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## **Advancing Organisational Models via Leadership and Governance Role to the Development of Entrepreneurial Universities: The IMOJ Perspective**

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# **Advancing Organisational Models via Leadership and Governance Role to the Development of Entrepreneurial Universities: The IMOI Perspective**

## **Abstract**

Innovation and entrepreneurship are not only influenced by the values and culture created by the leaders but also to some extent by their style and role particularly those with authority and strategic decision-making capacity. The paper takes advantage of the upper echelons model proposed by Hambrick and Mason (1984) drawing on the leadership and governance (L&G) theme in the 'Guiding Framework' for entrepreneurial university (Entre-U) which is jointly designed in 2012 by the European Commission (EC) and Organisation for Economic Co-operation Development (OECD) to explore the role in entrepreneurial higher education institutions (HEIs). By reviewing materials in a special issue and other journal outlets, the paper aims at contributing to the understanding of the Entre-U phenomenon at the organisational/university level. Findings reveal that strategic planning and decision-making are major roles of L&G. The novel contribution of the research is the proposition of the Innovation-mediation-outcomes/outputs (IMOI) model that could be useful to examine L&G role within the Entre-U context which could also be used to update the old Input-Process-Output (IPO) and Organisational Elements model (OEM) of organisational phenomenon thereby enhance our knowledge in other management research.

**Key words:** Entrepreneurial University, Leadership, Governance, Higher education, Upper Echelons, Innovation-Moderation-Outcomes (IMOI), European Framework.

Word count: 6,600

## 1 Introduction

*The future of the universities lie in three parts: (i) the need to live in the market such as the prerequisite to be well positioned for commercialisation of research, technology and knowledge transfer (ii) the requirement to be entrepreneurial such as continuously being unique and best at what they do and (iii) the necessity to be innovative such as effective utilisation of the creative skills and retention of best workforce (Clark, 1998, 2004; Etzkowitz, 2003).*

*In responding to the current rapid technological and societal changes in the information economy, universities are experiencing exceptional challenges in defining their knowledge triage (functions) of teaching, research and innovation (Van Vught, 1999). While the UK HEIs system is universally valued its role is experiencing a hard time (Browne, 2010, p. 2).*

In addition to the various dimensions of complexity: structural, organisational and socio-cultural attributes (Middlehurst, Goreham, & Woodfield, 2009) that characterise the HEI system, then the above cotes show that increasingly, the societal context is presenting unprecedented and tremendous challenges to HEIs with the need to do more (Mian, Fayolle, & Lamine, 2012). While their leadership is challenged to exhibits different attributes from its transactional perspective, the governance requires a changing role. The key message is that it is essentially important to have new format of leadership within the HEIs such as transformational entrepreneurial leadership (TEL) with creative, innovative and change ability to strive and successfully respond to the new society as mentioned by Lamidi & Williams (2014). The traditional view of HEIs as semi-autonomous are challenged and transformed with the new perception that higher institutions are no longer only knowledge creators but also innovation driven entities (Lamidi & Williams, 2014). These changes require entrepreneurial HEIs and their leadership to do things in different ways such as implementing new strategies. The reality is that the knowledge-centred economy is increasingly changing the way we work, behave and live especially within the HEI system.

Furthermore, L&G is reckoned as one of the seven main assessment topics of the HEInnovate tool that the EC and OECD jointly promulgated to help HEIs pursue the goals of becoming more entrepreneurial via a self-assessment process (European Commission & OECD, 2013). Despite that L&G is seen as a critical aspect in Entre-U development, few studies have taken L&G as their unit of analysis in the Entre-U domain. Therefore, the present research seeks to contribute to the pool of knowledge on Entre-U and leadership domain by answering the key question:

- What is the role of L&G in the development of an Entre-U?

The remaining part of the article is structured into six areas which are as follows: The succeeding section introduces the review of existing literature. It opens up with the contributions of the selected materials by providing a summary of the discussions on the analysed papers in the *higher education quarterly* (HEQ) journal. The next section briefly outlines the research method adopted in the study. The subsequent part explains the leadership characteristics, highlighting the role of leadership and governance. The fourth aspect unravels some of the contested understanding about Entre-U while the fifth part explicates the conceptualisation of IMOI model in relation to the role of leadership and governance. And finally, rounds up with a brief summary of the paper in the form of conclusion and recommendations outlining avenues for future research.

## 2 Literature Review

The three key determinant elements that characterised Entre-U include the institutional, organisational and individual factors (Guerrero & Urbano, 2013). To exemplify how the individual characteristic could have effect on entrepreneurial development is to draw on the case of Professor Anthony Foster at Essex University. Prior to his appointment at Essex as the Vice-Chancellor in 2012, Professor Foster was the Deputy Vice-Chancellor of Durham University and one of the qualities looked into for being appointed was the evidence-based of his leadership and management experience portfolio. According to a statement by the Chair of governing body, David Currie, stating that:

*“Professor Foster will bring wide strategic leadership and management experience to Essex. He has played a leading role in placing research-led teaching, growth in postgraduate students’ numbers, internationalisation of the curriculum and development of international partnerships at the heart of Durham’s strategy”*(University of Essex, 2012).

Though University of Essex is not yet a publicly renowned Entre-U, it has the self-identity tenets of an Entre-U and this comment well defined how individual attributes can influence both organisational and institutional characters. Therefore at the organisational level, understanding the key individual characteristics of the roles of those in leadership position is not inappropriate. Perhaps, it has been noted that analysing the influence of governance structure, university culture and support measures in the transformation process of Entre-U will aid the understanding of the mechanisms that bring benefits to the society, especially the education system (Guerrero & Urbano, 2014).

