



Conceptualization of Entrepreneurial Leadership Models and its Suitability towards Educational Settings

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Abstract: Entrepreneurial leadership is an evolving leadership where it is broadly studied in leadership literature. Studies show that entrepreneurial leadership promotes superior performance compared to other leadership. Thus, quite numbers of models have been developed to explore the concept of entrepreneurial leadership and have been tested in many type of organization that includes the educational settings. Among the models, Gupta (2004), Van Zyl and Mathur-Helm (2007) as well as Thornberry (2006) are mostly studied by researchers in literature world. This paper critics these entrepreneurial leadership models and its suitability to educational settings.

Keywords: Entrepreneurial leadership and educational settings

1. INTRODUCTION

Leadership is a process related to the interaction between people, leaders and followers to achieve a common goal (Northouse, 2007). Leadership is one of the important elements in promoting effectiveness in an organization regardless of what type of organization it is. The failure to recognize a suitable leadership for an organization may lead to a great loss. This is because different leadership may deliver different outcome. Hence, it is crucial to identify an appropriate leadership which suits the organization.

As such, leadership is important in schools to improve its outcome and students. This has been proved in previous studies (Hattie, 2003; Leithwood et al, 2006; Day et al, 2009). The school leader should practice a leadership style which can provide a better school atmosphere so that the teachers and students perform well. A country's success measured through its educational success. Therefore, school as education centre should focus on providing best education to this nation.

There are many new styles of leadership have been evolved for past few years other than autocratic leadership which was emphasized in those days. Leaders who practice autocratic leadership make decisions based on their own ideas and judgments and rarely accept advice from their subordinates. Hayers (2000) claimed that autocratic leadership causes the workers to work under pressure. In addition, Bhatti (2012) supports this statement by saying that employees under autocratic leadership style are always threatened or punished if they make mistakes because the organization focuses more on achieving its goals. Since the autocratic leadership is not welcomed by people in recent era and it does not bring any improvement to an organization, new leadership style which does not have bureaucratic approaches are being deliberated.

2. ENTREPRENEURIAL LEADERSHIP

Entrepreneurial leadership is one of the new leadership style and becomes a focus point among the researchers in the leadership literature. It is believe that entrepreneurial leadership significantly contributes to organizational success compared to other leadership style. This is due to entrepreneurial leaders behaviour who always look for entrepreneurial opportunities and organize the resources well for organizational development. Thornberry (2006) described entrepreneurial leaders as leaders who are innovative and proactive as well as take risks and practice entrepreneurial approaches in performing their leadership tasks and roles.

Basically, entrepreneurial leadership can be practiced at all level of supervisory because it focuses on opportunities (Thornberry, 2006). The entrepreneurial leaders do not spend time in changing people's

mind, alternatively they spend time looking for opportunity. They focus more on finding like-minded people at outside to achieve the vision set by them. Therefore, entrepreneurial leadership seems as effective leadership to be practiced in all type of organization and various models have been developed to understand its concept.

Previous studies prove that entrepreneurial leadership promotes great performance (Pashiardis&Brauckmann, 2009; Ling and Jaw, 2011; Wang, Tee, & Ahmed, 2012). Perhaps, Pashiardis&Savvides(2011) demonstrates the influence of entrepreneurial leadership towards school performance through their study. It is found that entrepreneurial leadership is a successful leadership. Principals who act as entrepreneurial leaders create good network with parents and community around the school. These principals believe that students improved their performance in schools once they know their parents have a good rapport with their teachers and principal. Therefore, entrepreneurial leadership is considered a most wanted leadership in educational settings since it emphasize external networks and opportunities where other leadership styles don't practice it.

3. MODELS OF ENTREPRENEURIAL LEADERSHIP

Few models have been developed to describe the concept of entrepreneurial leadership since it produces significant results in improving organizational performance. The following are models which have been used by many researchers in conducting their research.

3.1. Gupta (2004) Model of Entrepreneurial Leadership

Gupta (2004) Model of Entrepreneurial Leadership is the one of the model which is widely used in literature to explore the effect of entrepreneurial leadership. Gupta et. al. (2004) defined entrepreneurial leadership as leadership which consists of two dimensional concept, scenario enactment and cast enactment.

