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Educational Management Framework Development in East Asian Universities

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Abstract

This body of work attempts to explore ways where post capitalism can be applied to a capitalist world. A small scale survey was carried out in a university in East Asia in an attempt to analyse the management framework within a knowledge based business and the implications for the local area. Upon discussions of the results, a suggested model of an emerging blueprint is proposed as a cumulative goal in the maturing management framework. It is hoped that concepts addressed in this discussion will add to the body of knowledge of organisational leadership within educational institutions.

Keywords: Blueprint, agency, tempered-transcendental, emerging, leadership

Introduction

Traditional leadership styles in East Asia follow a hierarchical authoritarian model where the chain of command is never questioned or challenged. The existing blueprint was therefore fundamentally, hierarchical in system, featuring managers who were concerned with the principles, processes and skills which made the hierarchy work. However, as from a quote from Limerick, Cunnington, & Crowther, (2007) "At the heart of it all is a trenchant attack on the impersonal, dehumanising autocracy of such a system". In addition, Limerick, Cunnington, & Crowther also affirm as current blueprint frameworks although post corporatist in nature, contain within them contextual limitations (2007). Recognised leadership styles, mainly Western creations as stated by Andrews & Lewis (2014), also have a limited amount of accommodative leeway to suit intercultural adaptation and thus require further adjusting for an Asian multi-cultural context. The proposed leadership framework has aimed to theorize grassroots

leadership architecture for an emerging 5th generation blueprint directed towards its application to prior blueprints with connective variables for cross-cultural context as well as technological and social progression.

2.1 The emerging 5th Blueprint

Blueprints are management frameworks reflecting/drawing on the particular social epochs in the West to which they are catered for. They help to maintain the functionality of labour in organisations which feature mass-production, from the industrial revolution till the present-day. Dorfman, Howel, Hibino, Lee, Tate and Bautista (1997) affirm that The emerging 5th Blueprint arose out of recent transitions from labour intensive mass production styles to a more knowledge based consumerist society and investigation into other forms of managerial styles appropriate for the continuation of strong economies through innovation and technological prowess taking into account the management frameworks in developed Asian nations of Korea, China and Japan. In addition, a hybrid of previous blueprints with more alternative styles of leadership is also proposed. If properly connected this could produce a synergistic labour force suited to academic institutions such as public and private universities.

3.0 Alternative Leadership Framework

3.1.1 Tempered Transcendental Leadership

The selected leadership is a dual theory framework. Tempered (i.e., strategically low profile; meaningful) and Transcendental (a paradigm shift from self-interest to selfless). As quoted by Cardona (2000 p.205) "In transcendental leaders the most important competence...is their integrity and capacity to sacrifice themselves in the service of their collaborators, even at the expense of their own interest" As a result, in order to increase the stability of the environment with which change is required, the tempered approach functions in symbiotic transcendental rhythm. The tempered approach suggested in Kezar, Gallant & Lester (2011), addresses a low profile and meaningful interaction strategy while aligning with properties of the transcendental leadership regarding selflessness, motivation and moral/ logical awareness.

3.1.2 Transcendental Leadership

The leadership style focuses on authentic human interaction of collaborators and building

networks. The leader is not defined to be as such, but is more of an ether or cement that encourages and provides a mutually respected bond. Transcendental leaders promote vision through encouraging human instincts of loyalty for those around, passion for the task at hand, unity, exchange, relationship, and care for others. These qualities act as a catalyst for honest feedback reducing egocentrism to a degree to ensure a close alliance to the truth states Sanders, Hopkins, and Geroy (2003). These features are important as information used for maintenance and problem solving is based on logical rationality. Yaniv & Choshen-Hillel (2012) build on this saying that honest feedback reduces the complexity of decision making by lowering the ambiguity in egocentric noise embedded in the feedback. Cardona (2000) also states the capacity to create and communicate a vision as being fundamental in transcendental leadership. In addition, Sanders et al (2003) regarded clarity between reality and relative unreal (p. 23) as an important feature and stated that the qualities of transactional and transformational leadership models be combined when appropriate.