It is extremely important to recognise the impact of L&G as part of the route to transformation on university’s entrepreneurialism. It is premised on the assumption that a sustainable entrepreneurial institution cannot have been successfully transformed without distinct strategies and practices. Various studies (e.g Neary & Saunders, 2011; Stensaker, 2013) concur that the involvement of academics in the core functions and restructuring of their universities take various ways. This indicates that university leaders have major role to play in the transformation of their universities and therefore this aspect requires greater attention to practically enhance our understanding in this domain. The essence of L&G is best capture by the Lambert, stating that:

*The vision and management skills of the vice-chancellor, more than other individual determine the future shape and success of a university. The role of the vice-chancellor is now more akin to that of a chief executive officer in an operation turning over hundreds of millions of pounds each year. The challenge of developing and implementing sustainable long-term strategies and financial plans requires considerable managerial and strategic as well as academic leadership* (Lambert, 2003, p. 100).

As suggested, this research area is of major significance because universities are playing a fundamental role in reducing the social-economic pressures in the society (Lamidi & Williams, 2014) and increasingly contributing to regional economy progression. Thus, universities as independent institutions are exceptionally significant by being capable to seek solutions to the economic turmoil that cannot be sorted by other knowledge disseminating providers (Bosetti & Walker, 2010, p. 7). Conversely, university leaders provide the dynamic that move the institution, community and economy forward. This reinforces the need to focus on a particular aspect, the L&G theme of the European Guiding Framework. However, this is not to say that there are no other contributing factors as L&G is only a portion of a whole.

The inference is that as the universities are coping with the changing dynamic environment of higher institutions, L&G in higher education sector is becoming the central of the modernization structure. As an advisory message from the NCEE academic adviser, Professor Allan Gibb advises that university leaders should:

*....Engage actively with the wider stakeholders, accept wider responsibility, employ entrepreneurial staff, embrace student and graduate entrepreneurship, create rewards systems, facilitate a wider range of inter-disciplinary activity and allow entrepreneurial culture to be embedded in all schools (Gibb & Hannon, 2006, p. 3).*

In similar direction, some writers (e.g Clark, 2001; Klofsten & Jones-Evans, 2000) acknowledge that entrepreneurial institutions are organisations that employ an entrepreneurial management style with its community (staff, students and faculty) and relate with its external context (regional and local) in an entrepreneurial approach. This perception of Entre-U therefore considers L&G as having influence on entrepreneurial agenda of the university. To this end, it is controvertibly axiomatic to claim that L&G is a critical aspect in the emergence of Entre-U. The next section provides an overview of the special issue reviewed.

## **2.1 The Contributions of the Special Issue**

Taking a moment to reflect on the conceptions of organisational design even though they have wider conceptual and scientific uses (Schofield, 2009), for the purpose of this study and in the changing context of higher education, *governance* is a structural interactions created for organisational consistency (Middlehurst, 2013), a form of steering beyond government influence to societal influence across higher institutions' networks (Treib et al. 2007, p. 3 cited in Stensaker, 2013, p. 258); *management* is the monitoring of universities resources and actions for efficiency and effectiveness achievement of envisioned outcomes (Middlehurst, 2013, p. 277). Indeed a devolution of decision-making structures especially about resources which is why strategic teams are side-lined by governors; and *leadership* is seeking opportunities, setting strategic directions, investing in and drawing on people's capabilities for the development of organisational objectives and values (Middlehurst, 2013, p. 277). In consistent with Sporn's (2001, pp. 122–123) definition of *governance* as structure and processes of decision-making, *Management* is the structure and processes for the implementation of the broad decisions and *Leadership* is the structure and processes (positions and roles) through which people pursue to have impact on decisions. Though each of these components provides a fractional account of the institution complex mechanism, one could however agree that their relevance to Entre-U cannot be underrated and therefore understanding these concepts is not meaningless (Peterson & Mets, 1987).

Besides, management, L&G has been identified as elements that may constrain or encourage entrepreneurial activity (Rothaermel et al., 2007, p. 708). Despite that organisational culture, managerial and organisational issues are major challenges for academic leadership ("Identifying challenges for academic leadership in medical universities in Iran," 2010), increasingly, HEIs are adopting the business-like leadership and management style to keep up with the new university third mission in the information economy (Blaschke, Frost, & Hattke, 2014).

It is worth noting that these organisational design features have weight on entrepreneurial activities and the two traditional missions (teaching and research) of universities. For example, entrepreneurial leadership model as a frame for strategic development even though it has been sketched as not the sole model highlighted in strategic plans of universities while shared governance is acknowledged to be less relevant in addressing the issues emerging in a more dynamic environment, it remains a tool for government to get involved in the management of higher education (Stensaker, 2013, p. 256). More so, the European Commission urged for the development of more flexible governance and funding systems with the objective to aid in developing strategic and professional university leaders, and ensure that the setting of strategic direction is autonomous to HEIs (EC, 2011, p. 9 quoted in Stensaker, 2013, p. 257). Thus, these organisational elements are indications of a transition from a control-and-command to negotiation-and-persuasion (Magalhães, Veiga, Amaral, Sousa, & Ribeiro, 2013, p. 309) and have been identified as part of the series of fundamentals that influence Entre-U (Sporn, 2001, p. 122).

### 3 Method

With the exemption of a 2009 article that fits very well within the quality criteria set out for the literature search process, the synthesis include articles written in the period 2010-2014, so published during or after the reviews of two great contributors: Burke (2010, p. 51) who indicated that the traditional organisational sciences theories and conventional leadership theories do not prove effective in the present of the changing dynamic in the education industry which as well expressed that also the new leadership models in educational and organisational theory are yet to be advanced. Also, is Watson (2012, p. 41) who concluded that in an attempt to answer the question “who decides what the university is for, and how?” is a very complicated situation that calls for greater attentions.

