

**LEADERSHIP: CHALLENGE OR NEED IN FACULTY DEVELOPMENT**

**JOSÉ CARLOS DA SILVA FREITAS JUNIOR**  
UNIVERSIDADE FEDERAL DO RIO GRANDE DO SUL (UFRGS)  
freitas95@yahoo.com.br

**IZABEL REGINA DE SOUZA**  
UNIVERSIDADE DO EXTREMO SUL CATARINENSE (UNESC)  
izabel@unescc.net

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## **1. INTRODUCTION**

Leadership is an issue discussed in many fields such as, religion, business, health, and so on. We have many studies in these areas, but not many regarding to leadership in the education system. In this sense, universities can be consider as a complex organization. Organizations have been viewed as rational entities in pursuit of goals, as coalitions reacting (or proacting) to strategic constituencies, as individual need-meeting cooperatives, as information processing systems, and so on (Cameron, 1981).

Today it can be observed that the universities engaged in entrepreneurial activities often review and reform their organization in order to respond to external demands effectively as well as internal demand. An entrepreneurial university, on its own, seeks to work out a substantial shift in organizational character so as to arrive at a more promising posture for the future. Governance, management, leadership are changing in these educational organization around the world and should come first (Bleiklie & Kogan, 2007).

In their recent studies Ekman, Lindgren and Packendorff (2017) agree that people should come first and they point out that universities need to be concerned about leadership development and this should be done with the faculty. So, following these authors idea we can address this question: how important is to develop leadership in professors, lectures and professors? This is a question that can be addressed to school university managers, and off course most of them will agree that it is important. But if we ask what and how are they developing faculty leadership skills, the answer probably will vary. It is not their fault; this is a topic about which here is a consensus but for many reasons is neglected.

Firstly, it is important to mention the difference between professor and lecturer. Lecturer is the title of a teacher who has just started to teach at college and university level in undergraduate courses and a professor is a senior academic who has more experience (Morgan, Whorton & Gunsalus, 2000). In order to standardize the text, from now on we will use the term “professor” because it is wider and although he may have experience that does not mean that he should not develop leadership.

Regarding to leadership, Harris (2003) agrees with the above idea and affirms that despite extensive literature on ‘leadership in education’, the dominant discourse about leadership does not include any serious consideration of the term. For this author, professor leadership is either dismissed as yet another label for continuing professional development or simply rejected because of the complexities of viewing professors as leaders within a hierarchical school system where leadership responsibilities are very clearly delineated.

Crawford (2016) argues that articulating the unseen in a way that stimulates debate in educational administration, and to do it clearly and carefully is a challenge that I would be willing to accept. There are barriers to the leadership development. For example, some administrators simply cannot devote enough time and energy to school improvement. Fuertes and Sedlacek (1993) give some other example: lack of institutional policy to develop leadership, lack of organizational encouragement, and ignorance of values as barriers to leadership development, in other words they summarize that some managers and some professors don't know the importance of developing leadership. This is one point that must be clarified to be avoided.

Harrison and Killion (2007) point out that professors exhibit leadership in multiple ways. Some leadership roles are formal with designated responsibilities and other more informal roles emerge as professors interact with their peers. The variety of roles ensures that professors can find ways to lead that fit their talents and interests. Regardless of the roles they

assume, professor leaders shape the culture of their schools, improve student learning, and influence practice among their peers.

In addition, besides the students, who are the stakeholders from the professors' actions? It is necessary to be considered, because if the professor is a good leader. Do parents, staff members, the larger community can also benefit from professor's actions? This is another important question that can help the administrators thinking about the importance of the professor's leadership development.

Recently Bloom *et al* (2015) developed an international management index for management education and presented descriptive evidence on management quality and education outcomes across schools and universities of different types within and across countries. They found out that the adoption of modern managerial processes is fairly limited: on an index of 1 to 5, the average management score across all countries is 2.27, which corresponds to a low level of adoption of many of the managerial practices. Regarding to the emerging economies Brazil (2.0) and India (1.7) have the lowest scores.