3.1.3 Tempered Radical Grassroots Leadership

Contained within transcendental leadership is an open temperament. In constantly changing environments, 4th Blueprint strategies which focus on discontinuity, create resistance from those in a corporate culture seeking continuity. The tempered radical finds their place through subtle and meaningful interactions and relationship building with those “interested in the change initiative” as quoted by Kezar, Bertram Gallant, & Lester, (2011, p.137). Furthermore, it defines the tempered radical approach as featuring an emphasis on raising consciousness (low profile), working with traditional approaches to data collection, a use of more indirect forms of influence and establishing powerful alignments within the organisation (p. 142). This approach further lends itself to the emergences of leadership within the organisation removing traditional sourcing in the upper hierarchy.

The committee

The committee to which the new framed work is suggested to work within, remains unnamed, but is primarily responsible is the assessment of the university’s undergraduate program.

4.1.1 Viewpoints – Survey

To assess the validity of implementing the tempered transcendental leadership model, a

survey was constructed to measure the applicability and suitability of the environment in which it is going to operate. A quantitative survey was adapted from Paine (2003) to determine the level of organisational trust within both the unnamed committee and the wider university. It was chosen for its centrality on trust and previous research on transcendental leadership (see Cardona, 2000; Fatollah Najarbashi & Aalikhani, 2014; Sanders et al., 2003). The most relevant points included:

- Openness and honesty.
- Communication based.
- Control mutuality.
- Concern for others.

The survey was constructed for a comparative measurement of the committee and the greater university. Two questionnaires were administered; the committee (Appendix 1) and the university (Appendix 2). Both questionnaires were worded similarly to verify the prevailing leadership styles of the committee and the university. A separate student survey was also administered to gain insight into the need for student agency (Appendix 3).

4.1.2 Survey Results and Discussion

The University (*Appendix 1*)

Respondents were a random selection of foreign and local staff, and faculty members. The survey was put through SPSS and scaled for a reliability which in turn produced a Cronbach Alpha of 0.869. The data was then analysed for frequency.

Results

The results of the survey supported the postulation of two separate leadership frameworks. They clearly identified early hierarchical blueprint leadership styles being used in the greater university. With nearly all the respondents disagreeing on every question, it revealed a system without staff agency and organisational trust.

4.1.3 The University - Discussion

The university appears to be in line with the theoretical leadership postulation of a 1st or even 2nd blueprint framework (see Crowther, 2011).

Contained within the framework are levels of distrust among peers, resulting in animosity and a clear separation of departments. This displays a lack of synergies and a culture of

distrust and fear which may hinder the speed and efficiency at which the inter-human circuit operates. In an academic institution, this is detrimental to the operations of its primary asset: education. Yaniv & Choshen-Hillel (2012) stress It produces a false positive informative feedback which when applied to problem solving strategies, creates a large off centre result of egocentric noise, leading to the development of short term solutions. These solutions, if left untethered to moderation, may become problematic and progress inefficiently leading to high than usual maintenance of policy implementations.. This could then cause a bottle necking of potential performance and efficiency, necessary for accommodating to the unpredictability of reality.

Through observations during the industrial phase of society, this hierarchical style has proven its worth however, it is time-limited. The first and second blueprint leadership frameworks did increase productivity but it was related to mass production of simple re-creatable items requiring physical exertion rather than mental prowess as that of an academic institution. The change in social needs contained in capitalism seem to have small outbursts of commodification resistance. Knowledge, it is suggested, is the wildcard and the jewel that maintains the class system and is deliberately concealed for advantage (see Attie, 2013; Huo, Cai, Luo, Men, & Jia, 2016). Since knowledge is volatile, meaning it is not only physically present but also exists as a potential (Fuhrmann, 2014), it defies the off centred logic of commodification of potential. Knowledge is difficult to be contained, mass produced and priced as was seen in the “dot com bubble” (see Tapia, 2004, p.304). Instead, Borjigen (2015) knowledge must be managed and nurtured in a collaborative system...

Currently, private university settings are geared to making profits using the mass production 1st and 2nd blueprints that helped Japan become an economic powerhouse. However, this corporate culture of low cost mass production of repeatable goods could lead to misfit in academic and service based environments because of the time taken for educational benefits to manifest. An academic institution works in contrast to the standard model of the production industry. It shifts away from labour intensiveness to a knowledge based environment argues Limerick et al (2007). while Cardona (2000) adds that the investment of time and money in skills training should be matched transcendentally, materially, (in the form of equipment) securely and financially in the organisational framework of education.