As initially signalled, the research is a single embedded-case study meta-analysis. It is a single-case study because it involves the great contribution and analysis of five papers within a particular journal, 2013 special issue in the *Journal of HEQ* while it is embedded because it synthesised five different papers in that particular journal. The selection criterion of this Journal is that it publishes articles associated with policy, strategic management and ideas in higher education context. Besides, the existing literature reviewed are the most current and covered various aspects of higher education leadership, governance and management issues, which are within the scope of the current study. Mostly interesting is that the selected papers are from diverse culture representing United State of America, Europe and Asian context. The summary of the five materials is depicted in Table 1. Since single case study is individual by nature and is vulnerable to issue of non-generalisability, by incorporating other materials this drawback is more likely to be overcome. Therefore, other literature were also recorded and presented in Appendix 1 and the reference section.

As noted earlier, the present study starts by reviewing the contribution of other authors in a special issue on leadership and governance, HEQ by maximising the systematic literature (SR) approach. SR emphasis is central on a transparent, rigorous, and reproducible procedure that helps in capturing a holistic view of extant literature for both intellectuals and political reasons (Kitchenham, 2004). Following the innovative idea of Rothaermel, Agung, & Jiang (2007) that conducting systematic approach to synthesising literature is vital in Entre-U research and in line with the above criteria, the current research therefore

purposively selects the HEQ journal as the initial stage to analyse the ongoing changes in the higher education sector in consideration of leadership, governance and management.

Furthermore, to arrive at a distinct model of L&G role, the search boundary was set by Subject Area within academic journal articles outlined in *the Journal Quality List*, Fifty-second Edition edited by Harzing (2014). The primary source of the literature search was based on the Public Sector Management discipline within which the HEQ outlet resides as it occasionally publishes higher education research. Then 'Entrepreneurship', 'Innovation', 'General and Strategic Management', 'Organisation Behaviour/Studies', 'Human Resources Management' and 'Industrial Relations' were tracked as the secondary literature sources. These disciplines were targeted because they include journal publications that frequently focus on entrepreneurship studies. In order not to omit relevant articles, additional journals from other disciplines were included and provided in the list of reference. The search for literature was carried out via electronic database Summon using the primary Boolean search terms of 'leadership\* AND governance\*', and the secondary search terms of 'entrepreneurial AND higher education institution' in the Title and Abstract fields to identify articles. The theoretical logic for the use of these key search terms was to ascertain the most relevant articles within the scope of the study and to exclusively disregard less relevant ones. Since the search for L&G in entrepreneurial HEI did not yield sufficient and significant result, the author focuses on general L&G. This search process generated 403 articles. The articles' abstract were reviewed to select those articles that focus on school or education practice and exclusive enough to discard least relevant ones, which resulted in 133 articles. Excluded materials also include book review and newspaper articles because they tend not capture a complete view of the subject matter. Also, excluded were papers that do not cover at least two of the three elements: L&G, and management. Then the 133 articles were screened once again to detect those full articles that mainly comply with the inclusion criteria set above as well as cover 'higher education context' and those that provide insights into 'L&G roles', also invoke simple quality measures to observe the systematic gathering of information and the proposal of logical results in the papers. This provided 9 articles out of which 5 fell in a special issue which were synthesised and coded as: author/s, title, country of origin, research question or objective, method and sample, key construct, theory or model, key findings and summary (see detail in Table 1) and the other 4 articles synthesised are presented in Appendix 1.

Table 1: HEQ Special Issue Analysed Papers

Author (s)	Special Issue Title	Country of Origin	Question or Line of Inquiry	Method and Sample	Key Constructs	Theory or Model	Key Findings	Summary
Magalhães et al. (2013)	Governance of Higher Education: Practices and Lessons drawn from the Portuguese case	Portuguese	To what extent is the legal framework; New Public Management in Portuguese Higher Education influencing the governance reform outcomes?	Document Analysis between the period 2007-2011 on all the 15 public universities in Portugal	Governance reform, institutional autonomy, traditional public administration, new public management, collaboration, network	Meta-governance, governance theory, Managerialist view	Findings show that the adaption of the RUES into Portuguese higher institutions to some extent induce the reconfiguration of university governance from public-private domain to public-private relationship. It is also captured that the developmental stage of the NPM law place emphasis on networks instead of the internal hierarchical structure of universities that characterises university leadership (referring to the Portuguese higher education sector).	Though a Portuguese context, the analysis extends to the European member nations as it sketches out the enhancement of institutional autonomy (p. 310). Thus, institutional independence is a key feature that induces the emergence of EU
Middlehurst (2013)	Changing Internal Governance: Are Leadership Roles and Management Structures in United Kingdom Universities Fit for the Future?	UK	What are the volatile operating conditions of higher education in the UK?	Analysis of national policy reports, higher education reviews, White Papers and other extant literature on UK universities between 1987 and 2003	University structure; governance, leadership and management, funding, performance, change and continuity, institutional differences	Clark's Entrepreneurial University framework; strengthened steering core, stimulated academic heartland, extended development periphery	Analyses give an indication that there is an urgent call for reinterpretation of the university internal arrangements to suit future demand in a modernising and reforming circumstances	Clark's framework was invoked as an organising tool to sharpen our understanding of the internal governance changes that the UK universities are experiencing. Rethinking higher education has been strongly emphasised as a way of addressing some of the resource constraint issues (p.281).
Shattock (2013)	University Governance, Leadership and Management in a Decade of Diversification and Uncertainty	UK	What are the implicit implications of the multiplicity in the executive representation at the cost of the old university governance such as board members?	An examination of the British Universities	senior management teams, board members, academic or organisational structure, pre/post 1992 universities	Upper Echelons theory and Leadership theory	A decrease in academic involvement in governance to an increase in governing bodies which has widened the gap between academics and strategic teams. Analysis confirms Morgan's (2010) and Witchurch's (2012) findings that the 20% increase in the top management team size placed the team at a more powerful position. To some degree, this hinders working relationships with partners and other university components. Even the voice of academics are hardly contributed to the central policy of the institution	The collegiate participative approach of the pre-1992 universities now appear to be pertinent among the post-1992 institutions. The more hierarchical the university becomes the lesser the engagement with academics and outside networks. However, those institutions that have demonstrated a better academic product, an improved service and a more distinctive academic culture may be assumed to be characterised by less hierarchical structure

