thirds of the topics that organizations have to solve) and at the same time gives participants the opportunity to develop their personal communication and leadership skills as well as their teamwork capabilities. This version of action learning even allows corporate or organizational cultures to change to a more collaborative and reflective spirit.

The main principles of this action learning method could very well inspire a new kind of alternative management education model because they have the capacity to much better develop the human relationship and leadership skills needed to become a good and successful "manager-leader" than the mainstream business school model.

This innovative action learning-based management education model has very distinctive features. These ideas are inspired by a very interesting and powerful model from the Finnish Team Academy that is very successfully training business students ([24]; Team Academy, 2010; [25]).

Their students are very much in demand by the organizational and corporate world because of the very operational business and people management competences that they have acquired with thisS alternative action learning-based management education.

We can briefly quote some of the main features of this very innovative management education model based on an action learning philosophy and principles:

- No entry exam based on cognitive matters and knowledge but a selection process with candidate interviews to identify their personality, ability to understand innovative kinds of business studies and their capacity and motivations to work in teams.

- Students work in small teams with specific and changing responsibilities, and they create their own business company within the first months of their first year of studies with an actual and profitable business goal. The real business issues that they will come across will become business learning opportunities with the help of the instructors/coaches.

- This management learning model is mainly based on an inductive approach starting from real business issues instead of the deductive approach of mainstream business schools with first specialized discipline theories and then applications with cases and exercises.

- No more discipline-based professors with academic profiles delivering specialized courses and knowledge but instructors with various profiles (and mainly with real business experience). These instructors are especially trained by the Team Academy to practice a specific coaching mode of the students.

The main role of these instructors/coaches is to accompany the student's learning processes of the students, asking the right questions and possibly completing and specifying their knowledge and know-how on some issues always with a very operational and real business approach. It is not to deliver a theoretical management course for a specific business discipline.

- The basic management knowledge for each business discipline is learned with MOOCs, e-books, and e-learning with a list of compulsory readings. The instructors/coaches are also in a mentor role. Instructors check that the basic concepts are understood well and also discuss links with the real business issues and concrete business decisions to be made by each team.

- No exams or quizzes but reports on adequately and efficiently solving real business problems performed by the team and regular evaluations of student take-away by the coaches/instructors.

- Each team prepares several week-long trips around the world at the end of their 3 years of studies to study specific business topics they want to explore at

an international level. This journey is financed by the revenues earned by their company during their business studies. Then they make a report about this learning journey to their school that is shared with the students and coaches.

With this alternative action learning-based management education model, the students are equipped with very operational managerial competencies and very good human management and leadership capabilities [26]. This explains why they are very pursued by the corporate world and why about one third of these students create successfully their own businesses when they finish their action learning-based business school as they were really trained as entrepreneurs.

6. Conclusion

The mainstream management educational system based on the old MBA model has become obsolete and inadequate to best prepare the business students for their future people management and leadership responsibilities. It mainly produces good management discipline technicians but poor managers-leaders with a lack of people management and leadership competences or soft skills.

Mainstream business school endeavors to modernize their offers (and their image) are focused on the development of the information and communication technologies in each management discipline through distance learning, MOOCs, serious games, business simulations, big data analysis, artificial intelligence, etc. But this new input is not only not changing the basic mainstream management education model but tends to strengthen the technical orientation of the present discipline-based management training. There is a big confusion between really modernizing and adapting the management education model to the new challenges of the organizational world and only introducing more trendy new information technologies without changing the basic training and learning model!

As previously described, the action learning-based model of management education which brings about better answers to the present challenges of the new "manager-leader's" roles requires a completely different educational approach than those offered by the mainstream business schools.

The only realistic approach for this innovative management education model is to set up and to develop a new kind of business schools operating with alternative action learning-based models more capable of equipping students with the needed leadership and human management skills to better face the main managerial challenges of today and tomorrow.

This implies many differences and very profound changes from the present mainstream business school model. This cannot be considered and implemented as a simple revamping or modernizing of the present model with only more sophisticated information and communication technologies. This requires new top management leadership profiles, new school organizations, new student selection processes, new instructor's profiles, new learning processes based on real business issues, new student's and instructor's evaluation systems, etc.

As briefly introduced, this action learning-based management education model has evolved to a very relevant alternative learning philosophy that has already proved its better efficiency and effectiveness in preparing good and smart "managers-leaders," as demonstrated with the very convincing example from the Finnish Team Academy.

The action learning-based management education model clearly appears as a better approach to develop and prepare the "manager-leaders" of tomorrow who will need to be much more equipped with adequate human management and

leadership competences than the present graduates of most traditional business schools or universities. This is a major condition to achieve impressive and long-lasting global and responsible performance and to better respond to the interest and well-being of the company's main stakeholders.

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Chapter 5

Change in Educational Models for Facing Challenges to Lead Students into a New Way of Learning

Iliana Rodríguez Santibáñez and Gustavo A. López Montiel

Abstract

Contemporary societies face challenges that come from competition, dynamism, and change, where people and students, in particular, embrace attitudes and practices that are different from those that their parents and teachers share. Change in educational models for facing those challenges implies a different know-how and also different abilities that teachers have to develop, in order for them to lead students into new way for learning. What kind of transformational and integrative leadership is needed for professors to create conditions and abilities that will help their students to face the challenges for the future in a developing country? In this chapter, we aim to provide proof of how the most important private university in Mexico, the Tecnológico de Monterrey, has changed not only an educational model but also an inspiring and transforming leadership-oriented model for teachers for change. Projects and new teaching abilities are needed, but also a sense where the professor gets a more flexible role, contributing for creating and working with scientific knowledge.

Keywords: education, challenges, transformational leadership, innovation, abilities, knowledge

1. Introduction

In the modern world, an acceleration of the history is produced as part of advancement and technological innovation. Different business models of technological basis, which main asset is knowledge, have arisen to generate and satisfy new consumption habits (Uber, Airbnb, Apple, Amazon, Facebook, Google, etc.,) up to political changes, product from the pressure reached by movements in the social networks (the Arab Spring or the Jasmine Revolution in 2010).

In the educational field, technological innovation represents different challenges, since it is in this field where changes are generated for the future, those that accelerate history and the progress of people.

A first challenge in the educational models is that in this field the change is slower; for the generation of new knowledge, rational or scientific explanations are sought; based on the experimentation and in the scientific knowledge, rationality is sough as opposed to traditionalism [1].