4.1.4 The Committee (*Appendix 2*)

The survey was administered to 7 committee members and was scaled using SPSS. It produced a Cronbach Alpha of 0.95 and the data was then analysed for frequency.

Results

An opposite level of trust compared to that of the university was found. A large number of respondents agreed with almost every question revealing that the framework encouraged autonomy, agency and trust within the committee members. This would imply the committee is indeed contained within the framework of an emerging 5th blueprint leadership style, demonstrating a rationale for the draw to human connectedness and trust.

4.1.5 The Committee – Discussion

The committee clearly juxtaposes the old framework with the exact questionnaire producing opposite results. It displayed something more than a paradigm shift but an insight into the core of human consciousness.

The results clearly illustrated the positiveness of trust within an organisation. The run off effect indicated a strong willingness to invest more time into the impassioned tasks. To encourage potential it was viewed necessary to distinguish between industrial based and knowledge based organisations as they are entirely different frameworks.

A relaxed atmosphere and high level of trust has allowed the committee to create an ongoing and evolving assessment that is able to draw from the collaborative strengths of the members involved to achieve a flexible measure to suit the unpredictability of reality.

Furthermore, the survey also revealed that an emerging 5th blueprint is able to function within prior blueprints and may also provide a refuge from the dominating systems due to its more humanistic approach to leadership. Innovative thought, free from persecution is a foundational need of the human being and long term learning (see Pennycook, 1989) and it appears functional within the transcendental framework of the committee. This led to the idea of the models suitability for use in the classroom and so was clearly illustrated in the questionnaire given to a random number of students.

4.1.6 The Students (*Appendix 3*)

The third questionnaire was given to students on their first day of classes with full knowledge and consent. This questionnaire focused on student agency and centeredness and the desire for autonomy. The questionnaire was then scaled through SPSS and produced a Cronbach's Alpha of .076. The data was then analysed for frequency.

The almost unanimous consent that students wanted to regain their agency through choosing what to learn, reducing competition to its minimum, and collaboration, was a high reflection of the inner needs of a status reduced social construction within the classroom. These results coincide with that given to teachers. It indicated that for student agency to be returned or maintained it is imperative teacher and students work in parallel to maintain a collaborative atmosphere, and awareness that the teacher must also possess their own agency on order for the students to possess theirs.

Due to these finding, the very qualities of the emerging 5th Blueprint in East Asia is very much a possibility. Pfau stresses (2013) that it addresses the inner need for trust, honesty and safety which produces the freedom to innovate and inspire; essential for an institution providing an education to contribute to an emerging knowledge based and free society).

5.1 Emerging management framework: Theoretical Groundings

To address the trust relationship between the committee, administration and students, a tempered transcendental revitalisation approach could be used within the committee and classrooms promoting further democratisation while having a low impact upon the administrations ridged hierarchical framework.

The Transcendental Framework

The transcendental approach would continue allowing its leaders as well as members, a safe and trustworthy environment. Each member would be aware that everyone in the organisation is willing and ready to use reliable competencies and develop the "capacity to sacrifice themselves in the service of their collaborators, even at the expense of their own interest" in a quote from Cardona (2000, p.205).

The Tempered Radical

To increase the stability of the environment with which change is required, the tempered approach functions in symbiotic transcendental rhythm. The tempered approach suggested in Kezar, Gallant & Lester (2011), addresses a low profile and meaningful interaction strategy while aligning with properties of the transcendental leadership regarding selflessness, motivation and moral logical awareness. Using these two approaches, the interaction within the developing fifth blueprint may provide ease of movement and help safely navigate the parent 1st blueprint framework when necessary. Both transcendental and tempered radical frameworks contain specific qualities which can be applied to the transcendent plan of the committee.

