

# Leadership in times of Uncertainty – an Edupreneurial Perspective

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# Challenges for schools... and their leaders!

# Reduction of uncertainty in a world...

- faster/turbulent
- more complex
- more complicated
- more unstable
- more competitive

- Explosion of leadership decisions –  
even more in times of crisis



- To do more...
  - with less...
  - and do it better (student outcomes)
- ... by aligning the inner- and outer world of schools

## ...but reality is quite messy

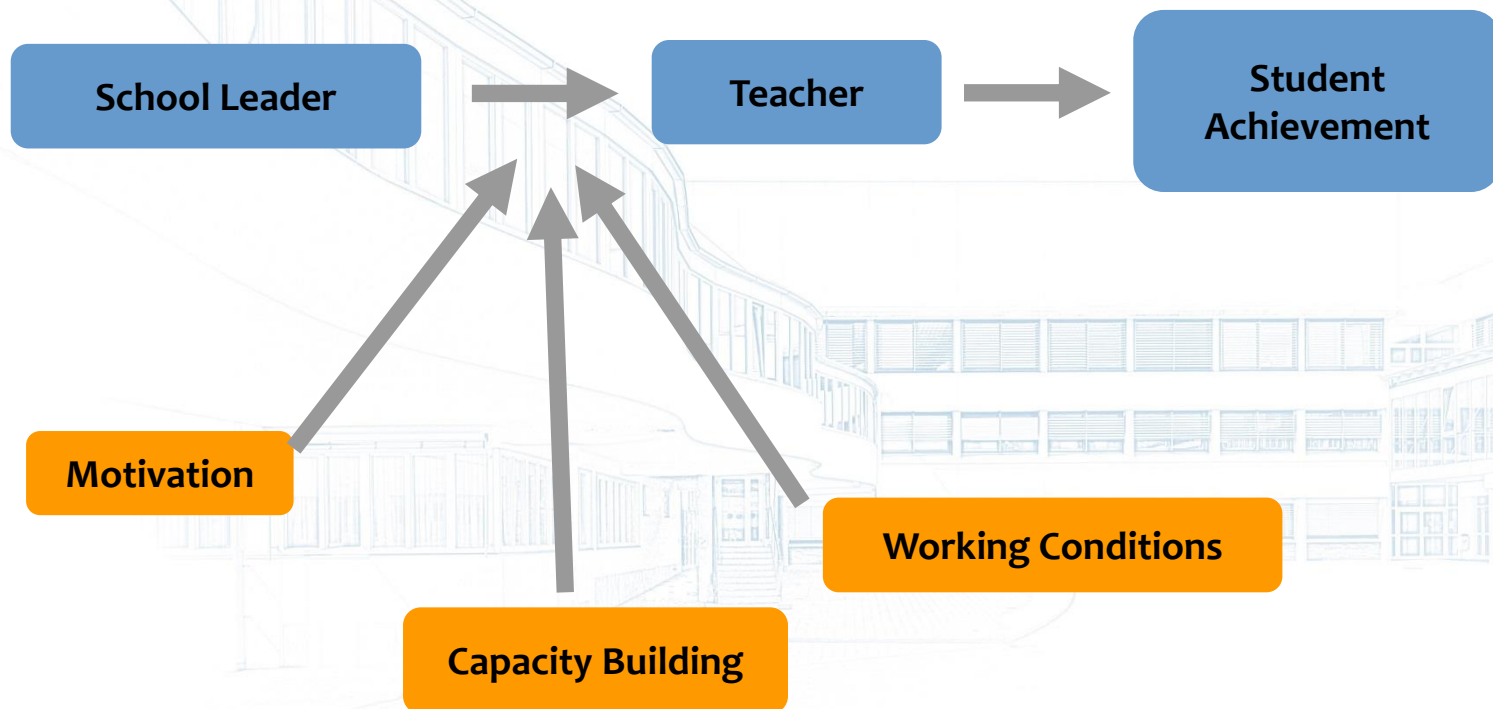
- How can you as leaders of schools do this?