Rationality implies not only the generation of knowledge but the skills, in order to be useful and innovative in the daily life. The reason for changing the mentality from traditional to innovative, is to assess the change and the opportunity of progress for a society. Which is the main challenge of any education model.

The most notable example of change through an innovative mentality in the educational model is the one accomplished by countries such as Singapore, Taiwan, and South Korea, which have incorporated other institutions in addition to those of the state, to participate in the process of training of skills in the students. With this they have accomplished in a generation what other developed countries have done in three generations [2].

The scientific knowledge seeks explanations to find solutions, for which another challenge is that the professors and students, whether digital migrants (baby boomers and X generations) or digital natives (millennial and Z generations), understand that the technological innovation, which is the product of this knowledge, must stop being a threat for the first ones and an end for the second ones.

The technological innovation and the training of skills in the students are the way of progress. Contrary to the traditional mentality, the mentality of technological innovation assesses the change because it assesses the progress [1].

The change in the educational model will come from the leadership assumed by the professors as well as by the students. A true transforming and integral leadership [3] can expose students to their own reality, and make them responsible of their situation and motivate them to resolve increasingly difficult. This leadership will rule out the false leaderships that prevent them from seeing the reality, since the true leadership faces people with the reality of what is happening and allows them to adequately approach the change and the values, habits, practices, and priorities to deal with the threat faced by persons day by day [3]. The traditional definition of "showing the change" or "making people follow you" is overcome since they are not sufficient in a complex world such as ours [3].

In this chapter, the challenge assumed by one of the most important private universities in Mexico, such as Tecnológico de Monterrey, is presented, to face the change and defy the traditional education model, through a new innovative educational model, the Tec21 model, that seeks to transcend through the bloom of the human being.

2. From encyclopedism to the digital era

For John Locke in *An Essay on Human Understanding*, Francis Bacon in his *Novum Organum* and his aphorism on the interpretation of nature and the kingdom of man, and Descartes and his *Discourse on the Method*, knowledge has several appreciations in accordance to the philosophical positions held. However, although these thinkers maintain philosophical differences, as well as those held by the classical philosophers such Aristotle, Plato, or Socrates, the common aspect among them is the direct or indirect search from the different valuations of reality, to accomplish a method for the development of knowledge.

Knowledge is mainly facilitated or transferred to students through traditional education models, forged since ancient times, the Romanticism, Humanism, the Baroque, and the Enlightenment period up to the contemporary education. But it is specifically during the Enlightenment that the encyclopedism of the eighteenth century is born with intellectuals such as Denis Diderot and Jean d'Alembert, who accomplished the systematization of knowledge through the encyclopedia. It is the first attempt to compile knowledge in an orderly manner. The second attempt of

large compilation of information and knowledge, arrived with the Internet through multiple platforms and technologies that allows us to have several times more information at hand.

However, after more than 400 years, the educational model had to evolve before the digital era, which generates in similarity the encyclopedism, an infinite basis of knowledge and information.

Since the conformation of the lecture halls or classrooms, up to the teacher's role, who at times is the center of the class, the axis around which the students acquire a knowledge, the educational model faces new forms of learning by the skills developed by new generations.

With the birth of tablets and cell phones, currently the information is at the reach of all within seconds through mLearning or mobile learning [4] or education "on the go." The digital libraries advance in the digitalization of books and materials useful for the generation of new knowledge, trying to disclose the current knowledge and allowing access to more persons. The limits of learning are expanded at any time and in any place.

Professors are currently obliged to transform their traditional techniques and to go from the blackboard to the projection or creation of interactive or multimedia contents and to maximize the use of tablets and cell phones inside and outside the classroom, to accomplish the objectives of learning through the development of skills not only in the use of technological tools but from other skills such as information literacy (IL) that imply a set of rational skills to locate, evaluate, and use effectively the information needed. The IL forms skills related to critical thinking. Currently, several programs in universities and colleges in the USA, England, and Australia have included IL and technology as formal processes in their educational models (they have credits or certifications within their programs) [5].

Including the digital social networks, information is maintained that can motivate creative processes and generate new knowledge. Networks, such as Twitter and Instagram, are playing a significant role in education. More and more professors seek an advantage from these networks outside the classroom, to reinforce the learning of their students, considering that with this their motivation, participation, and level of achievements in their learning will be increased [6].

This represents a challenge in the educational models, since not only innovation is considered for the use of technologies but the didactics, pedagogic changes, or reform and the teaching-learning processes.

3. The innovation as a transformer process in the educational model

The educational innovation involves an absolute transformation of the behaviors and supplies of the teaching process. The change of methods, contents, and materials is impacted by the historical context of the epoch; the twenty-first century is the one with the greatest exploitation of the great scientific and technological advances, developed as of the second half of the twentieth century.

Currently, four types of innovation can be identified and could influence the educational models: (1) Disruptive innovation that impacts the entire educational context. Its impact allows a lineal evolution of teaching-learning process, method, or technique. The structure of the educational context is totality modified, changing the actors that participate in this process, from those that manage an educational model to those who perform it and live directly (professors and students). (2) Revolutionary innovation that reveals new applications of knowledge under a fundamental change in the teaching-learning process and in the existing practices.

It does not modify a context in educational matters, because it is created for the first time, with this type of innovations. (3) Incremental innovation, unlike the previous, departs from a previous structure. It increases or improves the existing processes, methods, or strategies. (4) Innovation for the continuous improvement impacts through partial changes any of the elements of educational innovation, without altering in a relevant manner the process [7].

3.1 Measurement of innovation in an educational model

Educational innovation comprises different aspects of the educational model, for which it is necessary to identify the total or partial process, in which the innovation will be carried out, and what are the advancements achieved with its implementation.

A challenge for the educational institutions is the design of frameworks of reference or of performance, focused on the evaluation of the projects of educational innovation that measure the impact and promote in the process of teaching-learning the specific actions for an effective transformation of the educational model.

It is not only evaluating but identifying the result, through specific instruments during the implementation, development, and execution of the educational model. Then the forms of specific evaluation will come.

An institution that has generated a framework for an innovative educational model with these characteristics is Tecnológico de Monterrey, which is positioned on the top 50 best private universities of the world and number 1 in Mexico in the QS World University Ranking [8].