This is evidence shows the importance of the discussion promoted by the present study. In terms of Brazil we are the largest country in South American with an estimated population of 204 million habitants. Approximately 18% of the Brazilian population consists of children ranging in age from 0 to 11 years, and 12% of the population consists of young people ranging in age from 12 to 18 years old, thus indicating that a considerable portion of its population requires basic educational programs (Ministério da Educação, 2016).

The Brazilian education system is composed of public and private schools. Even though public education still holds more than 80% of the students, the number of students enrolled at private schools increased 14% from 2010 to 2013 according to the research "*Censo da Educação Básica*", by INEP, one governmental organization Concerning to high education the number does not change so much, Brazil has one of the highest proportions of students in private universities of any country in Latin America: 73 per cent compared with an average of 45 per cent in the region as a whole.(Nes, 2015).

So, we can consider the education management as a field of study for business researchers because the results and changes needed depends on the management and leadership actions and it begins with leader motivation. This way if professors develop leadership skills they will leverage the educational organization as well as student achievement (Crawford, 2016; Epitropaki, Kark, Mainemelis & Lord, 2017).

In this context, the purpose of the present study is therefore to present the importance of professor leadership and raise some ideas for improving leadership in these professionals.

To this end we did a survey with some professors and managers who were in a in Management Mastering Course in the US and with some professors and managers from an university in Brazil to understand their perceptions and knowledge about professor's leadership development.

This study is structured as follows: section 2 presents the literature review. Section 3 covers methodology and section 4 discusses the results of the survey. We conclude the research with the final considerations in Section 5.

## **2. LITERATURE REVIEW**

This section is divided into two main topics, leadership and professors as leaders, because it is necessary to understand these concepts to analyze the survey and raise some ideas for improving leadership in these professionals.

## 2.1 LEADERSHIP

Initially, we must understand that the study of leadership is not nearly as precise as, for example, the study of chemistry. To begin with, the social world is much less organized and less susceptible to the rules of the physical world (Bennis, 1996).

Corroborating the idea of the complexity of the issue, Bergamini and Coda (1997) argue that several aspects of leadership studies have proven contradictory, meaning what seemed coherent at a given time does not seem to be enough to explain reality further. Tolfo (2010, p. 198) adds that, "on the one hand there is a great interest in ways to exercise leadership, on the other hand, there is no widely accepted framework because it shows an unfinished concept in a number of issues". Besides that, there are different approaches, from the perspective of several authors. Generally, one can understand leadership as the process of providing a direction and influence individuals or groups for the common goals the group are achieved (Hitt; Miller; Colella, 2007). Also, according to these authors, leadership is a continuous process in order to lead a team to achieve the goals.

Given the range of authors on the subject and the various approaches studied in the course of literature, for this literature review, will be concentrated in situational approach to leadership. Another important aspect is that to know what the leader is, it is necessary to emphasize the attributes and roles of a leader (Vries, 1997). It is also relevant to study of what the leader does, and after that, focus on the process involving leaders and followers (Burns, 1978; Kotter, 1997). In addition, it is imperative to comprehend the environment, the subordinates, and the time (Bennis; Nanus, 1988).

Knowledge of these concepts is the basis of this project. As was shown above, there is not only one definition and one approach. In this sense, Harris (2003) comes with another good interpretation:

*“leadership is about learning together and constructing meaning and knowledge collectively and collaboratively. It involves opportunities to surface and mediate perceptions, values, beliefs, information and assumptions through continuing conversations. It means generating ideas together; seeking to reflect upon and make sense of work in the light of shared beliefs and new information; and creating actions that grow out of these new understandings. It implies that leadership is socially constructed and culturally sensitive. It does not imply a leader/follower divide, neither does it point towards the leadership potential of just one person. It is within this theoretical tradition that the idea of professor leadership is most clearly located”.*

Lastly, Lord and Maher (1991) mention that the better the match between a perceived individual and the leadership concept held by the perceiver, the more likely it is that the perceiver actually ‘sees’ the individual as a leader. It is what the leadership categorization theory defines. So it is possible to understand that someone recognized as a leader is also perceived to be more powerful and influential (Cronshaw, Lord, 1987).