## Effective leadership styles across Europe - findings from the LISA study

# School Leaders have a Mediated\* Impact on Student Achievement



\* e.g. Hallinger and Heck 1998

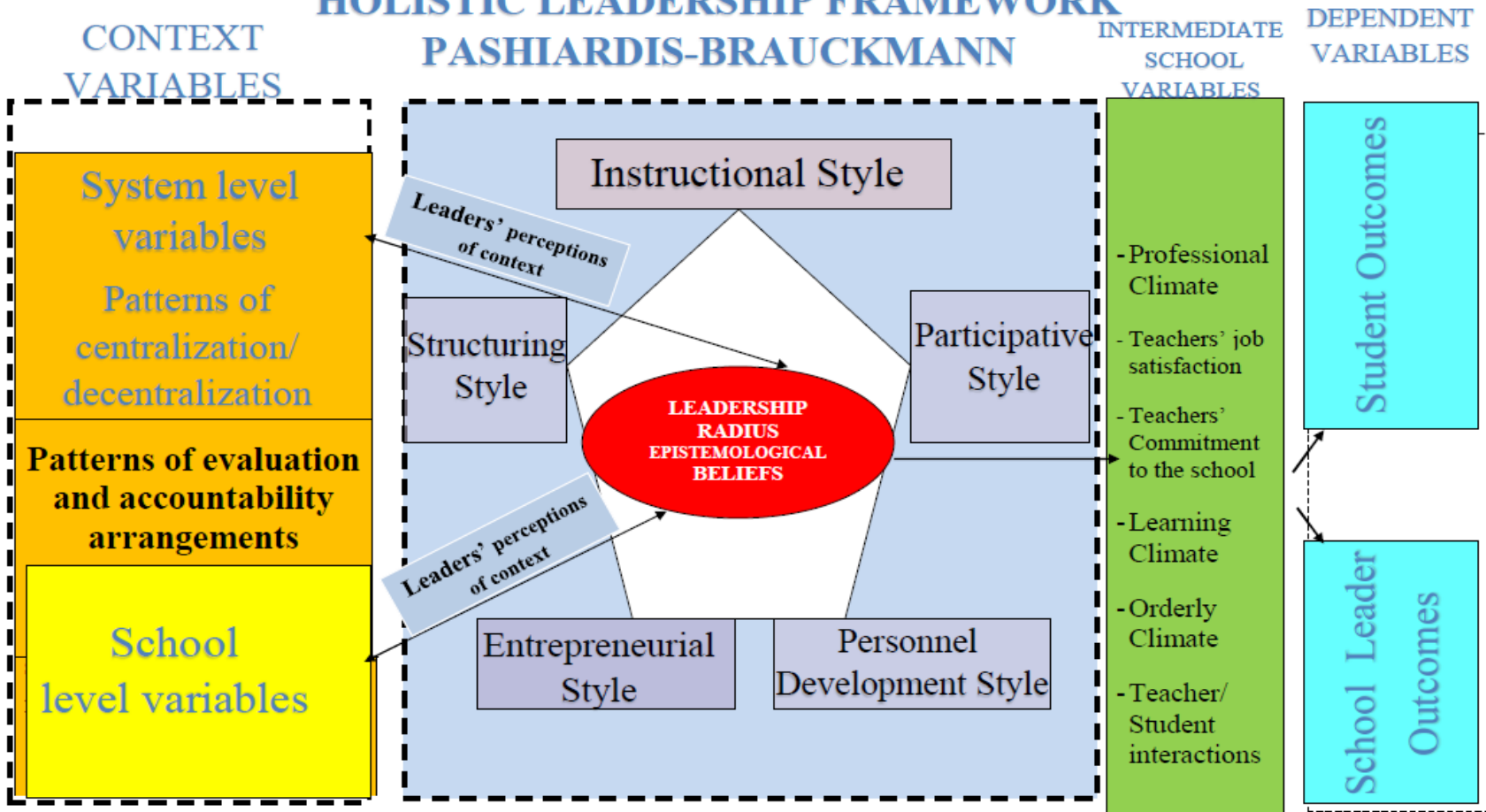
Core question: Which role do principals' leadership styles, attitudes and practices play in contributing to the improvement and effectiveness of the school?

contextual  
patterns?

perception of roles  
and leadership styles?

intermediary  
variables?