Author (s)	Special Issues	Country of Origin	Research Question or Line of Inquiry	Method and Sample	Key Constructs	Theory or Model	Key Findings	Summary
Stensaker (2013)	Re-inventing Shared Governance: Implications for Organisational Culture and Institutional Leadership	US	What are the perceptions of and place for shared governance in the strategic development of institution?	A documentation analysis of the strategic plans of five universities in the Nordic Region	Strategic development, governance,	Entrepreneurial, collegial, corporate enterprise and representative democracy model	Changes in HEIs is portrayed to have stem from shared governance which is reflected in the monitoring and evaluation of strategic plan implementation. The Entrepreneurial model has proved to be the dominating model in universities strategic plans. All five case universities have same patterns; rationality, critical reflections, human rights, academic freedom in research and teaching, high ethical and democratic standards. All case universities consider systematic leadership training and skills as prerequisite within the universities.	Despite the increased shared governance, new types of academic leadership are required within HEIs. Governance is a reflection of government identity in higher education. Marketisation of higher education coupled with reform and change initiatives triggered the involvement of various stakeholders in university governance (citing Etkowitz et al., 2000; and others p. 259). It has been cautioned that the changes in higher education context should be described in a less deterministic approach (p. 269). This is because it involves wider environmental issues ranging from academic to political to social and economic challenges
Whitchurch et al. (2013)	Reconciling Flexible Staffing Models with Inclusive Governance and Management	UK, US + Hong Kong	How does institutional management and governance practices facilitate innovative developments?	A two stage data collection of 53 interviews with VCs, Pro-VCs, Head of Departments, Committee of University Chairs, Universities HR, senior and middle management staff in 7 universities; 3 pre-1992, 3 post-1992 and 1 private institution	Staffing model, staff review, performance-related,	Integral, private sector and partnership models	The narratives show that either of the three approaches employed, there is a transition from management that emphasis mainly on addressing boundary issues toward a more collective solutions that generate an intergroup relational identity. Observations show that in situation where managers are employed on a rota basis, managerial capability expectations at departmental level are critical. It is revealed that pre-1992 and post-1992 universities have different approach to changes. While it involves a transition of the whole for post-1992, it is a specified change in the case of the pre-1992	More flexibility in the staffing arrangement of HEIs is not only a requirement of the wider environmental changes but rather a demand in the changing aspirations and expectations of the workforce (p. 234). This probably may not be unconnected to the agony of becoming more enterprising individual and entrepreneurial competent

## 4 Overview of Leadership Characteristics Phenomenon

This study is prompted by the need to examine L&G roles within the substantive context of Entre-U. As such it is proper to draw on some of the leadership characteristics as an approach to contextualising the concept of leadership. According to Kan & Parry (2004, p. 468), the four key characteristics of leadership phenomenon are: changing context, influencing behaviour, working with others and achieving goals. Agreeably, it is the authors' belief that central to leadership literature is the change concept. The concept of change defines leadership as drivers of transformation (Lamidi & Williams, 2014, p. 51 citing Kuipers et al., 2013), indeed a situational-based leadership required in the period of change. Therefore, change events particularly the ongoing transition from Mode 2 (research) to Mode 3 (Entrepreneurial Mission) within the higher education context is suitable to examine the role of L&G.

Gupta, MacMillan, & Surie (2004) in their re-assessment of the cross-cultural data generated from the Global Leadership and Organisational Behaviour Effectiveness (GLOBE) project by House et al., (1998), propose two dimensions of the actions of entrepreneurial leadership toward the pursuit of their entrepreneurial vision: (i) scenario enactment that constitutes three key roles-framing, absorptive capacity and path clearing of the leader and (ii) cast enactment that involves two further roles-building commitment and decisively specifying limits of the leaders. This model provides a representation of the roles pertinent to entrepreneurial leadership and as such suggests a basis for the development of L&G roles.

In a current publication, Lamidi and Williams (2014) in their article titled '*Leading Transformational Change in HE: Discussion of Literature and conceptual Framework*', proposed a new model of leadership based on a contingency approach and identified three key elements of leadership which are: change, creativity, and innovation. It is asserted that the core feature that defines leadership in a period of transformational change is the ability to tackle uncertainties and respond to challenges in an innovative and creative way. Though, Lamidi & Williams' (2014) provided a detailed evaluation of the main tenets of leadership characteristic that can drive innovation in a state of dynamics, their framework of leadership based on a synthesis of the literature is yet to be validated and therefore could not give a true picture of leadership role. While the present researcher acknowledges and appreciates these views, now the general features of leadership are comprehensibly and comprehensively amassed and analysed pointing to the key role of L&G.