Initially for the evaluation of innovation projects, the academic community of Tecnológico de Monterrey created the "i Scale" together with an international counselor which was Pearson Education. The first intention of the focus of this collaboration was to create a common vocabulary in educational innovation matters, which would allow to discuss, support, and improve the efforts of innovation in the teaching-learning process. This i Scale also covers the innovations in the teaching techniques and methods up to projects that imply the inclusion of new technologies [9].

The i Scale has four main elements: (1) the reference framework with the criteria and the theory construction that supports it, (2) the methodology and the rubrics for the evaluation of projects, (3) the example instruments to obtain evidence from the established criteria, and (4) the technological platform that enables all of the previous elements.

The reference framework departs from five criteria and sub-criteria that allow knowing and evaluating in conjunction the criteria. The sub-criteria is formulated as questions to know the status of the project and their relationship to the criteria; the evidence presented for each answer are a concrete form of measuring the progress on each one of the key areas of the reference framework. The five criteria fixed in this model are the results of learning, the nature of innovation, the potential of growth, the institutional alignment, and the financial feasibility [9].

The methodology used to evaluate the projects is qualitative, through the presentation of the evidence by its authors, for its subsequent discussion in a group or collaborative manner that leads to justified answers of the decision, on each of the criteria mentioned.

This takes consideration the design of roles in the evaluation of the i Scale, where three actors involved participate: (1) the author or responsible of the innovation, (2) the members of the team, and (3) the evaluator peer. To evaluate, this methodology uses a scale of four colors that indicate the advancements based on the evidence shown in the project that pursuant to these determine the

code of color (red, amber-red, amber-green, and green). The evaluation system is positive or constructive, since it does not qualify but clarifies the areas of opportunity, indicating on what part is required to improve to achieve an effective innovation [9].

This methodology of the i Scale is useful to measure the achievements of an innovation project but also to generate other frameworks that allow to measure the innovative educational models. It cannot advance toward a paradigmatic change of the education if the bases are not given for its follow-up, continuity, and evolution.

4. The educational model Tec21 of Tecnológico de Monterrey

Tecnológico de Monterrey was created in 1943 in a convulsive time in the national and international level. In the national level, Mexico maintained complex conditions provoked by the aftermath from the political and social adjustment after the Mexican Revolution of 1910, while the international level was stilling living the Second World War.

In that environment, a group of businesspersons, headed by Engineer Eugenio Garza Sada, initiated an educational project that sought to foster the development of qualified staff to satisfy the demands from the Mexican industrial sector. Such initiative allowed the birth of a nonprofit organization of superior research and teaching, to motivate professional and technological studies of its alumni. These were the basis for the subsequent creation of Instituto Tecnológico y de Estudios Superiores de Monterrey, known as Tecnológico de Monterrey, today a leader educational institution in Mexico and Latin America.

Tecnológico de Monterrey was the first university in Mexico to have an Internet node on October 12, 1988, when the first Internet connection was achieved from Mexico, between the Monterrey campus and the School of Medicine of the University of Texas, at San Antonio [10].

Its educational model anticipated to other models by using satellite signals to transmit in real-time courses and conferences, through the virtual university and education at distance programs. It designed courses with multimedia resources in digital platforms such as Lotus LearningSpace, Blackboard, BlackBerry (mobile telephones), and other innovations applied to its educational model, having today in some courses tele-presence with holographic effect. This institution, with study programs of high school, professional, and postgraduate, bets on the use of new technologies as learning tools, own characteristics of its educational model.

In the last decade, it was advanced toward the Tec21 model in force in August 2019 and seeks the training of proficiencies of graduation, solid and integral, that help the students to resolve in a creative and strategic manner the challenges of the present and the future.

This model is based on a syllabus formed by three types of training units: (1) the courses, (2) the blocks, and (3) the Tec Weeks. In a block the student faces a challenge linked with reality, to involve their 100% in their learning, through the interest and motivation. The model allows some of the training units previously mentioned to have a team of at least three professors that work collaboratively, to ease its learning and evaluation through the proficiencies achieved. In some parts of this process (the challenges), trainer partners participate (guests from the business sector, public or private) that follow up the solution of the challenge or problem raised [11]. A challenge is an experience designed to present to the student a defiant situation of the environment to accomplish specific objectives of learning.

From there the importance of professors and their links with trainer partners is to bring closer students to reality, with the possibility of generating a professional experience from different learning spaces.

The model keeps four characteristics: it is defiant, flexible, and memorable and has an inspiring faculty.

Searching for solutions to different problems in real environments, will allow students to think about the opportunities and alternatives to apply their knowledge and proficiency to resolve them. With each challenge during their career, it is expected that the student forge abilities to lead and launch. It is also expected to generate conscience and commitment, to accomplish greater conscience and commitment with the construction of a better world.

The flexibility of the Tec21 model rests in the possibility that the student lives a flexible educational experience because their program of studies will reflect their interests. A mentor will guide them in a personalized manner since their registration up to the time of graduating. They will also have the support from specialized counselors to take advantage of their study program, in accordance to their capacities and interests or personal and professional passion. He (she) will not be alone; the educational model is designed to accompany them in their student career. The memorable characteristic is that the student will be accompanied by an area that will include in its student development recreational, cultural, and sports activities that seek the equilibrium and practice of healthy lifestyles. The intention is to explode the talents of the students [12].

The fourth characteristic of the Tec21 model is having an inspiring faculty, to have leader professors that transform lives. The existence of the transformational leadership should be shared between executives and professors, to generate an integrated form of leadership and impact in the school performance that should be measured to know the quality of the didactic or pedagogical techniques to be able to know the achievement of the students [12].

The professor is a transformer leader when he (she) inspires the change and has influence through their example, in the behaviors or activities of their students and colleagues, with which they attain assertiveness for the collaborative work toward a common goal.

In the Tec21 model of Tecnológico de Monterrey, this transformer leadership departs from the experience and knowledge of the professor that allows them to create challenging activities that foster the development of skills in the students, not only disciplinary but transversal.

The disciplinary proficiencies respond to the knowledge, skills, behaviors, and values necessary for the professional development, acquired under specific knowledge, while the transversal proficiencies are developed along the process of training of the student during its entire career, giving them useful skills in their life and influencing the quality of the exercise of the profession. The type of transversal proficiencies obeys the generational profile of the students and the employments of the future, those required to face new realities.

