AN EVALUATION OF ACADEMIC LEADERSHIP CAPABILITY FRAMEWORK IN THE CONTEXT OF CHANGE IN HIGHER EDUCATION

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In 2008, a new study was conducted in Australia focusing on learning leaders in higher education through a partnership between University of Western Sydney and The Australian Council for Educational Research (ACER) funded by the Australian Learning and Teaching Council (ALTC). The ALTC study was guided by one conceptual framework which was built on another framework already validated in previous studies. This framework not only was tested during the study, but also was validated again. It is notable that it was also consistent with higher education leadership literature and has been used as the conceptual framework in two more recent studies in Australia and New Zealand in 2012. The core competencies and capabilities required for leadership performance effectiveness based on this framework include personal capabilities, interpersonal capabilities, intellectual capabilities, generic competencies and role-specific competencies which are the ones that count in effective turnaround leadership in the context of higher education. However, another set of capabilities and behaviors which are necessary in initiating and implementing successful turnarounds in any organizations such as higher education institutions have not been given much attention in developing this framework. This paper aims to review the related theories that underpin the constructs of academic leadership capability framework and argue that change-oriented capability must be integrated into this model to make it more inclusive and comprehensive based on provided relevant theories and a future mega-trend analysis.

Keywords: academic leadership capability framework, change-oriented capability, higher education, leadership performance effectiveness.
CHALLENGES ASSOCIATED WITH THE ADOPTION OF SOCIAL MEDIA: TOWARDS TRAINING NEEDS ANALYSIS IN THE WEB-MARKETING SECTOR
B. Alotaibi, G. Dafoulas, J. Loveday

USING DATA MINING FOR ASSESSING THE IMPACT OF SOCIAL MEDIA IN HIGHER EDUCATION: THE CASE OF INTEGRATING SOCIAL MEDIA IN THE CURRICULUM
G. Dafoulas, J. Loveday, D. Neilson

NIGERIAN STUDENTS’ PERCEPTION ON TEACHING OF BUSINESS STUDIES AS FOUNDATIONS FOR INCULCATING SELF-RELIANCE
J. Adetayo

MOBILE APPLICATION (APP) DEVELOPMENT FOR IMPROVEMENT OF CONTROL ENGINEERING TEACHING
O. Arrieta, J.D. Rojas, R. Vilanova

SUSTAINABLE BUSINESS MODELS IN DISTANCE EDUCATION
F. de Langen

INVESTIGATION OF INSTRUCTORS’ READINESS AND USAGE OF DISTANCE EDUCATION IN HIGHER EDUCATION: A CASE STUDY
S. Yalçınalp

PLACE OF CREATIVITY IN EDUCATIONAL TECHNOLOGY: A SYSTEMATIC REVIEW OF THE LITERATURE
S. Yalçınalp, U. Avci Yucel

PERCEPTIONS OF PEDAGOGICAL FORMATION STUDENTS ABOUT WEB 2.0 TOOLS AND EDUCATIONAL PRACTICES
U. Avci Yucel

IMPACT OF THE WORK RELATED STRESS AND JOB BURNOUT IN PRIVATE EDUCATIONAL INSTITUTIONS AND UNIVERSITIES
R.R. Ahmed, Y.A. Meenai, J. Voehnhardt, T. Jalies

TO BAKE A GOOD CAKE, FIRST GET THE ‘MIX’ RIGHT: ‘EXPLORING THE BOUNDARIES OF ‘ANYWHERE, ANYTIME’ ‘BLENDED’ LEARNING’ IN UNDERGRADUATE MANAGEMENT EDUCATION
W. Jones, C. Church

AN EVALUATION OF ACADEMIC LEADERSHIP CAPABILITY FRAMEWORK IN THE CONTEXT OF CHANGE IN HIGHER EDUCATION
M. Ghasemiy, S. Hussin, M.A.K. Megat Daud, A. Zabidi Abdul Razak

MAIN MODERN CHARACTERISTICS OF THE RUSSIAN PRACTICE OF EMPLOYMENT OF STUDENTS AND UNIVERSITY GRADUATES
E. Platonova

THE REVEALED TENDENCIES OF THE GLOBAL TRANSFORMATIONS IN THE LABOUR MARKET IN MODERN ECONOMY
E. Platonova, J. Bogomolov

INTERNATIONAL LANGUAGE EDUCATION: PREPARING TEACHERS TO TEACH GLOBAL LANGUAGES WITH DIFFERENT CHARACTERISTICS, ENGLISH AND CHINESE
A. McNeill

LIFELONG LEARNING IN APPLIED FIELDS (LLAF): TRAINING DOCTORS OF THE FUTURE TO BE LIFELONG LEARNERS – USING ACTIVE LEARNING METHOD: TEAM-BASED LEARNING, IN A PUBLIC HEALTH COURSE
N. Dickman, L. Even, M. Rudolf

LIFELONG LEARNING IN APPLIED FIELDS (LLAF) TEMPS PROJECT: ASSESSING CONSTRUCTIVIST ENVIRONMENTS (PROBLEM-BASED LEARNING) IN HIGHER EDUCATION SETTINGS
D. Alt

EMBRACING TECHNOLOGY IN AN INTRODUCTORY ACCOUNTING CURRICULUM: A FRESH PERSPECTIVE
A. Razooz, P. Blayney, W. Hamilton-Jessop

EDUCATION AND INDUSTRY COLLABORATION TO INNOVATE WORKPLACE TRAINING USING MOBILE TECHNOLOGY
M. Ally, M. Samaka, M. Robinson

WHAT IF I DON’T SPEAK IT?: TEACHER CANDIDATES’ VIEWS AND POSSIBLE APPROACHES TOWARD HERITAGE LANGUAGE MAINTENANCE
T. Szost