In our context it is important to comprehend the leader and follower’s role this is called leadership and followership identity processes, in particular, play a significant role in indicating ‘who will lead’ and ‘who will follow’ as well as ‘how leaders and followers will influence’ and ‘be influenced’. Examining identity is important as most of the dominant theoretical paradigms in the leadership field (e.g., trait theories, transformational and charismatic theories, Leader-Member Exchange) focus on how others see and evaluate leaders (or followers) and how leaders and followers behave. Understanding how leaders and

followers see and define themselves, as well as understanding the complex ways in which these self-definitions develop, change, and are influenced by leader-follower interactions and contexts, is an important piece of the leadership puzzle that can offer us unique insights on the drivers of leader and follower behaviors and actions (Epitropaki, Kark, Mainemelis & Lord, 2017).

The next section will contextualize the roles and definitions about professors as leaders.

## 2.2 PROFESSORS AS LEADERS

The concept of ‘professor leadership’ has emerged in England as a ‘new way of looking at leadership’ in the beginning of this century, yet the idea is far from ‘new’, for within the USA and Canada, professor leadership is a well-known and accepted form of leadership activity. It has a very respectable academic lineage with internationally known researchers (Harris, 2003).

However, before starting any leadership program it is important to keep in mind the benefit of this program. Many authors believe that developing professor leadership will not only be good for the organization, but all stakeholders will benefit.

Muijs and Harris (2003) agree with this statement and suggest that professor leadership could have beneficial effects on school improvement, school and professor effectiveness and professor motivation and retention, but that the right conditions need to be in place in order for professor leadership to flourish.

Harris (2003) points out that from the international literature there are overlapping and competing definitions of the term ‘professor leadership’. The fact that there exists some conceptual confusion over the exact meaning of professor leadership makes its pursuit of legitimacy within the leadership field much more difficult to achieve. So, as shown above, this concept must be clarified, the table 1 brings some concepts about professor leadership.

Table 1 – Concepts of professor leadership

Authors	Concepts
Katzenmeyer and Moller (2001)	‘professors who are leaders lead within and beyond the classroom, identify with and contribute to a community of professor learners and leaders, and influence others towards improved educational practice’
Coggins and McGovern (2014)	professors have a measurable, positive effect on students, schools, and the teaching profession. Teach Plus recruits, selects and trains outstanding professors to be leaders in their schools and in district and state policy debates.
Boles and Troen (1994)	‘collective leadership in which professors develop expertise by working collaboratively’
Wasley (1991)	the ability to encourage colleagues to change, to do things they wouldn’t ordinarily consider without the influence of the leader’

Source: the authors

These shared meanings represent the prevailing values, norms, philosophy, rules and climate of the organization, in other words its culture, so it is necessary a clear demarcation of roles and responsibilities to implement the concept of professors as leaders. (Harris, 2003). Similarly Morgan (1986) affirms that cultural or symbolic theoretical perspective would suggest that leadership is part of the interactive process of sense-making and creation of meaning that is continuously engaged in by organizational members. Leadership therefore can only be understood in relation to shared or invented meanings within an organization.

According to Harrison and Killion (2007) professor leaders assume a wide range of roles to support school and student success, and these roles can be assigned formally or informally. Professors can lead in a variety of ways and can serve as leaders among their peers.

So, to develop the professor's leadership it is necessary to know their roles, so that it will be possible to focus in the skills needed. The table below presents the main roles for professors.

Table 2 – Roles For Professors

<b>Resource provider</b>	Shares instructional resources - For classroom use - web sites, materials, readings, etc. - For professor use - lesson plans, articles, assessment instruments, etc.
<b>Instructional specialist</b>	Helps colleagues implement effective teaching strategies - differentiation, co-planning with professors - research-based strategies (Marzano)
<b>Curriculum specialist</b>	Focuses on how standards, assessments, and pacing charts relate to curriculum
<b>Classroom supporter</b>	Works in classrooms with professors to coach, model, demonstrate, observe and critique
<b>Learning facilitator</b>	Leads professional learning community that identifies student needs, current professor knowledge (and knowledge gaps), and what types of learning professors need. This leads to professional development planning.
<b>Mentor</b>	Mentors new professors by serving as a role model, and advising about instruction, curriculum, procedure and politics
<b>School leader</b>	Shares the vision of the school; serving on school and district committees, supporting school initiatives
<b>Data coach</b>	Helps peers analyze and use data to support instruction
<b>Catalyst for change</b>	Always looks for continuous improvement. Visionary, not content with status quo. Must feel secure in their own work. Poses questions to help others analyze student work.
<b>Learner</b>	Models continuous improvement and life-long learning, applying what they learn to support teaching and learning.