## HOLISTIC LEADERSHIP FRAMEWORK PASHIARDIS-BRAUCKMANN



**CONTEXT VARIABLES**

**HOLISTIC LEADERSHIP FRAMEWORK PASHIARDIS-BRAUCKMANN**

**INTERMEDIATE SCHOOL VARIABLES**

**DEPENDENT VARIABLES**

**System level variables**

**Patterns of centralization/decentralization**

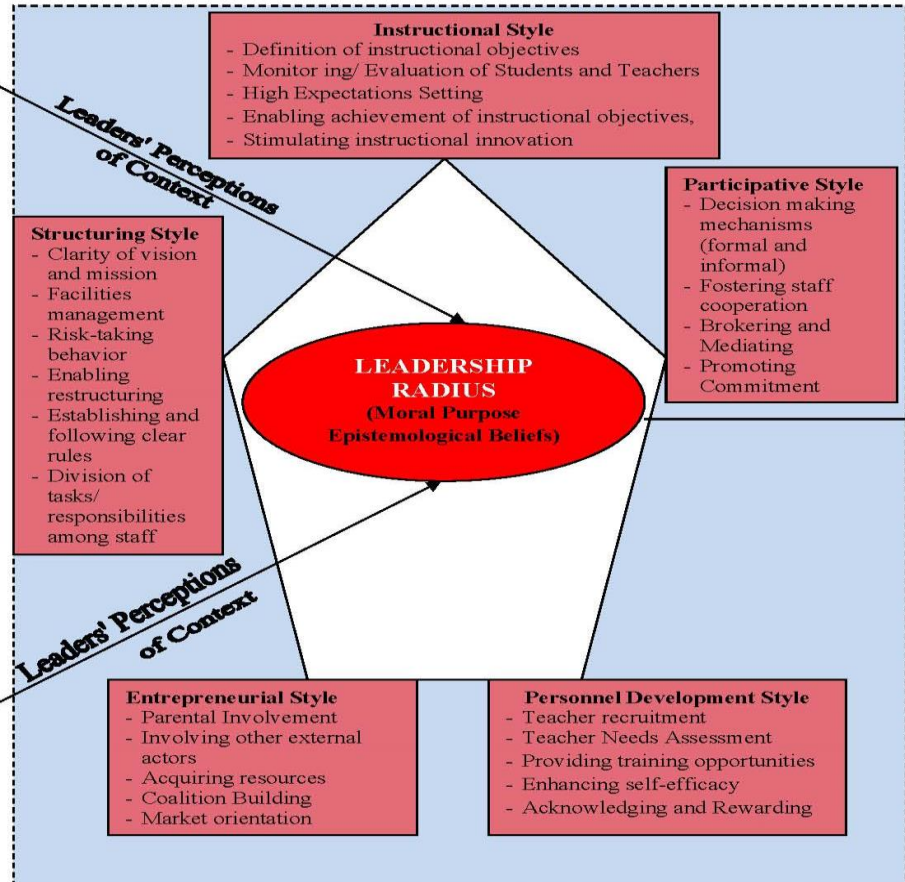
- Devolving and Transferring Decision Making Authority (1. where is the decision taken, 2. degree of autonomy of decision making, 3. domain of decision making)
- Organizational capacity/support systems
- Network-Type cooperation (Public/ Private Partnerships)
- Privatization/ Parental Choice (Free Market Schools, Faith Schools, Voucher System, Home Schooling)

**Patterns of evaluation and accountability arrangements**

- Types of accountability (1. technical accountability, 2. client perspective)
- Evaluative capacity/support systems (Structural and technical facilities)
- Evaluation culture
- Alternative regulatory mechanisms as compared to evaluation (e.g. admission policies for principals, teachers, pupils)
- Role of school leadership in the evaluation process of education

**School level variables**

- Type of the schools (categorical, comprehensive system)
- School size
- Location
- Composition of student Body (SES, Ethnicity, Gender)
- School resources
- Student-teacher ratio
- Compound and characteristics of school leaders according to the type and level of education



- Professional Climate
- Personal Achievement Orientations
- Evaluation and Feedback practices
- Teachers' job satisfaction
- Teachers' Commitment to the school
- Learning Climate
- Orderly Climate
- Teacher/ Student interactions
- Students' opportunity to learn
- Parental involvement
- Explicit Teaching Strategies

**Student Outcomes (secondary level)**

- Achievement in basic competencies
- Attitudes towards lifelong learning
- Achievement towards EU goals
- Student citizenship characteristics

**School Leader Outcomes**

- Enhanced self-concept of a successful principal
- Increased research capability
- More informed and aware of various leadership models

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# Why is there a general trend towards the Entrepreneurial Style?

