



LEADERSHIP WOMEN'S LEADERSHIP IN HIGHER EDUCATION



**Leading and Managing Change in Higher Education
(La MANCHE)
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Having studied this issue, we will:



- obtain a representation of the basic functions of a leader
- explore some theories explaining the characteristics of women's leadership in higher education
- analyze some behavioral characteristics of women leaders in higher education
- *evaluate the practical application of management grid in the developing of leadership qualities of women leaders in higher education*

The subject of leadership and management is highly relevant in modern time



Leadership mechanism has a particular significance for education, where **people are a subject and an object of professional activity**, where the possibilities for effectivization of functioning are limited due to the fact that **the activity is not objectified** in a specific product, profit, but represents particular subjective qualities of the trainees.



Leadership is often contrasted with management

- Management- «ability to do the task by means of other people».
- Leadership - «ability to act in a way to make others have a desire to do the task».

Thus, leadership is closely related with the development of motivation and having influence over other people.

Leadership can be defined as:

- ➔ *ability to influence others in achieving a certain goal*

Not every manager can become a leader.

«Managers do every thing right, but leaders do the right things».



Functions of a leader:

- Major orienting points of a leader are the goal and the relationship between people

Generation of ideas :

- setting clear goals,
- coordination of efforts,
- contouring of the results,
- accomplishing the role of a leader.



Functions of a leader:

- **Personal qualities are significantly important motivating of activities of the subordinate employees :**
 - inspiring of purposeful behavior,
 - meeting individual and group needs,
 - engendering confidence,
 - showing own example,
 - Creating group synergy.

Functions of a leader:

► Leadership has two sides

supplying the representation:

- representing group interest beyond its pale,
- maintaining a balance between internal and external needs of the group,
- defining of development prospects of the group.



Leadership is flexibility
Leadership is setting goals
Leadership is making decisions
Leadership is creativity and innovation
management



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Characteristic features of women's activity in higher education

Theories - the ability of some people to influence others lies solely in having exceptional personal qualities of

“ an outstanding personality, a great person”

- Such theories are specifically appropriate to rely on in the study of the phenomenon of women's leadership in higher education.
- According to these theories it was supposed that women's leadership is accompanied with the innate set of personal qualities.



Characteristic features of women's activity in higher education

The most important characteristic features of women leaders–

- responsibility,
- strive for security,
- work commitment,
- caring for others, interest



Characteristic features of women's activity in higher education

One of the most important conclusion of the theory:

intellectual level of a woman leader, regardless of the scope of her activities (higher education or any other field) should be higher, but mustn't access an intellectual level of employees.



Characteristic features of women's activity in higher education

Max Weber - "the blessing of heaven, something given by God"
- charisma

➔ **charisma** is the ability of a person to become more attractive in cases when he / she needs to perform a task, achieve a goal...

That is why the charisma for a woman leader is very important. Followers are attracted by the magnetism of a women leader, her abilities and sympathy.

Characteristic features of women's activity in higher education

E. Gisel - the most important feature leading leaders to success is their (his or her) ability to organize the work of other people, to activate and cooperate general efforts to achieve the goal

- **According to this theory, the ability to build up relationships in the team and to join forces is the feature that is more common among women rather than among men..**
- In order of importance after this feature there are such features as the need for professional development, intellectual abilities, determination, self-confidence.

BEHAVIORAL THEORIES is the approach of defining leadership style of management

- Effective leadership is directly related to the behavior of the leader, or his / her leadership style (leadership).



Two types of leadership behavior (leadership style)

Work-oriented style,
(goals and objectives)

➔ Employees-oriented style
(relationships).





Work-oriented leadership style is characterized by:

- definition of activity standards,
- monitoring of work implementation,
- stimulating productivity.

This leadership style is more typical for a leader, who heads an organization with **low efficiency**.

Employees-oriented leadership style is characterized by:

- encouraging employees in decision-making,
- establishing effective relationships within labor activity,
- showing attention to the problems of individual persons.

This leadership style is more typical for a leader, who heads an organization with **high efficiency**.