Source: Adapted from Harrison and Killion (2007)

Robinson, Lloyd, and Rowe (2008) conducted a meta-analysis that compared two types of school leaders. *transformational leaders and instructional leaders*. The former focus more on professors. They set a vision, create common goals for the school, inspire and set direction, buffer staff from external demands, ensure fair and equitable staffing, and give professors a high degree of autonomy. In contrast, *instructional leaders* focus more on students.

Seven major mind frames inform high-impact instructional leadership. These leaders understand the need to focus on learning and the impact of teaching. They believe that their fundamental task is to evaluate the effect of everyone in their school on student learning. They also believe that success and failure in student learning is about what *they*, as professors or leaders, did or did not do. They see themselves as agent of change. Besides, these kinds of leaders see assessment as feedback on their impact and understand the importance of dialogue and of listening to student and professor voices. They set challenging targets for themselves and for professors to maximize student outcomes. They welcome errors, share what they have learned from their own errors, and create environments in which professors and students can learn from errors without losing face. High-impact instructional leadership is riskier than transformational leadership because leaders have to publicly declare what success mean and they may not get there, at least not quickly (Robinson, Lloyd, and Rowe, 2008)

This study comes to show how important it is to discuss this topic, to raise some new ideas and create opportunities for professors develop their leadership's skills according to the policies of the educational organization that he or she belongs. It is also important to take into consideration that leadership concepts differ among managers, subordinates and colleagues, the less influence will be exerted. (Brodbeck, et al, 2000).

Effective professor leadership improves teaching and learning outcomes and gives professors` voice in policy making at all levels. In addition, it is necessary to keep in mind that as baby boomers retire and those with less than ten years of experience teaching experience have become the majority of the teaching force, professor leadership is experiencing resurgence in popularity (Coggins & McGovern, 2014). Based on this literature review, in the next section we present the methodology approach.

### 3. METHODOLOGY

This section aims to describe the research methodology used in this study. It was followed a qualitative approach used by Marshall and Rossman (1999). The research is in line with a phenomenological research paradigm, in the case of a qualitative proposal, which according to Collis and Hussey (2005, p. 59) "emphasizes the subjective aspects of human activity focusing on the meaning, not the measurement of social phenomena".

The method chosen was the survey. The questionnaire was developed based upon the study of Muijs and Harris (2003) and validated with two professors from Brazil and one professor from US. all of them with PhD, experience in teaching and management.

This study engaged a two-stage approach to data collection, an introductory phase beginning with the initial explanation of the objective of the research when the participants were able to check the questionnaire and clarify their doubts and the answers to the items described in the survey.

First the data collection was performed in the United States in November of 2016. The participants were 14 students and 4 associated professors from a Mastering Course focused in Management with an educational approach located in San Antonio, Texas. In June of 2017 5 more questionnaires were applied with manager and professors in an University from the South of Brazil.

All of interviews were applied for at least one of the authors. So the total people interviewed were 23 and they can be classified as follow:

Table 3 – Participants

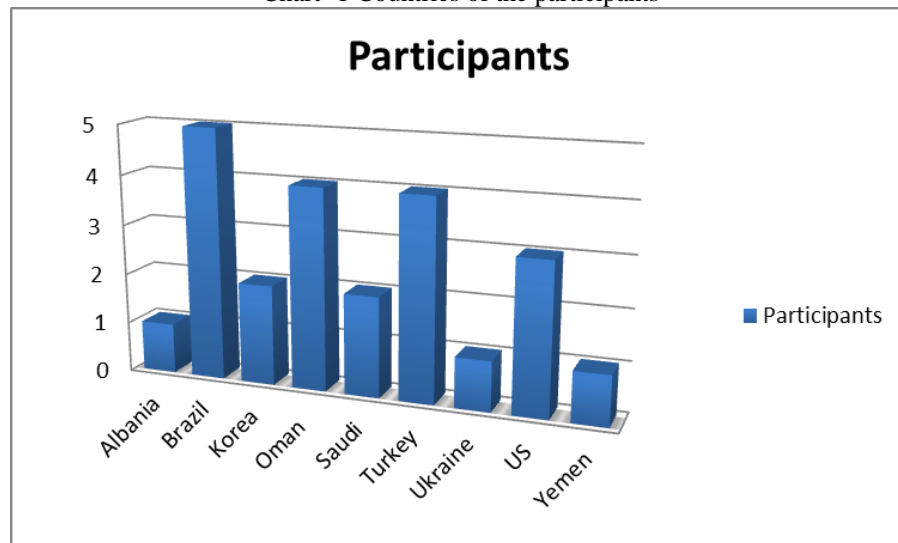
Interviewer	Country	Genre	Interviewer	Country	Genre
P1**	Albania	Female	P13	Saudi Arabia	Male
P2	Brazil	Male	P14	Saudi Arabia	Male**
P3**	Brazil	Female	P15	Turkey	Female
P4**	Brazil	Male	P16	Turkey	Female**
P5	Brazil	Female	P17	Turkey	Female
P6	Brazil	Male	P18	Turkey	Male**
P7**	Korea	Female	P19	Ukraine	Male**
P8	Korea	Female	P20	United States	Male
P9**	Oman	Male	P21	United States	Female**
P10	Oman	Male	P22	United States	Female**
P11**	Oman	Male	P23	Yemen	Male
P12	Oman	Male			

Note: Experience as Professor and Manager \*\*

Source: the authors

Observing the table 3 it is possible to see that the participants are well qualified to give important contribution for this study. Participants remained anonymous. They were renamed as P1 to P23 because during the analysis in some parts is necessary to refer to his quotations and most of them request to be kept anonymous. Besides that, another characteristic that enriched the research was the variety of countries as can be summarized in the chart below.

Chart- 1 Countries of the participants



Source: the authors

To the data analysis were used the methods consistent with qualitative approach as recommended Marshall and Rossman (1999). What this will be covered in the next chapter. The analyses categories were built based on Muijs and Harris (2003) and Kempster, Jackson and Conroy (2011) and are present in the data collection instrument, that are: The Importance in Developing Professor Leadership; The Roles For Professor Leaders , The Most Relevant Leadership Skills and Limitations and Barriers in Developing Professor Leadership.

#### 4. ANALYSIS OF THE RESULTS

In this section we analyze the results. The analysis` categories will follow the main topics as mention in section3: the importance in developing professors` leadership, the roles for professor leaders, the most relevant leadership skills and limitations/barriers ones face in developing professor` leadership. .

##### 4.1 THE IMPORTANCE IN DEVELOPING PROFESSOR LEADERSHIP

All of interviewees consider it is important to develop professor`s leadership skills. The reasons vary. P 4 pointed out that, “for a professor to be a good leader in his classroom and among his peers it is necessary to achieve genuine improvement of his leadership skill”. Besides that, some respondents, like P 5, P 7, P 12 and P 20 emphasized leadership will allow the professor to better manage his/her class and motivate his/her students.

To Katzenmeyer and Moller (2001) professors who are leaders lead within and beyond the classroom, identify with and contribute to a community of professor learners and leaders, and influence others towards improved educational practice. These ideas were present in 13 of interviewers. This demonstrates that they are really worried about this topic and understand that being a professor is more than teach lessons.

P17, P22 and P23 believe that faculty must be motivated to motivate and they also point out that if professors develop leadership skills they will leverage the educational organization as well as student achievement (Crawford, 2016; Epitropaki, Kark, Mainemelis & Lord, 2017). So it is clear that all interviewers agree with the importance of professor leadership development and give many suggestions and ideas that will be presented in the following items.