Strategic Reasons:

response to limited resources

building up other support systems



Increase Influence

# Why is there also a trend towards the Structuring Style?

Might enable the restructuring of the school by establishing clear roles, responsibilities, and goals



Internal Organizational Stability

# Why are the Entrepreneurial and the Structuring styles perceived as the predominant leadership styles?

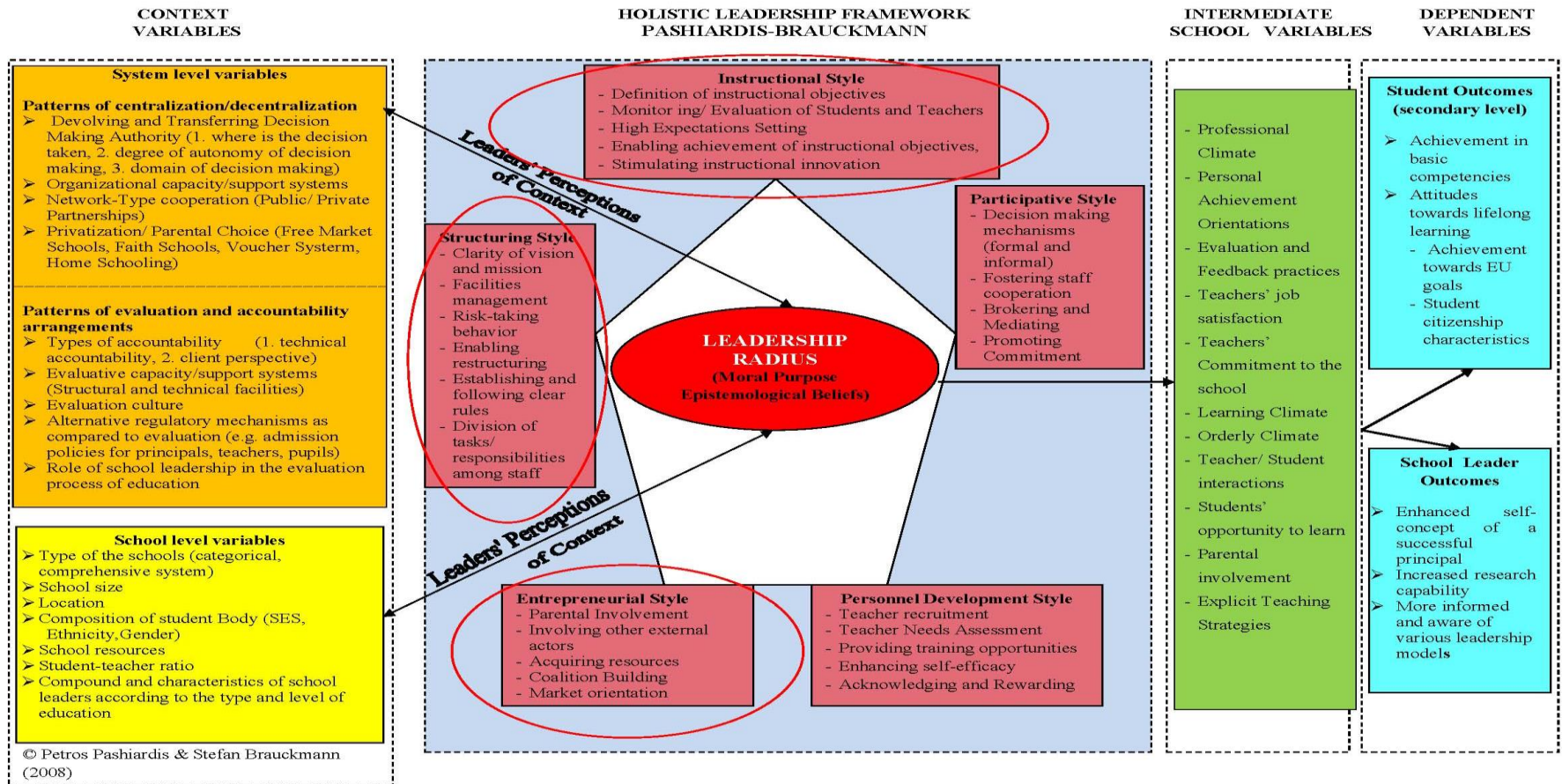
Increased awareness regarding the expanded responsibility