Starting from a minuscule level, role of leadership is enormous but pertinent to the Entre-U concept is the strategic role of university leaders and decision-making of shared governance. With reference to the two cotes in the introductory section, resources such as human, social, financial, technological, commercial, and physical capital and capabilities as well as excellent reputation, prestige and networks (Guerrero, David, James, & Damien, 2014; Vilalta, Pifarré, & Betts, 2011) required to meet the expectation of the new knowledge-based society is centred on the strategic role of the leaders and decision-making of the governance arrangement.

On the premise of the strategic function, three characteristics emerged: strategic creation, strategic implementation and strategic change (Thompson, 2001). The commodification and commercialisation of university's products into the market sits on effective planning and implementation so as to enhance socio-economic advancement. Thus, for universities to be well-positioned in the market it is dependent on the theme of strategy creation. However, it is mentioned that strategic plans should be less rigid as ideas are refined with experience and it is less obvious to predict all the concerns involved in activating the ideas (p. 434). In doing so, the leaders are framing a challenge that tend to reinforce the team to the limits of its abilities with no pressure to go above their limits (Gupta et al., 2004, p. 247). For example, at the heart of the University of Hertfordshire's strategic plan is the concept of 'Business-Facing' coined by ex-Vice Chancellor, Professor Tim Wilson and his successor has been building on the entrepreneurial reputation of the University. Another similar example is the 'specific target' setting approach that the Vice-Chancellor of University of Huddersfield, Professor Bob Cryan adopts following his appointment in January 2007. There is a much greater focus on specific target now and much greater accountability than what it was in 10-15years ago. One could claim that the successful implementation of these approaches has led to entrepreneurial reputation of these two universities. These examples indicate the essence of L&G in Entre-U.

Furthermore, sustainable Entre-U gain leading-edge by building a coherent relationship with university's members (students, staff and faculty) and well-established interactions with the regional community they operate for the sake of implementing series of strategic actions. Typical example is the University of Huddersfield which was selected for the Times Higher Education Entrepreneurial University of the Year Award in 2012 on the basis of embedding entrepreneurial activity into the fabric of its institution thereby fostering enterprising thinking among its academic community and beyond. As such one could concur that the leaders and governors are undertaking the path clearing role by being in the position to negotiate the internal and external environments. Then the University moves away from the implemented strategies to achieving success which is ultimately reinforced by innovation and strategic change that gives the institution a pioneering landmark, an entrepreneurial reputation.

On the notion of decision-making role of the governance, is the idea to incorporate enterprise and entrepreneurship education (EEE) into higher education curriculum (Young, 2014) to develop leadership, team and organisational skills that will enable students to work, live and interact in today's economy. This decision does not occur as a single effect but as intervening mechanisms between the causes (internal and environmental factors) and consequences (outcomes/outputs) of Entre-U by multiple agents (university-industry-government) working together to implement survival strategies. Formulating a vision of the future state could be associated with the absorbing uncertainty role of the leaders (Gupta et al., 2004). However, the control of organisational decision-making is pronounced to be affected by key players (Lamidi & Williams, 2014). An ideal example to indicate the governance role is the post-1992 universities with Higher Education Corporation Constitutions which encourage a more top down structure. This view is also well spotted by Shattock (2013, p. 220) who in comparison with pre-1992 institutions, considered that the governing bodies of the post-1992 universities are like company board of directors in creating and driving institutional strategy, particularly pointing to the University of Huddersfield, Portsmouth University along with two other institutes.

Entre-U is a global phenomenon that has attracted government initiatives and schemes to be devoted to this particular aspect with the main aim to contributing to economic growth

and development. In this respect, the leaders use their team-building skills to stimulate and mold a highly committed team whose efforts are coordinated to accomplish and realise the vision (Gupta et al., 2004). Though measuring the impact of EEE is fragmented, some policy reports and empirical research (e.g Anderson, Culkin, Penaluna, & Smith, 2014; Barakat & Hyclak, 2009; Williamson, Beadle, & Charalambous, 2013) have confirmed that it has positive implication on the attitude of students. It has been evidenced that involvement in EEE enables students to acquire useful business related skills, knowledge and competences for growing their own businesses, particularly noted that participation in EEE lead to change in attitudes of becoming more entrepreneurial and employable (Williamson et al., 2013).

Just as universities differ in nature and context so is the feasibility of EEE is greater in some European member countries even with those in the same region. For example, it is reported that the sequential delivery themes of Youth Entrepreneurship Strategy (empowering, engaging and equipping) have been claimed to have impact on students' attitudes and skills, and ultimately the number of start-ups in Wales than any other region in England. The strategy have been proven to creating the next generation of entrepreneurs and therefore aspire other areas in the UK that would also like to develop their own enterprising minds (Pennycook, 2014). To this end, the leaders decisively specify limits by reshaping the perceptions of the individuals about their own capabilities (Gupta et al., 2004, p. 248) thereby inspiring and instilling creativity ability in them.

Look at in this fashion we can see L&G role focusing on promoting entrepreneurial value and culture, providing entrepreneurial learning opportunities and supporting the creation of new businesses and rejuvenating the existing ones in a more useful way via strategy and policy implementation. Consequently, this is in consistent with the 3Es of the YES themes (empowering, engaging and equipping) but extends well beyond EEE to encompass teaching and research.