Figure1. Gupta (2004) Model of Entrepreneurial Leadership

Dimensions	Roles	Attributes
Scenario enactment (involved reorienting the business model)	Framing Challenge	Performance Orientation Ambitious Informed Extra insight
	Absorbing uncertainty	Visionary Foresight Confidence builder
	Path Clearing	Diplomatic Bargainer Convincing Encouraging
Cast enactment (involves assembling a cast of individuals with competence to accomplish required changes)	Building commitment	Inspirational Enthusiastic Team Builder Improvement orientated
	Specifying limits	Integrator Intellectually stimulating Positive Decisive

Gupta et. al (2004) explains the challenges faced by entrepreneurial leaders to mobilize the competencies of the organization and its stakeholders by two dimensions i.e. scenario enactment and cast enactment. Scenario enactment means creating a scenario of possible opportunities whereas cast enactment means creating a cast of people with competence and appropriate resources to accomplish required changes. Scenario enactment involves the following three specific entrepreneurial roles.

Figure2: Entrepreneurial Leadership Roles in Scenario Enactment

Roles	Description
Framing the challenge	Set challenging realistic goals
Absorbing uncertainty	Take accountability for the vision and instilling confidence with others to accomplish desirable future
Path clearing	Get support from others by diplomatic bargaining to achieve the goal

Figure3: *Entrepreneurial Leadership Roles in Cast Enactment*

The second dimension, cast enactment consists of these entrepreneurial roles as below.

Roles	Description
Building Commitment	Inspire others to work hard to improve performance continuously
Specifying limits	Integrate and stimulate others to understand of what can and cannot be done. Make decisions firmly and encourage others to face environmental change.

Gupta et.al (2004) entrepreneurial leadership model does not specify the basic dimensions of entrepreneurial leadership as highlighted by researchers (Covin & Slevin, 1991; Morris et. al, 2008).



Figure4: *Basics dimensions of Entrepreneurial Leadership*

The Gupta model seems displays the similar concept of transformational leadership. The model also does not capture the importance of leaders to discover external networks in order to promote the organizational success. In educational settings, it is encouraged to practice the leadership style which utilizes external networks and resources to support the implementation of school mission. It is because, in this modernization world, external stakeholders such as ministry, parents and communities are more demanding and putting pressure on school principals by questioning the school policies, procedures, student performance and so on. Hence, the school principals should have entrepreneurial skills to face these challenges. The school principals should have a strong bonding with external stakeholders to gain their support during difficult times. This is supported by Dinham’s (2005) who revealed that engaging in external environment is one of the components for effective leadership. Thus, this model seems to be inappropriate for educational settings.

3.2. Van Zyland Mathur-Helm (2007) Entrepreneurial Leadership Model

Besides, Van Zyl and Mathur-Helm (2007) developed an entrepreneurial leadership model by integrating leadership and entrepreneurship dimensions. The concept of this model covers transformational leadership and entrepreneurial orientation behaviours. The entrepreneurial orientation behaviours consist of three elements named proactiveness, innovativeness and risk taking. On the other hand, the leadership dimension consists three elements that are technical, psycho-emotive and ethical. Technical refers the extent of the technical capabilities which the leaders have to influence followers. The psycho-emotive refers to the extent of leaders characteristics and social skills to form an engaging climate. Lastly, the ethical refers to the leaders morally correct behaviour with good intention in making right decision.

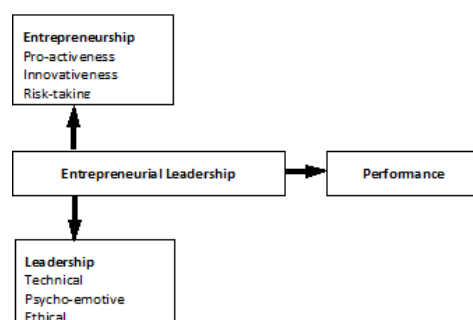


Figure5: *Model linking Entrepreneurial Leadership with performance*

However, this model is lack of competitive aggressiveness element. The way the leader stimulate the followers to learn from competitors and look around for business opportunities outside the comfort zone has not been highlighted explicitly in this model. Therefore, this model is not considered in educational settings. This is because as a leader in school, principal should come out from comfort zone and work together with teachers to find out new ways of enhancing school performance. A teamwork is always work best than an one man show.

3.3. Thornberry (2006) Entrepreneurial Leadership Model

During the evolution of entrepreneurial leadership, Thornberry (2006) developed a model which classified the leaders into two types i.e. activist and catalyst. He further separated these leaders into four (4) dimensions such as explorer, miner, accelerator and integrator. The combination of these dimensions addressed as “general behavior”. In addition, the leaders’ focus is also divided into two different focuses i.e internal and external (Figure 2.9).



Figure6: *Thornberry (2006) Entrepreneurial Model*

Among the entrepreneurial leadership model, Thornberry (2006) model explains the leadership behavior at both personal and organizational level. Activist refers to the leader’s personal level behavior whereas catalyst refers to leader’s organizational level behavior. Activist leaders act as an active role as lead entrepreneur. They do not wait for others to take the first step for seeking opportunity. In contrast, catalyst leaders not directly drive the changes and opportunity. Alternatively, they stimulate the innovation, new approaches and entrepreneurial action among their subordinates by creating a supportive environment. In this case, miners and explorers categorized as an activist whereas accelerators and integrators act as a catalyst.