These transversal abilities will allow the students a more solid projection in their personal and professional life; they are the result of maturity and transition of those abilities observed in other syllabus of this institution and allow to observe new transversal abilities such as the following: (1) The self-knowledge and management that implies personal and professional well-being, after the emotional and intellectual responsible reflection, generate in the students greater self-esteem. (2) The innovative entrepreneurship to give innovative and versatile solutions in changing environments and with a social impact. (3) The social intelligence to create effective environments of collaboration and negotiation in multicultural contexts. There is revaluation of the multiculturalism and appreciation to other cultures.

(4) The ethical and citizen commitment focused on the common well-being, the ethical consciousness, and the social responsibility. (5) The reasoning to face the complexity integrates different types of reasoning in the analysis, before the problems. (6) The communication: the student uses different languages, resources, and communication strategies, in accordance to the context and in an effective manner, in its interaction in professional and personal networks. (7) Digital transformation optimizes solutions to the problematics of its professional field with the intelligent incorporation of digital technologies of avant-garde [12].

The disciplinary as well as the transversal skills not only require the good disposition and interest of the students in this Tec21 Educational Model but fundamentally professors that compose an inspiring faculty, through four essential characteristics: (1) Inspiring: the professor is respected and admired by his(her) students and colleagues and motivates and demands the student to make their best effort and to comply with their commitments; he (she) is a positive influence inside and outside the classroom. (2) Updated: the professor is constantly renewing their disciplinary knowledge and participates actively in academic and professional activities, to enrich their teaching practice with new contents, methods, and pedagogy techniques. (3) Linked: the professor participates actively and formally in its professional field, enriching its teaching activity and transmitting to its students the application of its knowledge in real contexts. (4) Innovative: the professor creates and implements strategies or original and varied pedagogics resources, which renew in a flexible manner in accordance to the profile of its students, with the purpose of facilitating them on their learning. (5) User of information technologies: the professor effectively incorporates the use of technology as a tool for the implementation, evaluation, and improvement of the teaching-learning process, in accordance to the context and the resources available in its field [12].

The challenge is not only for the students but also for the professors that regardless of the generation and resistances that they could have, they should add to the change which is the constant of this century.

Now then, in the i Scale as reference framework for the evaluation of projects of educational innovation, the actor participants in the process of implementation and evaluation were observed which are necessary for the measurement of the effectiveness of an innovation project. In the case of Tec21 Educational Model, mechanisms are also created for its implementation, follow-up, and academic quality assurance.

For purposes of implementation, follow-up, and improvement, mechanisms are created enablers of the Tec21 Educational Model that are formed by the academic communities of professors in permanent dialog, interacting by careers or areas of knowledge. The educational innovation drives processes for the improvement of didactic techniques and the performance of institutional initiatives that foster aspects that complement the Tec21 Educational Model. Other relevant mechanisms for the performance of this model are the educational spaces that without a doubt break the traditional model of passing from the professor in front to the professor among the students.

An environment of horizontal communication is created instead of a vertical one, and the dialogue and the fertile discussion is propitiated. This is accomplished through lecture halls or classrooms, with movable or not fixed furniture that allow to order the classroom in accordance to the activity developed. The link with the environment is another enabler mechanism that allows the interaction of the student with companies, institutions, and organizations, through the design of projects. This allows the students an experiential knowledge, similar to the one generated in the professional field. The students will have the opportunity of peeking into the work life, as part of their training process [12].

The Tec21 Educational Model breaks paradigms and defies professors and students, to teach and learn differently, in the search of new horizons for the application of its skills and knowledge, oriented to resolve challenges or complex real problematics.

The scope of this new model will be measurable in two moments: first during the progress achieved by the students throughout their studies and then after graduating from the university and creating and inserting successfully in innovative or highly productive sectors for the country.

It is important to say that every educational model has limits. Being aware of those limits is important in order to know what we can do and what we cannot do with it. Competencies are relevant because they are complex in terms of the mixture between conscious knowledge and its instrumentation to solve real problems, by using values and intentions as guidance. The most important limit is that a model based on competencies is not compatible with the most current educational models that work around the world, and that sets the standards for education and its relationship with the economy. Such a model requires strong educational objects that create significant knowledge but also scenarios for its instrumentation. If we are not careful with projects, activities, feedback, and proper evaluation tools, we can fail in the intentions set up as the most important goals in the model.

5. Conclusion

The change in the educational models to face the challenges to lead students to a new form of learning is strongly linked to apparently external aspects, such as the use of technological tools, the sociological characteristics of the generations of students of this century, the space where the educational model is developed, and the context in which they are developed.

A new educational model should consider the scope desired to achieve, as of the type of innovation required to implement. For it the design of the framework of performance, or methodology, is necessary to assure the objectives of any educational model desiring to develop.

It is important to make a change in the education traditional model, recovering from the same the best experiences, to make way for new and innovative educational models.

This new educational model should prepare the students for the currents acts, but also before realities not yet known, and which prospective indicates that the digital era soon will be surpassed by artificial intelligence.

The professors should be adapted rapidly to the changes suffered by the educational models in greater or lesser extent. Professors are the central axis in the learning of a student, for which they should be ready for change. They have to anticipate unexpected situations through the prior preparation and especially to be open to the dialogue between colleagues of other disciplines.

The assertive communication and the emotional intelligence are skills, in many cases, natural in a professor, but when they are not, their development should be procured.

The transformer leadership of the professor in the change of educational model will come from the leadership assumed by the professors as well as by the students.

This type of leaderships faces students with the reality, but in a directed or guided manner by the professor, giving them trust in regard to the future, making them more responsible of their situation upon making them aware of the need of resolving increasingly difficult challenges, to achieve the common well-being.

The case of the Educational Model of Tec21 of Tecnológico de Monterrey in Mexico shows an institution that historically has learned to successfully adopt to the changes rapidly and has assumed the challenge of surpassing traditional education models, by innovative models, to guarantee a sustainable educational model and of quality, based on the acknowledgement that the best is yet to come.

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Conflict of interest

The authors declare no conflict of interest.