It can be deduced that central to the development of Entre-U is the strategic planning and decision-making role of L&G. These are major roles that have implications on strategy, organisational structure and culture and in turn affect university's actions and practices of becoming more entrepreneurial. This observation reaffirms past research (such as Gjerding, 2005) that found culture, strategy and structure as principal components in the development of entrepreneurial HEIs which need to be balanced and as such do not exist in isolation. Therefore, this implies that each element mediate into one another. As exemplified in the work of Lamidi & Williams' (2014, p. 62) that strategic autonomy and modification of organisational structure are central to leadership role. At this end, the paper introduces the IMOI framework to nurture and sharpen our knowledge and understanding of L&G role in the entrepreneurial context of higher institutions. Before proceeding to the discussion of the new IMOI framework, it is crucial to set the context of other contributors to the Entre-U phenomenon.

## **5 The Entrepreneurial University: Contested Understanding**

Not only that Entre-U literature lacks a unified theoretical base (Mian, 2011), there is also multiple views about the phenomenon that has trigger researchers and scholars in the field to address the concept using various terminologies. From the concept of academic entrepreneurship, Klofsten & Jones-Evans (2000, p. 300) identify eight types of academic entrepreneurship which include: contracted research, consulting, patenting, spin-off, sales,

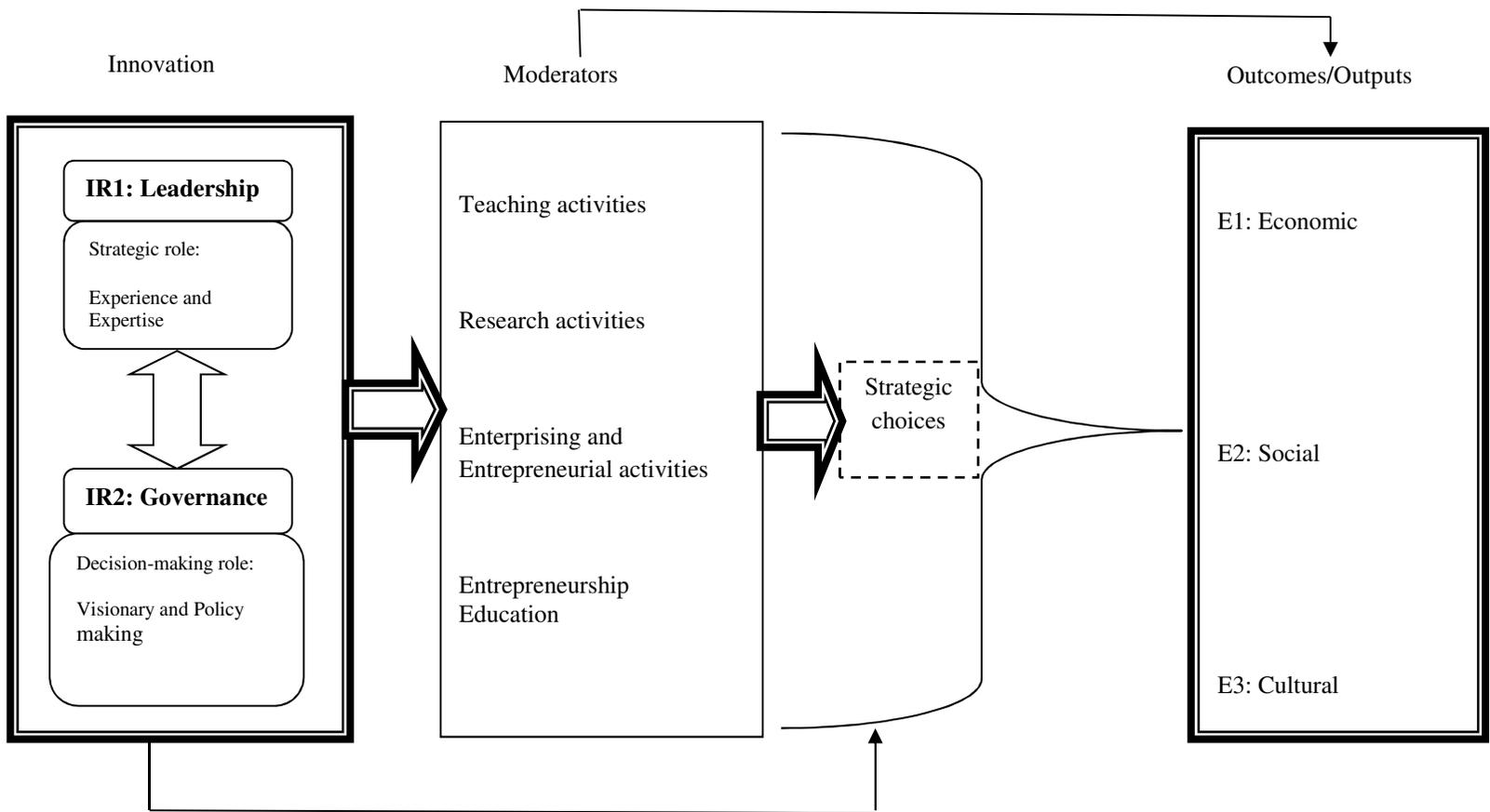
testing external teaching and large scale science projects, which the authors consider as entrepreneurial activity. Adopting the concept of entrepreneurial university, Guerrero & Urbano (2013) consider institutional economic, organisational and individual factors as key determinants of Entre-U. Similarly, Guerrero & Urbano (2014) see Entre-U as natural incubators that empower the academic community (staff and students) to seek and exploit entrepreneurial opportunities along with their teaching and research functions (Guerrero et al., 2014; Guerrero, & Urbano, 2012). Integrating the concept of academic entrepreneurship and entrepreneurial university, Urbano & Guerrero (2013), posit that organisations that are entrepreneurial are prime catalysts for regional and social growth. According to Savetpanuvong & Pankasem (2014, p. 243), Entre-U is any higher institution that can nurture and encourage the development of new ventures that is creative, innovative and adaptive via its research and commercialisation activity to contribute to meeting economy expectations. As a way to reconcile the empirical puzzle about Entre-U, the OECD and European Commission jointly launched a guiding framework called the 'HEInnovate', a tool consisting of seven key areas including: L&G; Organisational Capacity, People and Incentives; Entrepreneurship Development in Teaching and Learning; University-Business Relationships for Knowledge Exchange; Pathways for entrepreneurs; The Entre-U as an Internationalised Institution; and Measuring the impact of Entre-U (EC & OECD, 2012). The HEInnovate or European Guiding Framework is to allow HEIs to self-assess themselves in making their institutions more entrepreneurial. Despite these ground-breaking contributions, yet the conceptualisation of Entre-U remains inconsistent. In this sense, Entre-U is a multifaceted and complex phenomenon that itself calls for research in innovative areas, another innovation of its own.

