

Effective Leadership in Quality Assurance for Higher Education: A Literature Review

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Abstract—Leadership plays key role in quality assurance effort. Higher education institution needs to be led by leader who can apply his leadership effectively. This paper provides the importance of quality assurance for higher education and the effective leadership role in assuring the quality of higher education institution based on qualitative approach with literature study method. It then introduces previous studies of quality assurance and effective leadership with its attributes for higher education that can be implemented by leaders of higher education. The writer derived the literature publications from many countries especially USA and UK. As a result of the analysis of the studies selected is the identification of effective leadership attributes in assuring the quality of higher education. The findings are 10 attributes of effective leadership in quality assurance for higher education.

Keywords: *effective leadership; quality assurance; higher education*

I. INTRODUCTION

In this article, the writer selected previous studies about the importance of quality assurance for higher education in the last decade. Basically, those studies emphasize the role of leadership in supporting quality assurance for higher education. However, it comes up with question of which form of leadership that can be applied effectively in assuring quality of higher education. The writer then concluded 10 attributes of effective leadership in quality assurance for higher education.

II. THE IMPORTANCE OF QUALITY ASSURANCE FOR HIGHER EDUCATION

In the last decade, researchers explained the importance of quality assurance in higher education:

1. Universities display innovations in teaching, managerial system and so on in order to conduct quality assurance [1].
2. Quality assurance needs to be part of long-term policy of higher education institution [2].
3. Many countries implement policies related to quality assurance in higher education [3].
4. Every higher education institution needs to have commitment in assuring its quality [4].
5. The change of higher educational policy impacts quality assurance for higher education [5].

III. EFFECTIVE LEADERSHIP FOR HIGHER EDUCATION

Leaders of higher education have responsibility in assuring the quality of their higher education institutions [6]. However, quality assurance effort can only be achieved if there is hard work of all units in an education institution [7]. Still, the role of leaders of higher education institution is essential because leaders look for voluntary participation of their subordinates in order to achieve the goals of organization [8]. Furthermore, leaders of higher education need certain competencies to be effective in leading their higher education institutions [9]. Moreover, higher education institutions in the future depend on effective leadership applied by higher education leaders [10]. Surprisingly, research publications from USA, UK and Australia come up with question of which behaviors formed effective leadership in higher education [11].

Effective leadership is leadership applied by leaders who have interpersonal intelligence, so they can understand how to communicate with other people and build relationship in collaborative culture [12]. In building good professional relationship, there must be awareness and involvement [13]. Besides that, leadership also needs compliance and active listening even to those who are considered would be a waste of time [14]. Leaders must think outside the box by developing their own creativity skill and others' creativity skill in order to find innovative ways for change [15]. In other words, leaders must have creative thinking through collaboration and stimulation of other people's thought that can direct personal inclination to be visionary [16].

Moreover, there is technological development that encourages human being to the new dimension and creates big chance for higher education leaders so that they can inspire their faculty to utilize technological sophistication by using various teaching methods [17]. Therefore, organization needs effective leaders who understand the complexity of global environment that change quickly [18].

Furthermore, college leaders need to play various roles such as planning, assessing, and evaluating in order to improve faculty involvement [19] [20] [21]. College leaders must also be knowledgeable in higher educational works and must be able to observe collegial works so that they can improve the productivity of their college [22], because they are responsible to the success and performance of faculty they lead [23]. In other words, leadership of college leaders

influences their response in dealing with their faculty, college resources, and obstacles directly [24][25][26].

Factors that can influence effective leadership are [27]:

1. Leaders must be proactive in pursuing vision and mission of organization;
2. Leaders must have skill of visionary approach that guide and provide focus to the achievement of organization;
3. Leaders must have good relationship with members of organization so that they can inspire their members (internal focus);
4. Leaders must build network with various parties that can develop their organization (external focus);
5. Leaders must have integrity;
6. Leaders must support change;
7. Leaders must be flexible in doing their leadership approach;
8. Leaders must giving change to their members to be the next leader;
9. Leaders must bring values to be applied in their leadership;
10. Leaders must have entrepreneurial skill so that they can have courage to take risks in order to develop their organization.