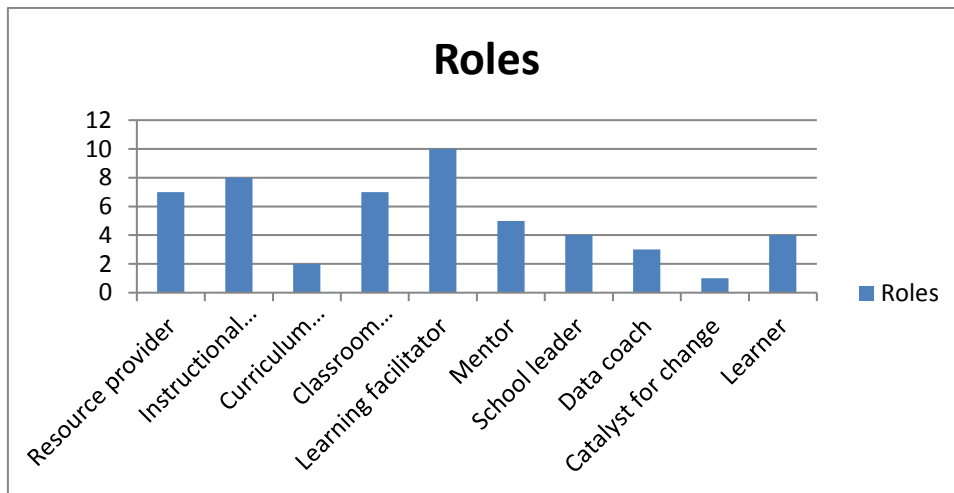


## 4.2 THE ROLES FOR PROFESSOR LEADERS

According to Harrison and Killion (2007) the main roles for professor leaders are: resource provider, instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor, school leader, data coach, catalyst for change and learner. Don't need to be capitalized.

Then, the participants were asked for to rank these roles in order of importance. To this analysis were considered the three main roles pointed by the respondents. The chart 2 below illustrates the answers.

Chart 2 – The main roles for professor leaders



Source: the authors

The results show that the main roles for professor as leader are: learning facilitator, resource provider, instructional specialist and classroom supporter. These roles are presented table 2 in literature review and go beyond those pointed out by Harrison and Killion (2007) and show the real need to develop leadership in the teaching staff, since there are several roles developed by them. That is why these roles are necessary to considered in a program for professor leadership.

## 4.3 THE MOST RELEVANT LEADERSHIP SKILLS

The literature points out some skills professors must develop to be a good leader. The participants ranked these skills in order of importance as presented in the chart below. Three main skills pointed by the respondents in this analysis were considered.