Therefore, this piece of work could increase our understanding and provide new insights into the interpretation of the Entre-U concept. As stated earlier, one of the key purposes of this study is to review role of L&G in Entre-U.

## **6 Conceptualisation of IMOI Framework**

Upper echelons researchers propose a theoretical framework to demonstrate the link between top management team (TMT) or chief executive officers' (CEO) visible and invisible attributes in reflection of perceived organisational outcomes and performance (Hambrick, & Mason, 1984). The authors assumed that there is strong relationship between top managers and the strategies they pursue. The core tenet of the theory is that management at the top level play vital role in engineering the organisation (Carpenter, Geletkanycz, & Wm Sanders, 2004). It is premised that the TMT and executives' cognitions, values, experiences and personalities have significance impact on their mentalities of making sense of situations which then reinforce their strategic choices (Hambrick, 2007). Subsequently, this may be the case for L&G in higher education that are in the position to steer the strategic actions in the direction of entrepreneurialism thereby complying with the expectations of the society to achieve social and economic gains.

However, in the present study emphasis is not placed on only those at the top but to be inclusive of leadership at all levels in entrepreneurial HEIs, these include university supervisory board, school executive boards, department executive boards, school department or councils and committees amongst others who are in the position to develop agenda, provide critical reflection, devise strategy and debrief information such as feedback as identified by Blaschke, Frost, & Hattke (2014, p. 720). In this sense, this author now presents the Innovation Mediation Output/outcome framework as a guide for understanding L&G role in the Entre-U context.



**Figure 1:** University-based Leadership and Governance IMO Framework

Where the innovation (I) theme represents the social environment of what Guerrero et al. (2014) and predecessors termed as internal and external factors (herein refers to as innovation role=IR). For the purpose of this study, it is considered as the innovation logic of Entre-U that is epitomised by the skills, experience and support offered by people from within and outside of the universities to becoming or become entrepreneurial HEIs (Brown, 2011, p. 87). In this regard, the IR comprises of experiences and expertise of the leaders and visionary, decision and policy making of the governing bodies that are utilised by drawing on multiplicity of opinions in formulating strategy and policy for educational purposes which have substantial influence on strategic choice. Thus, improving the prospects of institutional success require well-established and effective relationships between chairs, CEO or vice-chancellors and boards (Melville-Ross, 2010, p. 3). The mediating or moderating (M) factors constitutes the traditional teaching and research functions and the newly introduced EEE that are welcomed to complement the traditional missions of universities. All of which are key determinants of Entre-U on which the strategic choices are based. With the 'O' theme, these four activities of higher institutions directly have influence on the outcomes and performance (social, economic and cultural benefits) of Entre-U. And as a non-linear approach, the 'O' construct in turn have significant impact on the 'I', thereby making entrepreneurial institutions to evolve in an iterative manner. Thus, the role of entrepreneurial society is more than generating commercial activities, it leans more toward contributing and providing leadership that create and facilitate entrepreneurial thinking, resources, achievement, and entrepreneurial organisations (Audretsch, 2014). Therefore, in an entrepreneurial economy, universities are not only agents of transformation but facilitators of innovative activities, making use of their conceptual and cognitive-based resources and capabilities in a more productive way.

In addition to the European Framework, this article introduces the economic, social, and cultural dimensions, meaning that Entre-U plays a significant role in the wider environmental context through transformation of the society. The theoretical logic is that L&G uses their unique strategy and decisions to develop and change the individual attitudes and behaviour to become more entrepreneurial for their personal development and to benefit the wider society.

*Proposition 1: strategic role*

The Entre-U utilises the experience and expertise of the leaders to fulfil its entrepreneurial agenda in designing and implement strategic objectives.

*Proposition 2: decision making role*

Entre-U is different from other universities based on its entrepreneurial vision that is swayed by the decisions of the governance structure.

*Proposition 3: economic, socio-cultural outcomes*

In addition to the academic outputs, the capacity of both effective leadership and strong governance is to have impact on the economic, social and cultural elements of the society via individual transformation. This offers entrepreneurial HEIs with competitive advantage against other institutions.

## 7 Conclusion and Future Directions

This paper provides an overview of entrepreneurial HEIs' L&G role at the university level. By integrating evidence in a special issue with items in other journals, the main findings reveal that the decision and strategic view of the leaders and governors affect strategy, structure and culture which have been evidenced as key characteristics of an Entre-U. However, implementing an entrepreneurial strategy, stimulating an entrepreneurial structure and embedding an entrepreneurial culture is at the discrete of some people in powerful positions (not necessarily only those at the frontlines) and as such requires strong governance and effective leadership. It is within this context that the role of L&G becomes feasible and sustainable for entrepreneurial performance. The outcomes of the analysis however are in four folds: First the result reaffirm previous studies (e.g Gjerding, 2005) that strategy, structure and culture are elements of an entrepreneurial organisation. Secondly, it conforms with North (1990, 2005), Veciana & David (2008), Thornton et al. (2011), Guerrero & Urbano (2012) and Guerrero et al. (2014) assertion that building an established structure for human interaction is central to Entre-U objective in the economy. Thirdly, it concurs with Guerrero & Urbano (2013) that individual level attributes is a major characteristic of Entre-U. And finally, it supports the TEL framework that Entre-U is strongly characterised by university leaders with key transformational and entrepreneurial tenets of leadership (Lamidi & Williams, 2014).