Explorer behaviour refers to leaders’ behaviour in exploring new opportunities. They are the one who always see the opportunities first. The term “explorer” itself displays that the leader is willing to discover new ideas and opportunities for school improvement. They work closely with external networks and identify strength and weakness of competitors. These leaders are willing to apologize for their mistake and move on with a determination to give better performance. In school context, explorer refers to principal who actively explore external networks and new opportunities for school improvement.

Miner behaviour refers to leaders’ behaviours in applying creative and innovative approaches in problem solving. They focus on people, procedures and processes internally in order to increase the competitiveness. They drive their followers towards new directions which give competitive advantage to the organization. In order to get external opportunities, the leaders must bring out changes internally so that the organization becomes more competitive and effective. Briefly, for the purpose of this study, miner refers to principal who does not wait for others and bring out changes internally to become more competitive to seek external networks.

Accelerator refers to leaders’ behaviour who is not only applying creative and innovative actions in his action. However, the leader is also creates supportive environment as well as encourages and develops teachers to be creative and innovative in performing their task. Normally, these leaders willing to spend time to accelerate innovativeness internally by encouraging their employees. Hence,

in this study, accelerator means principal who does not take actions directly. However, the principal stimulates the teachers to create supportive environment internally and encourage staff to be creative and innovative.

Integrator behaviour refers to leaders' behaviour in communicating the vision and mission to all staff and encourages them to engage in entrepreneurial thinking to achieve the organization vision. Their focus is more to external focus where they pull resources from outside and create positive environment for organizational improvement. Generally, for this study, integrator refers to principal who assists teachers to pull resources from outside school and creates supportive environment.

Few studies have been explored in order to ensure the validity of this model. It has been identified that this model has been used by researchers to study its suitability in educational context. Yusof (2009) examined entrepreneurial leadership behaviour of Malaysian academic leaders and the study indicated that Thornberry (2006) entrepreneurial leadership questionnaire is valid and reliable to measure entrepreneurial leadership behaviour in Malaysian educational context. Thereafter, Pihie et al (2014) also conducted another study to confirm the validity of Thornberry (2006) model and findings showed that the questionnaire is valid and reliable to measure the different dimension educational entrepreneurial leaders. The study also further recommended to apply the model to measure the various aspect of teacher and school performance.

4. CONCLUSION

As recommended by Pihie et al (2014), Thornberry (2006) entrepreneurial leadership model should be tested in various aspects of teachers and school. School performance is only can be improved if we have collective knowledge and wisdom embedded within the school community. The school principals alone cannot exhibit the initiative for school success. They must be supported by the teachers surrounding the school. The teachers must act beyond the expectation to bring the changes for the benefit of the school. For teachers to perform better, they need someone to motivate them where the principal's role becomes very important here. The principal should encourage and motivate teachers to do better by improving work settings of the school. Hence, school principal as leader needs to play a dual role in improving school performance as follows; (a) activist-do the right things for the school improvement and (b) catalyst-encourage teachers to do the right things for school improvement.

Meanwhile, the model also clearly represents how internal environment interact with external environment to achieve the organizational goals. Entrepreneurial leaders explore the external environment to identify opportunities. Once identified, the leaders bring great ideas inside and motivate others to participate actively in process of changing the environment for better performance. Therefore, Thornberry (2006) entrepreneurial leadership model is believed to be the appropriate model to study the entrepreneurial leadership in school settings which explains the leadership behavior at both personal level and organizational level.

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Professor Dr. Zaidatul Akmaliah Lope Pihie is a professor at the Faculty of Educational Studies, Universiti Putra Malaysia. She has served in UPM since 1981. She graduated from Southern Illinois University – Carbondale, USA. She completed her Ph.D degree in 1992 and was promoted as Associate Professor in 1997 and offered as a full professor in 2003. From April 2001 to November 2002, she was appointed as the head of education department, as Deputy Dean of Faculty of Education from November 2002 to November 2005 and appointed as Deputy Dean (Research and Graduate Studies) from September 2010 to September 2012. She was also a Senate member in April 2005 to March 2008, and July 2011 to June 2014. Her areas of specializations are in entrepreneurship education, leadership and educational management as well as teaching methodology. She has presented and published a number of academic papers overseas and locally within her area of interest. She supervises 30 Ph.D students and 18 had graduated. She is actively involved in research activities. Her researches are mostly related to her area of expertise. She had received 3 gold medals, 6 silver medals and 9 bronze medals from UPM through her research effort.

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