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Chapter 6

Deconstructing Leadership: Engaging Leading through a Socially Constructed Process

Itumeleng I. Setlhodi

Abstract

In this chapter, leadership is examined through a socially constructed process. Focus is directed at being able to engage alternative perspectives regarding leadership and a leader, and the significance of professional development in developing leaders' capabilities and characters. Through the lens of leading and leadership, an outline of understanding leadership as a construction is presented, by exploring the notion of leading as a dynamic contradictory and enigmatical construct within the leadership discourse generally and educational leadership in particular. While educational leadership has largely been topical over time, leading and leadership development within socially demanding contexts largely remains a path for deeper exploration. Moving through various levels to understand educational leadership better, the chapter channels attention on deconstruction of leadership through a socially constructed process, mainly focusing on leadership preparation and development for distinct contexts. There is a need to rethink the social dimension of leadership preparation and development to deepen the construction for the social process of leading effectively in education settings.

Keywords: leadership, deconstruction, development, preparation, social deconstruction

1. Introduction

In outlining what leadership really means, this chapter begins by looking at the concept differently. There is a need to understand the relationship between what leadership is and what it means. It is debatable whether leadership is for everyone, perhaps because people generally look for particular traits that entice them to follow their leaders [1]. This assumes that people always have a choice or say, in whoever ascends to the leadership position. Nevertheless, it is not always the case. What if they do not get to pick, but rather have to work under the leadership of a person who has been appointed into that position, particularly in a working environment? Either way, comprehending social process facilitating opinions influencing leadership provenance is essential, because leadership is a social occurrence [2, 3].

Jenkings [4] argues that people are not naturally inclined to be ruled and or led, because leadership is a construct designed to serve specific purpose/s such as maintaining inequalities. This possibly maintains a particular social order. The implication is that if people are not prone to be reigned as expected, and yet there is a need to have social order, those charged with a role to lead have need to exude a capacity to

influence conduct in achieving a specific purpose. In an educational context such as a school, the expectation is to have a well-run institution that inspires agreeable values instilled by a leader to achieve anticipated outcomes. For that reason, school leaders are charged with a responsibility to influence such desirable conduct. This assumes that these leaders have abilities or traits that enable achievement of these expectations [5], particularly in a socially demanding context. Which begs the questions; to what extent does the leadership role serve as a gatekeeping function? Why do leaders exist? What happens in a situation where there is no one assuming the leadership role?

We need to discern the purpose of leadership and leaders. In most instances, the two concepts are used interchangeably, yet there is a difference. First, the difference is outlined. Webb [2] makes a distinction that doing leadership activities does not translate into being a leader and thus offer an example that leadership is an ability to cast a vision whereas a leader is visionary. The purpose of leadership is to be a vanguard or hold a position and perform responsibilities [6]. To be a leader is to have transcendent authority [2]. Leaders are able to cultivate a culture that makes it possible for others to rally in unison around a particular common purpose because they employ influence [7]. What happens with a leader who is unable to inspire others? How can they be capacitated to lead through influence towards achieving desired outcomes, particularly in an extreme school setting?

Leadership exists because there is generally a belief that the buck needs to stop with someone. Schaeffer in [8] justify this by stating that "leadership is more than heavy handed at the top". Allio in [7] is of the view that leadership is "elusive" because of the commanding forces that cannot be detected but keep acting on its process. Other authors view leadership as a conglomerate of leading personalities teaming up to lead and having a leader who directs this team [5, 7, 9–11]. In contrast, leaders have deep-rooted drive to achieve their purpose in a way that arouses others to follow them. They are efficient, whereas those in leadership are effective [2]. Therefore the assumption is that because this is the case, leaders can be able to hold others accountable and push them to achieve specified goals. Hence the push by leadership education conglomerates to design a curriculum or plan that enables attainment of the state of efficacy so that leaders can emerge to drive strategic objectives in a most cost effective way to maximise profit or achieve the highest possible outcomes to proof competence or success, particularly related to political gains or academic capitalism. Sometimes at the cost of social contract between leaders and those working under them. Therefore, leadership in this context is a construction building towards show of efficient leader's practice [12]. This then backs the question, what do leaders need to do to achieve leadership objectives whilst engaging social process in educational spaces.

This question borders on the understanding that success in leadership requires intense continuous development of leaders and their identities, particularly in a schooling context.

2. Leading and leadership in education

Sources about leading and leadership in education repeatedly point to the significance of leading successfully and detail ideal types of leadership for various reasons, stemming from habits and social phenomenon [13], socialisation and leader identity [14], leadership in extreme contexts [10] and values driven leadership for improvement of performance [15–17]. In order for us to probe the context of this purported success, we need to identify the constructs associated with this achievement. First, the conception of an individual/s holding the position has to be understood.

Coming to grips with the individual when leading and holding the lead position in an education space is important. Conceptualising the traits that drive action by the person of the leader marks their personal identity. A leaders' persona marks his/her individual identity. Authors in [18] propose a deindividuation phenomenon to deepen understanding on the identity of a person (leaders in this context) and suggest that there are two possible states of being; primarily is an individuated leader in this context, acting in a coherent and judicious way; and then again there is a leader acting without limitations or thought because his/her individuality is submerged. The individuation process of a leader therefore signifies their purpose and role in leading the condition under which this role occurs within a social context [19]. Therefore the social context and factors could possibly be significant to determine the individuality operation of a leader. This is based on both empirical results and theoretical groundworks [5, 12]. The ostensible constructs include; the notion of influence and rational persuasion, the attributes of decisiveness and action, ability to collaborate, and appeal of the general behaviour due to charisma and transformative abilities [20]. The notion of leading as a dynamic contradictory and enigmatical construct is hereunder constructed through; the notion of influence and rational persuasion, the attributes of decisiveness and action, ability to collaborate grow appreciation and appeal of the general behaviour due to charisma and transformative abilities.

2.1 The notion of influence and rational persuasion

A Leader is a person deemed to have the ability to influence juniors or followers [5]. Influence in its nature has elements of social interrelation. This could disputably be because influence is a positive or negative shared social phenomenon affecting conduct. Influence is said to be a social phenomenon refers to people's understandings regarding others' values, beliefs and mannerism's inspiration on their behaviour and decisions [21]. Once people are inspired, they become persuaded and are inclined to follow what inspires them wilfully.

Leaders need to have the capacity to influence and inspire others so that they are persuaded to listen and comply with requirements they set out. Once people are persuaded, they may attach value and believe in what the leader require and or expect from them, which in turn, may inspire compliance, particularly in achieving desired results. Compliance refers to a response and urges influencing action or conduct in a desirable manner [22]. Usually this happens to foster wilful conformity. Leaders who manage to attain intentional compliance generally exude capacity to influence through rational persuasion and are arguably decisive in taking action to achieve this.