6.1.1 Outcomes of the Tempered Transcendental Framework

The transcendental and tempered frameworks internal and external interconnectedness are at the centre of the emerging 5th blueprint. Murkowski (1952) attests it should be viewed with mindfulness of three dimensions; accounting for volumetric properties of the organisation, the inclusion of space-time which is referred to as the additional dimension or context and Conditions in which the framework is operating within. The emerging 5th blueprint removes the two dimensional limitations of traditional hierarchical top and bottom, and instead produces an awareness of context that ideally lets the framework adapt to a variety of cultural settings at appropriate periods of implementation or maintenance.

In regards to the committee and students, such a framework should provide a significant recourse from which to draw insight in assessment creation that can then be examined and collaboratively trialled for problems. To achieve this, subsections of the entire education system must be assumed due to the interconnectedness of secondary and tertiary systems. The university has the capacity and government approval to define its curriculum to best suit the intake of secondary graduating students (MEXT, 2000). A foundation using this interconnectedness should provide an environment to achieve meaningful outcomes such as encouraging research and development of pedagogical practices not just within the university but the entire system itself. There are three main initiatives proposed that necessitate the operation of the emerging blueprint in its primary stages within the university.

6.1.2 Student agency

Student Centeredness.

The students are the end user in an educational institution and as such, should be considered during framework reorganisation. The pedagogical appropriateness in the deliverance of instruction should also take into consideration the needs and learning styles of the students. The student centeredness questionnaire addressed choice of what to learn, learning environments and self-governance, all of which had unanimous support.

This deliberation should help reorganize the traditional cultural normalities into an emerging 5th blueprint. The teachers will need to also regain their agency to allow the freedom to satisfy the course outcomes most suitable for their classroom. Since both the students and teacher are also in a position of parallel power, the transcendental leadership framework should transform pedagogy to produce dialectic interaction and as Freire (2000) affirms a co creation of knowledge within the classroom. This is reflective of the committee framework. It is beneficial because it provides the committee with relevant contextualised feedback from students and teachers. The emerging 5th blue print is unique in a way that it is designed to be used in a great number of organisational human interactions within the university.

6.1.3 Government directives

Directives for Junior and Senior High Schools.

To further the accuracy of student learning and assessment, there is a need for understanding of what was taught prior to university entrance. By researching The Ministry of education, culture, sports, science and technology (MEXT) outcome frameworks for junior and secondary institutions, problems encountered with the curriculum and syllabus can be rectified within the university so as to provide a seamless continuation of language and cognitive skills (MEXT, 2000) However, due to the nature of the MEXT directives the ambiguity of the framework will produce different syllabuses and outcomes in various schools (see Kobayashi, 1976). For the purpose of later, in depth research, national research grants will need to be sought for the labour intensive gathering of data of junior secondary institutions nationwide.

6.1.4 Distribution and transparency of information

Implanting Information Technology.

One of the important points of a transcendental leadership style is the ease to which information is accessed and distributed (see Cardona, 2000; Sanders et al., 2003). Information technology (IT) has become an increasingly important tool in the modern world and as such, should be used.

IT frameworks should make it easier to allow for the networking of departments and faculties and committee members. The influence from this is the use of IT in classrooms such as I-pad mirroring to classroom projectors, voice recognition to aid instructors and students alike and a stable intranet through which information can flow. This mixed with the natural progression of agency and autonomy in the 5th blueprint says Basu & Barton (2010) may lead to alternative pedagogical practices being adopted.

6.1.5 Professional Learning Communities

The final stage in the reevaluation is to establish a professional learning community upholds Lewis (2010) to encourage troubleshooting and implement a culture of research and investigation whose sole purpose is to keep up to date with the latest developments in education and contribute to the field. It is through awareness of progression and changeability that progress is operational.

Conclusion

The framework design and emerging plan addressed the interconnectedness of the reality in which the committee is contained. The source of a rift between staff was identified through the use of an organisational trust survey which further supported the solution of a tempered transcendental leadership framework. This models prescriptive elements contained organisational trust, pedagogical considerations, MEXT directives, and application of information technology. This heavy leaning towards trust, follows Cardona's (2000) tempered transcendental leadership framework. The framework itself is founded in the natural world through quantum formulation of the world as an undefinable whole and grounded in critical theory to produce an organisational culture of agency, autonomy, human interconnectedness and a critical approach to reality. However, the paper fails to provide definite correlations of

organisation due to its relative small size and restricted geography to East Asia. A wider scale study encompassing emerging economies would be necessary to garner a true representation of knowledge based industries acceptance of an alternative framework and the viability of the emerging 5th blueprint.