However, from the analysis, L&G is characterised by strategic and decision-making role which impact on structure, culture and strategy of the university. Higher education L&G need to be stronger and effective to be able to adapt to the new social and economic landscape in more entrepreneurial ways. While this study elevates our understanding in and contributes to research in the entrepreneurial outlet, it as well could advance our knowledge in organisational behaviour and management field. The contribution to other management field is that the 'I' dimension in the model could take the place of the input logic in old OEM and IPO models. This is of significance because we are in a dynamic world where methods, models or approaches need new updates.

It is observed that while there are numerous literatures on L&G and management covering wider education system, study focusing on L&G in entrepreneurial HEIs is rare. Possibly, this could be that scholars in the entrepreneurial field are focusing more on other activity aspects than organisational design associated with the phenomenon or due to the complex nature and varied orientations associated with the entrepreneurial domain which may have shift their attentions away from this topic. Perhaps, this could be the reason why Burke (2010) points out that despite variety of theories and models, leadership in education and traditional management theory face the challenges of advancing a theory and practice for today's working pattern. In this respect, the lack of literature makes it somehow difficult to identify areas for future research. However, the current research contributes a novel model that could be apply across varied disciplinary boundaries or possibly transcend them all and methodological recommendations are offered for further insights.

Since this research is a single case study meta-synthesis that analyses papers in a particular journal, future research should consider multiple case analysis or comparative study to examine L&G role in Entre-U by focusing in more detail on specific institutions, and as such the legitimacy of these roles would further be empirically supported. Also, primary data source should be integrated with secondary materials to capture in-depth view of the subject.

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Table 2: Other 4 Materials incorporated and synthesised along with the HEQ Special Issue

<b>Authors</b>	<b>Country of Origin</b>	<b>Research Question or Objectives</b>	<b>Method and Sample</b>	<b>Findings</b>	<b>Summary</b>
Bikmoradi, Brommels, Shoghli, Khorasani-Zavareh & Masiello (2010)	Iran	To explore the leadership challenges perceived by academic managers in medical schools and universities in Iran	A qualitative study using 18 face-to-face, in-depth interviews with academic managers in medical universities and at the Ministry of Health and Medical Education analysed using content analysis.	Evidence show that the main challenges to academic leadership could be categorised under three themes, each of which included three sub-themes: (i) organisational issues (inefficacy of academic governance; an overly extensive set of missions and responsibilities; concerns about the selection of managers); (ii) managerial issues (management styles; mismatch between authority and responsibilities; leadership capabilities), and (iii) organisational culture (tendency towards governmental management; a boss-centred culture; low motivation).	The finding suggests that for Iranian universities to grow and strive it is crucial to assign authorities base on the roles of academic staff and leaders at governance.
Blaschke, Frost & Hattke (2014)	Germany	To provide a micro foundation of leadership, governance, and management in universities based on the underlying communication of strategic issues among governing bodies.	A longitudinal case study of a comprehensive reorganization of a German university.	Results suggest that leadership, governance, and management are not necessarily conflictory but reflect in four complementary micro patterns, these are: (i) agenda building; (ii) critical reflection; (iii) devising (bottom-up, top-down and integrative) and (iv) debriefing. However, despite the increasing managerial regulation, results confirm that the strategic issues of research and teaching at the university's core remain largely autonomous.	The study focuses on how institutional logics translate into micro patterns of communication. It points out that: rather than 'managerialism' replacing 'collegialism,' organizational change unfolds in oscillating sequences of these four micro patterns.

<b>Authors</b>	<b>Country of Origin</b>	<b>Research Question or Objectives</b>	<b>Method and Sample</b>	<b>Findings</b>	<b>Summary</b>
Burke (2010)	N/A	To address the potential for new frames of reference on leadership through the correlations between the emergent theory of distributed leadership and the philosophy of shared governance in higher education.	Review of distributed and shared governance literature	It indicates that universities grounded in the philosophy of shared governance provide structures with the potential to house the theoretical activities of distributed leadership. It expresses that conceptualising leadership theories within the structure of shared governance for postsecondary education will prove valuable to advancing distributed leadership	It notes that by developing an integrative power of the distributed leadership and shared governance theories, it remains constructive for both leadership in education and organisational behaviour domain.
Middlehurst , Goreham & Woodfield (2009)	UK	To present a historical examination of leadership and leadership research in higher education. To examine why research (on leadership, management and governance) is regarded as an important activity for the Leadership Foundation for Higher Education and what role it plays in the Foundation's agenda.	Historical analysis of research commissioned between 2005-2008 undertaken by researchers and consultants	The Leadership Foundation of Higher Education (LFHE) in the UK is responsible for supporting and enhancing the development of leadership, management and governance across the sector. Findings identify three key complexities associated with higher education, these are: structural, organisational, and socio-cultural complexity.	Referring to other authors, it highlights that organisational complexity of higher institutions is characterise by various forms: (i) collegial institutions, (ii) entrepreneurial organisations, (iii) political organisations, (iv) organised anarchies and (v) cybernetic self-correcting systems (p. 318).