2.2 The attributes of decisiveness and action

A leader is generally considered an individual who can shape the social and or cultural context under which s/he operates. There is nothing like the best set of attributes or style of an ideal leader for all conditions [23]. However, decisiveness is conceivably an essential ingredient in whatever attributes a leader exude. Equally, a leader's role is feasibly action oriented. Even though leaders are responsible to get things done and achieve requisite outputs, their influence cannot be cohesive if their focus is only intended at accomplishing objectives, rather than being aware of socially constructed practices that they can conceivably employ to produce positive action [24]. A school leader for instance, needs to be aware of the proverbial social issues—ranging from hardcore negative attitudes to subtle tendencies of racism and ethnicity—threatening progress in their institution, and come up with realistic

strategies to eradicate these matters. Conceivably, such decisiveness and action are desirable qualities for assuming purposefulness in the role of leading. In such instances, continuous support and development of leaders is required to sharpen their skills, enhance their ability to lead and recognise the socio-cultural factors of influence that can improve and advance their role to lead by taking necessary action [25].

Putting plans to action require taking critical decision making and preparations. There has to be consultations, collaborations formed and agreements for the successful execution of plans, particularly in schools that require performance improvement [26]. It is important to consider the proximity of relations between leaders and those working under them in considering successful actualization of plans. The psycho-social distance can influence the sort of actions leaders in organisations take and its members [10]. It is important to understand the deeper drive constituting the conceptualization of traits needed by a leader in influencing practices through collaboration and informed actions.

2.3 Ability to collaborate and grow appreciation

The education sector in general and schooling system in particular within South Africa, needs leaders who are able to find a way to weave together a substantial effort, determination and rally people to achieve desired outcomes. A school leader needs to have the ability to entwine collaborative ideas and encourage participation by all stakeholders in the school if they desire to enjoy support and create a conducive social participation [27]. Sharing and allocating responsibilities among teachers and other parties involved in the running of the school is important to achieve collegiality and should include encouraging collective reflection and decision making [28].

For collective decision making and creativity to take place, there should be a concerted effort to improve the morale and tackle social snags when they crop up without bias [27]. This necessitates continuous development of leaders to enable them to come up with initiatives that will feed into collaborative activities. During this process, leaders need to appreciate efforts through the show of gratitude. Building shared creativities and amassing the necessary support demands conscious continuous development of leaders [29]. Leaders need constant support and development to keep up with the changing demands of their positions and enhance their transformative prowess particularly in schools. In turn, they can cope with what confronts them as they lead, mainly when confronted with issues that relates to collaboration, social cohesion and taking action.

2.4 Appeal of the general behaviour due to charisma and transformative abilities

The ability to build-up collective effort can practicably, directly lend itself to having a capacity to change perceptions and encourage will to transform. School leaders need to have the capacity to maintain social relations and cultural considerations in bringing together all parties with an intent to shape conduct and transform practices to achieve institutional goals [30]. The argument furnished [31] is that even though leaders are believed to have influence, little is said about the manner and extent to which such influence have to shape actions. This could have an element of bias because there is no clear framework guiding such actions. For that reason, putting emphasis on the notion of influence and appeal may inadvertently cause tendencies that resist transformation [8].

The measure of succeeding in providing inspiration necessitates charting programmes of development for leaders, specifically focusing on honing abilities that enable leaders to adjust and embrace changing terrains, often caused by unintended occurrences. The argument furnished is that leaders in schools do not necessarily have capacity to inspire transformative practices in the absence of clearly articulated standards for school leaders' qualification [32]. Backing the assertion that leaders' mission is to advance a particular purpose, often related to achieving interests of other powers elsewhere as discussed in the introduction. Hence the push for prescriptive qualifications to entrench that which seeks to evoke an appeal of a conduct inspiring charisma and transformative abilities [32]. This includes the shift from knowing what to do, to doing what needs to be done, regardless of the context.

3. Leading and leadership development within socially demanding contexts

Leaders are expected to lead within all contexts, specifically those that demand prowess of their abilities. Demanding contexts require a leader who is able to accede to the trying environments and deal with difficult or extreme incidences as they occur. Hence the need to develop them. The need to help leaders apply what they learn to their context is confirmed [5]. However it is important to highlight that what is learned should add to the understanding of varied modalities of tackling problems so that leaders are empowered to initiate their own ways of resolving issues within their situations, which may not necessarily be the same as other circumstances or contexts.

Often what is learnt is hardly practiced, which suggests that what is taught may not necessarily be relevant to what leaders need to know and be able to use when devising ways to address issues in demanding contexts [33]. Difficult contexts arguably require leaders who are decisive and can act swiftly or deal with whatever issues cropping up at any given time, within their practice. The three components when leading within challenging contexts found to be significant are; dealing with problems directly related to the school context, being people-centered by adopting the values that prioritise people over the organisation, and promoting collaboration and moral purpose [34]. The preceding discussions expose the key considerations when planning for leaders' development; content provisioning should be personalised, socialised, adaptive and context based for leaders.

3.1 Personalised provisioning to build capacity

Leaders in difficult contexts need to be social change agents. However, there are no two contexts that have the same difficulties. Hence it is essential for trainers and providers to structure development programs for leaders in a manner that equip them with skills that can enable them to deal with issues as they crop up and themselves be able to build capacity or organise capacity building for all stakeholders in their institutions.

There is a need for provisioning of dependable support for school leaders to accede to the demands of changes in education, effectiveness and improved quality of education, and so that they can develop and shape the direction of their schools [25]. The capacity development is vital for improving knowledge and skills, particularly intending to attain co-operation and develop a culture of quality performance [35]. Personalising such provisioning according to the needs of the leader can possibly have immediate and direct impact on their practice and provide them with skills to promote collaboration.

3.2 Socialising practice to promote collaboration

Leaders in schools have to understand their role and its impact on practices within their contexts. This includes contributing towards social values and educational ethics; having competency in critical skills and knowledge set that is fundamental for accomplishing the demands of their role successfully; and possessing the professional attributes that can enable them to succeed in leading others collaboratively [25]. Learning to push for social practice in order to promote collaboration is crucial and ought to form part of the school leaders' development plan.