Internal organizational stability is necessary in order to cooperate with leaders **outside** the school at an equal footing

Stimulation of the school development process



So what about  
the Leadership  
Cocktail Mix?



The Instructional, Structuring, and Entrepreneurial Styles of leadership are essential components of this cocktail mix irrespective of context

# What can we conclude based on the aforementioned findings

- There is **no best cocktail of leadership styles mix** for all school leaders
- **School leadership is highly contextualized** (not necessarily at the system level), but also (and particularly) at the school level. Therefore, a school leader would be wise to look at what the situation of his/her particular school context calls for and then act on it
- *“Rules cannot be used mechanically-necessary information should be provided in order to understand the reason for special treatment”*  
(Hungarian school leader)
- *“rules are fixed and known to everyone, although their enforcement is not always exactly the same”* (Italian school leader)
- *“do not apply rules equally [...] depends on the person and the situation*  
(Norwegian school leader)

Thus, in this context, we argue that school leaders should be promoting and exhibiting a number of entrepreneurial and pedagogical leadership skills in order to succeed.

Entrepreneurial leadership is about creating learning opportunities, meaning that the school leader creates such an environment where teachers are freed from bureaucratic and other demands of **administrivia** and, instead, they can concentrate on the core of their duties which is teaching in innovative and creative ways.



# Becoming Edupreneurial... a new leadership mix?

# Entrepreneurial leadership in action

- Involving the parents and other external actors
- Acquiring resources for the school's smooth operation
- Building coalitions with external agents
- Engaging in a market approach to leadership





# Pedagogical leadership in action

- defining and enabling the achievement of the instructional objectives
- setting high expectations for Self, Staff, Students (3Ss)
- monitoring and evaluating students and teachers
- stimulating instructional innovation and risk taking

# The edupreneurial leader

- Scans the environment
- Provides a good diagnosis of their personnel
- Is flexible enough to utilize a variety of leadership styles and their hybrids

# The edupreneurial leader

- Influencing the outside environment
- Influencing the inside environment
- To stimulate the school development process by creating a community of shared responsibility between internal and external stakeholders of the school (realizing the educational landscape region/community)

The ***Edupreneurial leadership style*** exhibits how the external environment interacts with the internal environment in order to produce a desirable and balanced cohabitation between the external and the internal within a school's daily operations



# The Edupreneurial leader\* and Edupreneurial leadership

- Influencing the outside environment
- Influencing the inside environment

To stimulate the school development process by creating a community of shared responsibility between internal and external stakeholders of the school

\*Pashiardis, P. & Brauckmann S. (2019). New Public Management in Education: A Call for the Edupreneurial Leader?, *Leadership and Policy in Schools*, 18 (3), 485-499. DOI: [10.1080/15700763.2018.1475575](https://doi.org/10.1080/15700763.2018.1475575)



## Concluding remarks

Edupreneural leaders establish a successful narrative by framing challenges differently, (thus problems might not be threats but opportunities), therefore showing **risk prone** and not risk averse behavior, and in essence underlining the fact that **mistakes are learning opportunities** for those who dare.

The added value is not a monetary one (as in the business sector), but a pedagogical one in terms of creating an environment which is conducive to learning and teaching.

## A Final Thought

*The concept of Leadership is a complex mixture of the five styles explored in our LISA research project, but the sum of the component styles does not really constitute the essence of Leadership as a construct. On the contrary, it seems that the concept of Leadership is more than the sum of its constituent parts and should be investigated further bearing this fact in mind*

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# Questions for discussion

- What findings did you expect (are in line with your experiences)?
- What findings surprised you?
- What are the consequences?