IV. ATTRIBUTES OF EFFECTIVE LEADERSHIP IN QUALITY ASSURANCE FOR HIGHER EDUCATION

All in all, the writer concluded the attributes of effective leadership in quality assurance for higher education as follows:

1. Having interpersonal intelligence: Leaders of higher education must be able to build good professional relationship both with members of organization and various parties that can develop higher education institution. In this case, there must be awareness, involvement, compliance and active listening. Furthermore, leaders of higher education are demanded to create new leaders. There is leadership program design called “leaders develop leaders”;

2. Being creative: Leaders of higher education institution must be able to think creatively and to utilize others’ creativity in order to find innovative ways for change. In other words, leaders of higher education must be transformative;

3. Being visionary: Leaders of higher education must have visionary skill in order to predict the needs of organization and set achievement of their institution in the future. Besides that, leaders also provide guidance and focus to achieve their institution’s vision and mission;

4. Being role model: In this case, leaders of higher education must be able to inspire their members by understanding global environment complexity and utilizing technology sophistication. In other words, leaders support change that can influence their institution positively. In addition, leaders of higher education must also bring values include integrity. Besides that, leaders can be called a role model if they bring and apply their values in their leadership such as excellence, integrity, compassion, wholeheartedness, courage, godliness, servant hood, and so on. Furthermore, to

be called role model, leaders must show consistency in their action. So they need to be authentic;

5. Having planning skill: Leaders of higher education institution must have planning skill so that they can plan their institution’s movement in pursuing institution’s goals;

6. Having assessing skill: Leaders of higher education institution must have assessing skill in order to assess their institution’s situation;

7. Having evaluating skill: Leaders of higher education institution must have evaluating skill in order to evaluate institution’s action whether it is in accordance with the institutions’ planning and the goals of education or not;

8. Being knowledgeable: Leaders of higher education institution must be knowledgeable in works related to higher education;

9. Being proactive in pursuing institution’s vision, mission. It means keep thinking positively even in difficult situation;

10. Being flexible in applying their leadership approach to their members of higher education institution. It talks about situational leadership. Different people leaders deal with, different leadership style they applied;

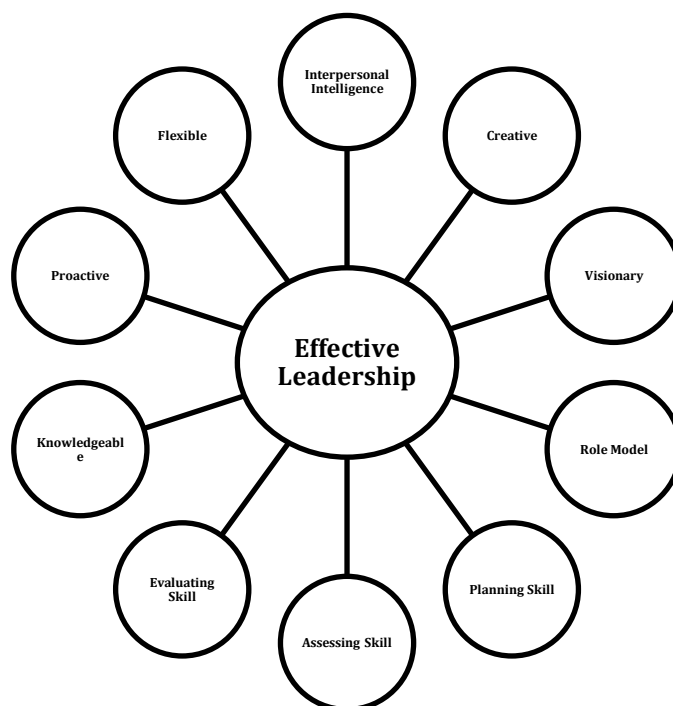


Figure 1. Attributes of Effective Leadership in Quality Assurance for Higher Education

V. FUTURE RESEARCH

The writer’s recommendation for the future research is to conduct research about effective leadership in quality assurance for higher education in higher education institutions based on qualitative research with descriptive method so that the research related to this topic can be discussed deeply.

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