Without the understanding of collective practice, and the extent to which such practice can help transform and or improve performance, school leaders may struggle to enjoy the support of all stakeholders and run their institutions through a shared process. Leading a successful school does not rest on the leader alone, but relatively on a collective responsibility that nurtures leading collaboratively [35]. To make this process bearable, it is essential for leaders to distribute their process of leading in a manner that fuses an element of democracy, without losing sight and grip of the purpose for which such process is meant. This implies embarking in a collaborative way of accomplishing goals that can be done by considering all inputs and collectively deciding on the best solution.

Coherence, unity and shared focus on agreeable deliverables allow for power sharing and common understanding of institutional goals [36]. The role of leaders in this instance is to guide the process towards achieving agreeable results. Thus, shared values, can be used as a scaffolding to bridge such significant social process [15]. Scaffolding the process of leading makes others want to emulate their leaders while complying and carrying out duties as well as responsibilities because they understand the importance of working together for a common purpose. This requires properly planned provisioning for leaders, that supports development of self and others.

3.3 Planning leaders' development provisioning that is adaptive

The prosperity of any institution rests on the leaders' ability to support development of others and being dedicated to pursue own professional development [37]. This requires knowledge of: the manner in which performance management is associated with planned improvement and continuous development; approaches linked to skilled development and adult learning; the promotion, implementing and encouragement of collaborative leadership; and the importance of Ubuntu inspired leadership [25].

Leaders are expected to demonstrate their headship through the implementation of planning processes, show of equity and fairness, and encouraging participation by initiating collaborative activities particularly in socially demanding contexts [37]. However, Ahn warns of the possibility of resistance, particularly when there is suspicions favouritism or the practice of the "Russian Doll" phenomenon, a process seen to be superficial and favouring the leaders' picks [8]. The majority of demanding contexts are thwart with such practices among others [35]. It is therefore important to plan for leadership development programme for school leaders that will particularly enable them to act prudently.

The Chinese use two social values termed Confucianism and Guanxi. Confucianism based on hierarchy and relating, where leaders with more resources and power are highly regarded and honoured than leaders having lesser means and power [38]. Guanxi is an element of confuciation in which emphasis is on personal connections, more of "whom you know is more important than what you know" [38]. This has a potential to negate all good intentions the leader has to form

successful collaborations, particularly if it is not understood by all involved and is not explained. Consequently, amassing skills to navigate such processes successfully is important, particularly in an attempt to re-write the narrative about leading differently and re-looking the social construction of leading, particularly in socially challenging contexts.

3.4 Context centered leadership development

There is a need to explore the extent to which successful leaders are able to react and adjust to various contexts [5]. Deeper appreciation of the mechanisms and ontology of leadership practices and impact resides with all those charged with the responsibility of leading specifically, and those they lead in general. Understanding how leaders adapt and respond to varied contexts warrants considering different approaches successful leaders employ. It is a process that overall, necessitates a coordinated collective working collaboratively and be aware of their context [39] Hence the necessity to provide development suitable for such leaders' needs.

Leadership in recent times, is considered a team practice [5]. The art of influencing collective effort, when leading to a point where stakeholders consider themselves partners within the terrain of leading has a potential to heighten collaborative intent. Carsten and Uhl-Bien in [39] found in their research that followers see themselves as associates in the process of leadership and as a result are productive, hence they work better and desire to achieve more. Therefore development of leaders in contexts where leaders are embraced and stakeholders consider themselves leaders in their own right, ought to strengthen these acts of goodwill by equipping leaders towards leveraging on such practices in their course to create space for leading collaboratively and influencing practices.

3.4.1 Influencing practices

Sometimes, initiating activities and or programmes that are unpopular and not favoured may prove problematic, particularly in challenging contexts. This is where the application of social values such as guanxi may be useful to garner necessary support towards having a ripple effect of diffusing action that influence the embracing of change and different ways of doing things. There is nothing wrong with leaders having a core that help them overcome institutional cultural obstacles in their attempt to influence conduct and effect necessary change [39].

In developing own relations when leading, it is essential to make it clear that the covert dyadic ties established to have someone or a core representing people a leader can rely on, should be based on work and ensuring that full support of the leaders' initiative ignite influence of others. A core in this instance resembles a relationship between a leader and nucleus members forming the chromosome group from which action launch. This core comprises trustworthy individuals who have bought into the vision and are willing to roll-up their sleeves to get work done. They agree to be sent on a high authority mission requiring fearlessness and awareness of the task at hand with mutual trust intact and are a de facto link to the leaders' office because of their social attributes [40]. The individual or core in such instances are entrusted with a responsibility to be an expanded influence cohort. Such initiatives should be context based and meant for a specific social course [41]. Leaders need to be prepared towards developing such core if they are to make headway concerning achievement of goals, particularly in difficult contexts.

The critical operative value of the core is founded on trust. Trust forms the bedrock for institutions and is arguably essential to build strong relations for effective collaborative social action. It is essential for achieving the potential collective

benefits of scale and scope and should extend beyond personal and individual relations to mutual trust [42]. The operative principles at play in this instance are openness, transparency, trust (as a value) and authenticity to achieve bilateral, institutional, and relational trust. Bilateral trust is based on fairness, stability created, and predictable collective routines established based on the institutional norms, whereas institutional trust is founded on processes, principles and norms within the organisation [43]. Relational trust happens when all parties demonstrate a willpower to work hard towards achieving goals [44]. When power dynamics are uneven, it is essential for school leaders to specifically, be the key drivers of trust [43]. Once trust is established, leaders in socially distinct contexts (particularly in socially demanding education contexts) can influence practices and build teams.

4. Leading and leadership within socially distinct contexts

Leading occurs in various social contexts among of which are schools. Schools operate in vast social contexts influenced by socio-economic, techno-cultural and religious factors. The vastness of these social factors directly has a bearing on the quality of leading and leadership as well as the school functionality. Excellence in leadership at various levels of the institution is connected to the attitude of its employees, performance, climate and the conduciveness of the environment [45] as well as existential factors. Leaders are expected to ensure that what needs to happen, happens with the involvement of all concerned stakeholders. However, context and social elements matter and mainly influence the extent of leading and leadership success. This is because the functionality of leaders is determined by the characteristics of both the leaders and followers [12].