Chart 3 – Leadership skill



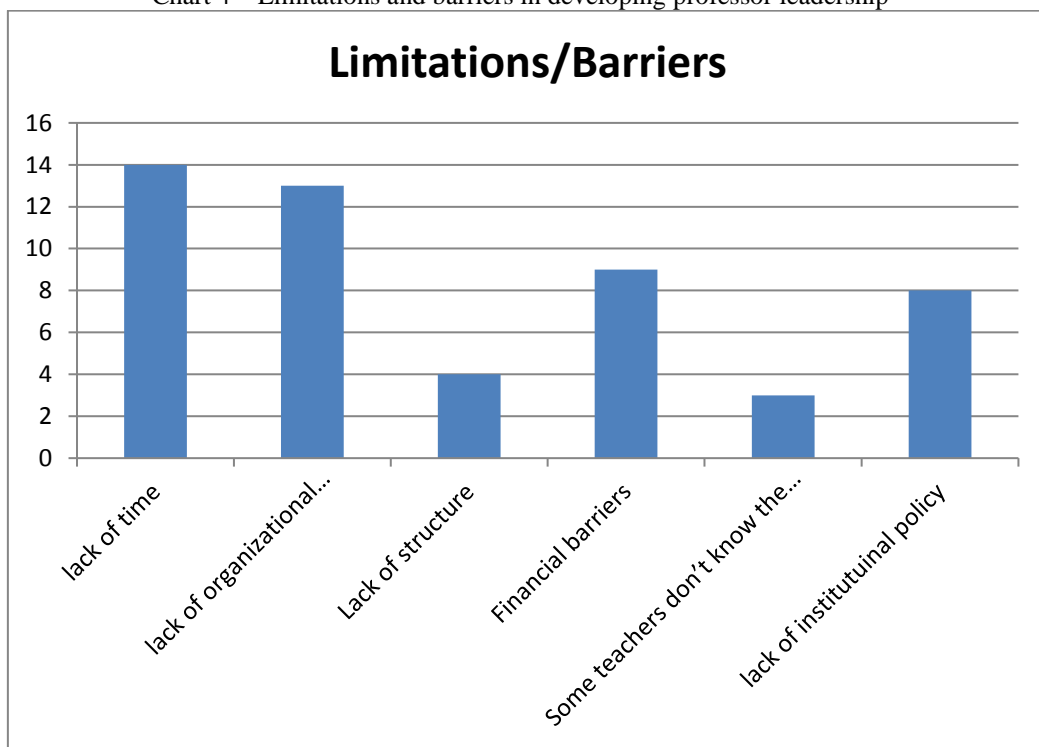
Source: the authors

These skills are also present in the study of Hathaway, Rosen, Myers and Laws (2017) and should be considered as steps to be developed in the teaching staff. One can not generalize the result, each university should do a competency assessment to target its leadership development program, but these skills presented here can serve as a starting point.

#### 4.4 LIMITATIONS AND BARRIERS IN DEVELOPING PROFESSOR LEADERSHIP

This last category presents the main limitations and barriers in developing professor leadership. The same criteria, as presented in the previous analysis, were asked for the participants to rank these limitations and barriers in order of importance.

Chart 4 – Limitations and barriers in developing professor leadership



Source: the authors

If one analyzes these limitations and barriers it is possible to notice that the main problems are lack of time and lack of organizational encouragement. Some participants also added that it is necessary to take into account the difficulty in freeing professors from duties, particularly ones not concerned to learning, but administrative and others. The results are aligned with the barriers presented by Richardson and Lynes (2007) and Fuertes and Sedlacek (1993), and should be analyzed in the context of each university, as they may not be perceived as such.

Considering these results, in the next item will be presented a guideline to put these theories in practice.

#### 4.5 GUIDELINES FOR PROFESSOR LEADERSHIP DEVELOPMENT

In this item we present the guidelines for faculty leadership development. This guideline will consider the theory based on Bennis (1996), Bennis and Nanus (1988), Cronshaw and Lord (1987) and Kempster, Jackson and Conroy (2011). We analyzed these authors suggestions and the answers given by the participants. This way, to achieve the organizations' goals it is necessary to follow six steps as follows:

##### **1<sup>st</sup> Step – The Gap**

The first step is to know the gap. It is important to know where we are and where we need to be. In other words, it is necessary:

- To know the skills needed to be a leader, for this we can use the result presented in item 4.3.
- To assess a professor's skills. To accomplish this, we can use many techniques such as: class observation, self-assessment, performance assessments, feedback, and so on.

##### **2<sup>nd</sup> Step – Motivation**

Both, the manager and the professors must be motivated. The manager because he/she will need to prioritize, invests money and time in the leadership development project and the professors because they need to know the benefits in developing professor leadership. So, it is necessary to use extrinsic and intrinsic motivation. We present some suggestions to motive the faculty.

Suggestions for professor motivation:

- Publicize the program to the professors.
- Create workshops for discussion.
- Think about rewards for the professors and let them know.
- Show the usefulness of the process, like the use the training as a prerequisite for some tasks, or trips or visits in some important places as part of the program, etc.
- Involve all the staff.