Conclusions on the behavior of women leaders in higher education

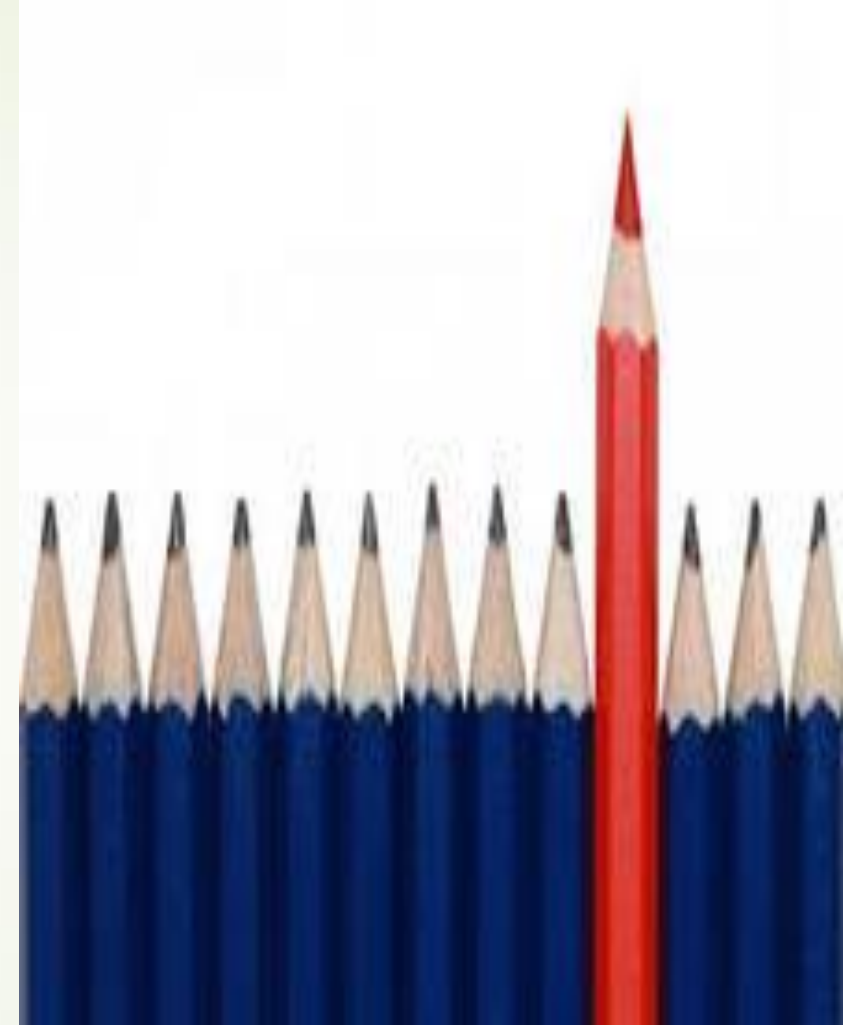
Leadership behavior of a woman leader in higher education can be focused on work or focused on people (according to the above mentioned styles), but these two styles can not be combined in any case;

- Woman leader should influence her employees in a way, that will let them perceive support and sufficient work energy and productive recourses.



Conclusions on the behavior of women leaders in higher education

Successful women leaders in higher education should be **active managers**, It can be manifested in setting goals, guiding the behavior of the employees on one hand and providing the employees freedom of action, for example, in terms of determining the way of performing a particular job and the quality of its performance on the other hand .



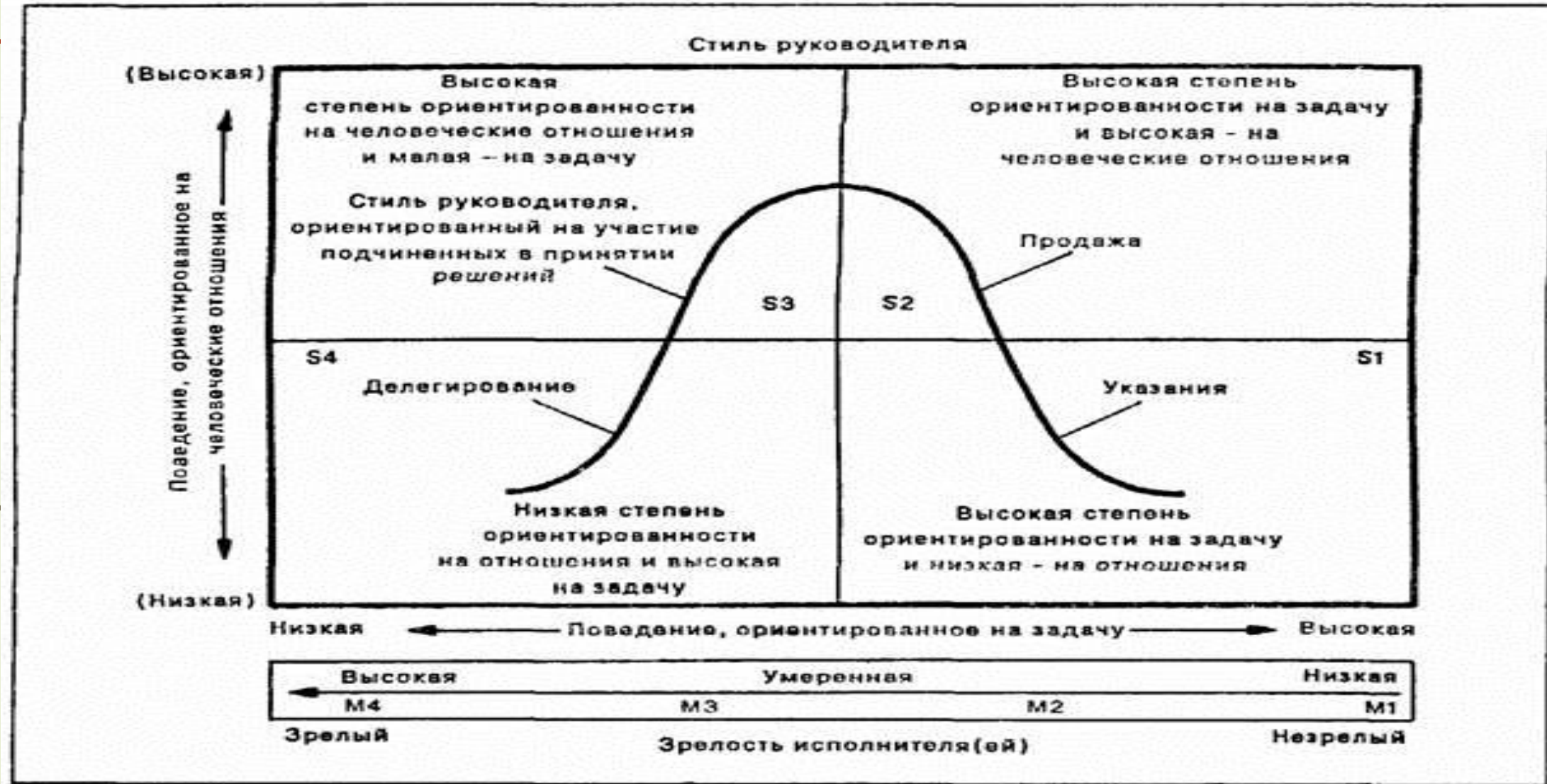
Conclusions on the behavior of women leaders in higher education