In general, context matters and thus the social dynamics at play and the leadership, serve as the best abettors regarding the institutions' state of functionality. The relationship between the leader and followers has a direct bearing to the prevailing conduct and functionality of the school [12]. Based on such relationship, the elements at play are socially constructed and define the context. Contexts vary from excellent performance and functional to difficult and underperformance. Excellence and functionality can be juxtaposed to favourable social conditions and contexts whereas underperformance and extreme contexts may be placed alongside unfavourable social situations.

4.1 Contexts of excellence

One of the key factors found to be foremost in leading excellent contexts is the ability of leaders "to get things done by working with and through people" [46], regardless of the socio-cultural conditions within their setting. They seem not deterred by the circumstances and factors often attributed to the reasons of underperformance in other institutions. The question is, what makes institutions, particularly those operating in extreme contexts excel? For any institution to succeed, there is a need for stakeholders to pursue greatness, in turn they need skilled leaders that can create enabling working conditions [15]. Institutional excellence can be summarised according to the following abilities:

- Encouraging self-regulated interaction and support among members of staff.

- Inspiring a vision and following-up by modelling a way to achieve the vision.

- Involving stakeholders in decision making processes and clarifying the reasons for taking such decisions and acting on them.

- Striving to build strong teams and aggravating collaborative action.

- Creating a safe and conducive environment where everyone feels free to perform.

- Inspiring values that guide conduct and practices.

- Have authority to act decisively, take crucial decisions and embark in courageous conversations [12, 15, 45, 46].

When planning a context based development program for school leaders, it is important for service providers to consider designing the provision of their programmes in line with the aforementioned abilities to graduate leaders that are able to succeed in their contexts.

4.2 Extreme contexts

Leading in extreme contexts largely remain a path for deeper exploration. Contexts that are extreme can be categorised as environments that exist under difficult conditions and are mostly characterised by chaos [11], intolerable circumstances [10], underperforming contexts [15, 16] and challenging contexts [9, 35]. In all these situations, the contexts are fraught with negative social issues that, to a great extent, contribute to the situation. Often these extenuating circumstances are arguably propelled by subtle forces that manage to somewhat spread a wave of negative atmosphere. Because education spaces were sites of contesting for alternative kind of society [11] and perhaps social order in fighting the apartheid regime in South Africa, most stakeholders in these spaces, particularly in extreme contexts have not unlearned resistant attitudes and related conduct. Hence the chaotic and underperformance challenges continue to be, among others, prevalent. Problems in all these situations are said to be traceable back to policy processes and documents inclusive of the national development plan (NDP) (Kriel in [11]).

In light of the above, the circumstances under which leaders in these contexts' work is discouraging. Resulting into low level of motivation and inability to account for occurrences and poor performance in their institutions [16]. They often have a sense of powerlessness and are not able to turn their situation and performance around [9]. Apparently intensifying the performance agreement of leaders can enable the correct improvement because such agreements are linked to development [16]. Sadly most of such performance agreements in these contexts are said to be superficial [11], implying that whatever development scheduled from such outcomes, may equally not address the real areas for development for these leaders. Consequently, leaders' practices and school context in this instance are symbiotic. Getting the leaders' act right through targeted development programme and improving practices can possibly help turn the situation of their institution around and enable a suitably constructed social order within such spaces.

Leading within distinct contexts require concerted effort to disrupt the patterns and attitudes that perpetuate disorder by intently focusing on developing leaders in such institutions to act decisively and change the prevailing narrative. Zeichner in [11] argues that restructuring of these sites to be more collaborative and professional is linked with social problems such as contradictions and tensions. Therefore, there is a need for leaders in such contexts to disempower these social challenges and assume authority. Achieving this colossal intention, necessitates a development of judicious and ***socially structured process of leading and learning change methods***. This chapter proposes the following, to construct such social process:

- Leaders' development programme featuring self-directed electives that provides for needs specific content, to help participants enrolled in such programmes to acquire skills that can enable them to transform or maintain good practices in their institutions.

- Onsight learning programme that offers opportunities for leaders to implement what they learn and intently inspire the will to learn and improve.

- Considering the values inspired by confucian and guanxi practices, leaders need to make a concerted effort towards formulating a problem based collaborative collective core, based on practices that focus on the needs, limitations and opportunities within working spaces to disrupt the scourge of social problems and turn around practices. However, they should be mindful that others are not side-lined in the process, but rather graduated to other specific collaborative cores intended at addressing various social problems.

- Periodic reviews should be planned for reporting and to allow for critical reflection of collective progress and effectiveness of formed collaborations.

- Institutional collective agreement of tackling issues of competency, conduct and performance to increase ownership in addition to inspiring and strengthening the values of responsibility, responsiveness, Ubuntu and compassion.

- Leaders need to develop a personality ethic that is informed by sawing the seeds of greatness to shape their character ethic.

- Showing gratitude to strides made in achieving goals and striving for success.

The above directly respond to the department of basic educations' (DBE) strategic priorities in response to the realisation of schooling 2030 action plan in South Africa [25].

5. Conclusion

The chapter provided a distinction between leadership and leading in varied social contexts. Leading is considered a dynamic contradictory and enigmatical construct constructed through; the notion of influence and rational persuasion, the attributes of decisiveness and action, ability to collaborate, growing appreciation and appeal of the general behaviour due to charisma and transformative abilities. The chapter further submits that leading and leadership development within socially demanding contexts require socialising practice to promote collaboration. Further, it is important to plan for leaders' development provisioning so that it is adaptive and context centered. Such leadership provisioning is important to influence development and improve practices. Development of leadership provisioning needs to further equip leaders with skills and abilities to lead within socially distinct context, particularly in schools. Finally, the chapter proposes considerations for constructing a social process for leaders to assume authority and have a voice to lead decisively inspired by shared values. Future studies could probe possible issues getting between the leaders and their success.

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There is a growing realization that the role of educational leaders has been undergoing many changes in the era of globalization due to the diverse needs and expectations of the stakeholders of education. Schools have different specific needs due to their demographical structure, the academic achievement level of students, the experience of teachers and parental involvement and they need educational leaders who can transform and develop schools. This book intends to provide the reader with a comprehensive overview of the expected responsibilities and features of school leaders in the context of the different models of educational leadership. Scholars from different countries share their opinions about the challenges faced by the school leaders as principals, teachers, students, school committees, and boards in schools; the importance of leader preparation and the need for the professional development of educational leaders.

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