##### **3<sup>rd</sup> Step - Create an environment to develop professor leadership**

This third step is close to the second, maybe some actions can work for both, but the environment is also related to the infrastructure and some policies and procedures. According to the respondents professors must trust their leaders first. They must also have incentives in

order to aspire to a position of leadership. So, to this end we present some suggestions raised from the respondents' answers, as follows:

- One must have a place for at least an informal gathering.
- Always check the needs of the workplace, even with the “trivial” resources, like comfortable chairs, light, air conditioning. For this, it is a good idea to have one person in charge of infrastructure.
- Create and promote a good atmosphere in the workplace.
- Plan informal meetings to let the professor more comfortable.
- Provide incentives and reward creative ideas.
- Provide supervisor support.
- Provide courses and workshops.
- Plan and share the tasks among the faculty with some criteria in order to give all of them equal opportunities to develop their leadership skills.

#### **4<sup>th</sup> Step – Know the limitations and barriers**

We can use the results presented in Item 4.4. to analyze the limitations and barriers. Some participants raised some important topics to take into consideration, like the difficulty in freeing professors from duties, particularly ones not concerned to learning, but administrative and others. The suggestion for the school manager is to discuss all the limitations and barriers with his/her staff and create strategies to overcome them.

#### **5<sup>th</sup> Step – Design**

This step is divided into two: development training and creating opportunity tasks or projects considered useful for the development of professor leadership.

##### Development training:

If the organization still does not have one department or section in charge of a personnel development, it is necessary to create one. Because it is better to have people thinking only about development, it cannot be one more task for one professor or other administrative personal. It is important to keep in mind that to be successful it is necessary to professionalize training.

##### Tasks or projects useful for the development of professor leadership

We can create many programs that can be standardized as a prerequisite for all professors. For example, it can be customized according to the gap observed in step 1. Here are some examples:

- Job training
- Workshop sessions
- Courses
- Feedback from supervisor observations
- Mentoring
- Coaching

To create opportunity tasks or projects considered useful for the development of professor leadership we can use some suggestions given by the respondents:

- Involve the faculty in the decision making process.
- Empower the faculty. Sponsor activities for renewal (group discussions, guest speakers, workshop attendance, and conference participation).
- Bring new books and materials.
- Encourage the faculty members to provide input and suggestions.
- Vary the assignments of faculty members.
- Encourage conduct of research.

### **6<sup>th</sup> Step – Evaluation**

During and after the professor leadership development project it is very important to evaluate. This is the last step but it will provide feedback to improve the new process. Here it is mandatory to evaluate the process and the professor who participate in one program or training.

The most important consideration in teaching evaluation, both for improvement purposes and for personnel decisions, is the use of multiple methods of teaching evaluation involving multiple sources of data. The program can not only evaluate the professors, but also other stakeholders. We suggest some useful techniques:

- Student survey.
- Colleague feedback (peer observation).
- Self-evaluation.
- Stakeholder survey.

## **5. FINAL REMARKS**

The purpose of this study was to present the importance of faculty leadership development and raise some ideas for improving leadership in these professionals. To achieve these goals we surveyed professors and managers in order to see their perceptions and knowledge about leadership development.

Firstly we presented the importance of professor's leadership through the literature review, and following the methodology we analyzed the results. After all, based on Bennis (1996), Bennis and Nanus (1988), Cronshaw and Lord (1987) and Kempster, Jackson and Conroy (2011) and considering the results we raised some ideas for improving leadership for these professionals to put the theories in practice.

The guideline has six steps and it is must be understood as a guide not as a rule. It is flexible and can and should be adapted to one's organization's context. Because the interview results and the suggestions of the interviewees do not take into account all the factors of each university. But yes, it should serve as a starting point, because it synthesizes ideas already consecrated by authors and are joined to the look of the management practice and teacher of the interviewees.

As limiting the research we must consider that the research is qualitative and as already discussed, the results should not be generalized. Therefore, as a suggestion of future research, we indicate the depth of this study in other universities. It is also suggested the development of a leadership instrument for the faculty. And, we also suggest to be developed quantitative researches to increase the universe of interviewees and to deepen in the study of the subject.

Finally, we have to take in consideration that providing the opportunity for professors to develop their leadership skills will allow them to have the chance of growth. They will be able to bring many ideas good ideas and opinions, for example, about creative practices applied in

their classes that can be spread out among professors. In summary, the whole learning process will benefit.

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