Nonetheless, it is hoped that this framework provides a template to which the emerging 5th blue print can be applied across cultures and prior leadership frameworks to achieve a meaningful assessment and encourage washback of trust and collaboration in all facets of the university.

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Contributed to this article through her writing of the following sections

Introduction

Survey development (Appendix 1 and 2)

6.1.3 Government Directives

Appendix 1

Organisational trust

Relationship quality and trust in the Committee

	1	2	3	4	5	6
Culturally rooted: Committee adopts the normal values and beliefs of the University culture.						
Communication based: Communication behaviour providing accurate information, explanations, and feedback appropriately.						
Multi-dimensional: Trust between members consists of cognitive, emotional, and behavioural						
Competence: The committee does what it says it will do.						
Integrity: I believe that the committee is fair and just						
Dependability/ reliability: The committee acts consistently and dependably						
Openness and honesty: This committee maintains a high level of accuracy with shared information						
Concern: Members have a concern for others such as caring empathy tolerance and safety						
Identification: The committee has common goals, norms, values and beliefs						
Control mutuality: Members agree that anyone has the rightful power to influence each other						
Satisfaction: Members believe that the committee is achieving its goal of satisfactorily creating a reflective assessment.						
Commitment: Member feel that the committee is worth investing time on						
Security: Members feel safe with their employment conditions which are reflective of effort.						

1. Strongly agree; 2. Agree; 3. Slightly agree; 4. Slightly disagree; 5. Disagree; 6. Strongly disagree

Adapted from Paine (2006)

Appendix 2

Organisational trust

Relationship quality and trust in the University

	1	2	3	4	5	6
Communication based: Communication behaviour of the university provides accurate information, explanations, and feedback						
Multi-dimensional: Trust between faculties consists of cognitive, emotional, and behavioural trust.						
Competence: The university does what it advertises and says it will do.						
Integrity: I believe that the University is fair and just.						
Dependability/ reliability: The University acts consistently and dependably.						
Openness and honesty: This university maintains a high level of accuracy with shared information.						
Concern for members: Staff members (local and foreign) have a concern for others such as caring, empathy, tolerance and						
Identification: The University has common goals, norms, values and beliefs.						
Control mutuality: Staff members (local and foreign) agree that anyone has the rightful power to influence each other.						
Satisfaction: Members believe that the university is achieving its goal of creating a meaningful learning environment.						
Commitment: Employees feel that the university is worth investing time in.						
Security: Members feel safe with their employment conditions which are reflective of effort.						

1. Strongly agree; 2. Agree; 3. Slightly agree; 4. Slightly disagree; 5. Disagree; 6. Strongly disagree

Adapted from Paine (2006)

Appendix 3

Student centeredness Questionnaire Nationality.....

Please choose the option that best expresses your view

1. Strongly agree; 2. Agree; 3. Slightly agree; 4. Slightly disagree; 5. Disagree; 6. Strongly

No	Question	1	2	3	4	5
1	I learn the most when I choose what to learn					
2	I learn the most in competitive environment					
3	I learn the most when I can relate to the materials					
4	I learn better when students choose assessment policy					
5	I learn the most when I choose how I want to learn					
6	I learn the most in cooperative environment					
7	I learn better when the teachers are not controlling					
8	I learn the most when I study for s					
9	I learn the most when teachers choose what I learn					
10	I learn the most when I enjoy the tasks					
11	I learn better when I do homework assigned by teachers					
12	I learn the most when I do activities of my own choice					
13	I learn the most when I engage in group activities					
14	I learn better when students plan the lessons with the teacher					
15	I learn better in a lecture-based classroom					
16	I learn better when I am under pressure					
17	I learn better when teachers plan everything alone					
18	I learn the most when I am told what to do					
19	I want to be able to learn on my own					
20	I learn better in a stress-free environment					
21	I feel responsible for my learning when I make my own choices					

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