- Successful women leaders in higher education should worry about the extent to which they are attentive to their employees more than about the way the employees look at them.
- Attentiveness to the employees by women leaders gives them (employees, followers) confidence, creates a sense of teamwork, belonging to the organization and etc.
- Such criteria as satisfaction with the work of the employees, the atmosphere in the team, the dynamics of change of personnel, etc. should be taken into consideration as well.

Two types of leadership behavior (leadership style)



Two types of leadership behavior (leadership style)





- Use of the «management grid», gives a possibility to determine the combination of assessments meeting the requirements of a position set within the staffing schedule of the organization in advance. Having compared them with the expert quality assessments of the applicants, it makes it possible to determine their suitability for its substitution.

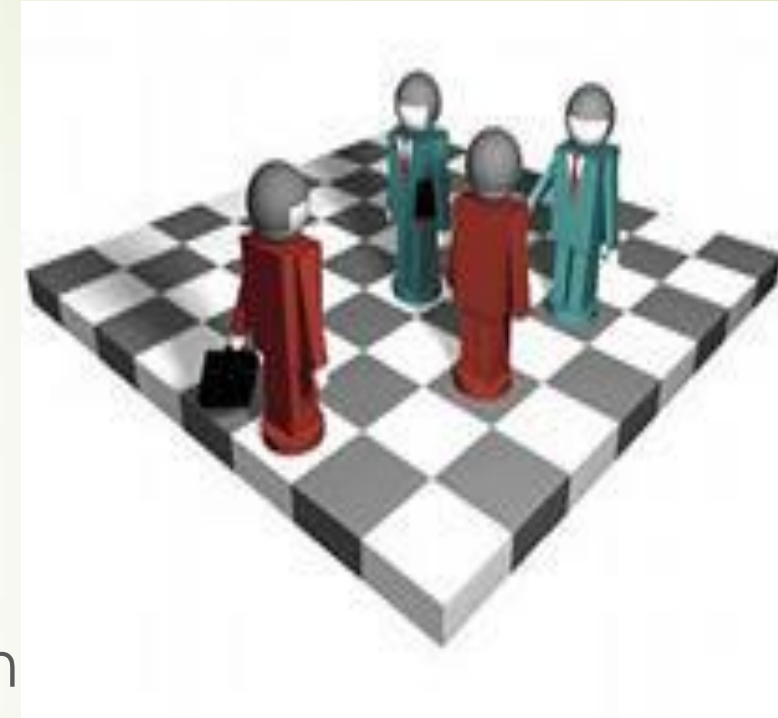
It gives managers the opportunity to evaluate their position and try to improve their management style.





The leader's management style towards his employees determines the success of the organization, the dynamics of the firm in a large extent .

Employee's motivation, their attitude to work, relationships and many other things depend on the leader's management style.



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Thus, the components of the situational approach are:

- *Leader (manager),*
- *group*
- *situation*

Leadership has a function of personal qualities (PQ) of leader, characteristics of the group (GC) and the situation (S)

$$(S): \Lambda = f (\Lambda PQ; GC; S).$$

The main importance belongs to the variable factor "situation", as it mainly influences the ability of the leader to perform the tasks assigned to him.

➤ **Practical appliance of the management grid can help in leadership training of women leaders in higher education.**

What is more important is that **the scheme can be applied in planning organizational changes, which are usually held in 6 stages :**

- Probation of two main «applications» (axes) of the management grid in the study of basic features of the leadership style of a woman leader;
- Creation of working groups on modeling different work situations in higher education institutions;
- Creation of cooperation schemes for individual groups, as well as for the organization in whole;
- Creating a strategic model of organizational changes in the academic environment;
- Development of a plan and methods of implementation of specific changes in groups and structural units of the educational institutions;
- Systematic review (with concomitant critical review) of the progress in the issue of changes and working out new plans for the development of leadership in educational institutions.



Thank you for your attention



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