Chapter 13

The Relationship of Leadership in Knowledge Management Towards Effectiveness in Higher Education Institutes

Esra Aldhaen
Ahlia University, Bahrain

ABSTRACT

Higher education institutes around the world are facing serious challenges in particular to strategic planning, accreditation, and deriving high-priority operations. Various studies declared that one of the main aspects that is causing higher education institutes a tremendous failure is leadership styles, specifically the random selection of leaders to run the operations to match with the recruitment cycle. In some countries such as the United Kingdom, leaders of the higher education institute or the school within the university must be changed after a specific year handling the position. This change normally impacts the change of leadership styles and strategies, including knowledge management and sharing strategies. This was found to be one of the important factors that could hinder the operations and may lead to failure in implementing the planned targets.

INTRODUCTION

Higher Education Institutes worldwide are facing tremendous challenges this is related to various issues such as seeking rankings, international accreditations and other factors such as regulatory requirements and contextual matters (Glass, 2014 and Hinton, 2012). It was argued by various researchers that such changes require a rigorous strategic planning and decision making (Aldhean, 2017 and Stone et.al, 2018). In this context; various studies were conducted with clear emphasis that a clear strategy with an implemented strategic decision making process should be developed in order to tackle this matter at HEIs. However, studies also raised the concern of leadership styles to be practiced by leaders in order to have effective outcomes (Hassan, 2013), for instance studies were conducted to identify the
The Relationship of Leadership in Knowledge Management Towards Effectiveness

best practices of leaders pertaining to Business Schools (Stone et al., 2018) the studies also investigated the use of knowledge management towards executing strategies that are leading to HEIs effectiveness. However, at this stage, there has been no comprehensive study investigating the relationship between leadership styles and the use of knowledge management leading to effectiveness in HEIs. This chapter will provide a practice-based model describing the relationship between leadership styles in particular transformational, transactional and autocratic leadership and knowledge management towards effectiveness of Higher Education Institutes.

The chapter will demonstrate a practice of an accredited Higher Education Institute based in United Kingdom, the university is based in England which is a triple crown accredited Business School with three departments, the Business School is accredited by Association to Advance Collegiate Schools of Business (AACSB), European Quality Improvement System (EQUIS) and The Association of MBAs (AMBA). The university is aligned with various international collaborations from Asia and the Middle East. The university is also listed within QS ranking. The Business School is managed by a dean and three heads of departments, the University and the Business School has sustained the international accreditation for more than a cycle and collaboration with international affiliations for more than 10 years. This chapter will demonstrate the practices used within the Business School from a leadership point of view and the relationship of the use of knowledge management throughout the management process. The data of this chapter was gathered by semi-structured interviews with leaders of the business school and faculty members that are involved in managerial operations, the results of the interviews were triangulated with self-assessment surveys to evaluate leadership duties in relation to knowledge sharing and management.

LITERATURE REVIEW

Higher Education Institutions (HEIs) around the world are competing to be ranked among top classified universities, various researchers have investigated the role of leadership and strategic decision making towards HEIs excellence (Aldhean, 2017). For instance, (Al Shobaki et al., 2016) investigated the role of knowledge management maturity in HEIs to improve the performance of the Institutions, and defined Knowledge Management leadership as a key factor towards effective performance for HEIs. In the same context, Ng’ambi, D., & Bozalek, V. (2013) highlighted the importance of the transformational leadership towards effective operations of HEIs, Ng’ambi, D., & Bozalek, V. (2013) also emphasized on integrating information technology to share knowledge within the organizations. Hamlin, R. G., & Patel, T. (2017) conducted a study in France investigating managerial and leadership behaviors required for effective implementation of HEIs, the study was conducted across 37 academics and concluded that informative leaders are needed to support the organizational goals and objectives. Natek, S., & Zwilling, M. (2014) emphasized on the need to data mining which leads to generate reports at HEIs towards knowledge sharing and management, various studies investigated the role of data mining in HEIs that supports developing of data hub that could be used for decision making. In this context, McCarthy, A. F. (2006) highlighted that that strategies and processes are needed in order to have a mature level of knowledge management, this argument is also supported by (Aldhean, 2017; Glass, 2014 and Hinton 2012) researchers has emphasized on the need of established strategies in order to have an effective performance of HEIs, other researchers such (Cavico & Mujtaba, 2009 and Ivory et al. 2007) highlighted the importance of executing leadership styles in HEIs which is expected to increase the level of performance specifically for those academics holding dual positions such as deans and chairpersons.