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Toward a process paradigm of educational leadership

Abstract

The rapid and continuous changes of the 21st century have an impact on every sector of society, education included. Educational leadership plays a crucial role in that it should guarantee an adequate work force for the unknown future. The rapid and continuous changes result in much complexity and what are sometimes called wicked problems. To cope with them, a paradigm shift in educational leadership is required. To facilitate the shift, it is useful to see educational leadership as a process. The chapter highlights the nature of this process through the ideas of dynamism, becoming, interconnectedness, and collaborativeness. The dynamics introduced here bring about the process of educational leadership, proven respond to the rapid flow of change. In addition, an experimented model called TenKeys is described. The model explains the ongoing becoming of educational leadership through ten attributes that are tightly interconnected, having an impact both on each other and the wholeness they form. I call this combination of dynamism, ongoing becoming, and interconnectedness as collaborativeness. Collaborativeness means a shared mind-set and shared effectuation to engender adequate answers to the wicked problems arising from the flow of change.

A Paradigmatic Challenge for Educational Leadership in the 21st Century

Our society in the 21st century is marked by rapid, increasing, and continuous *flow of change* that covers its every sector. Actually, there is a question about a *process*, which brings about multiform and complex cultural, social, linguistic, economic, and technological challenges. In addition, these challenges are tightly connected to each other. This connectedness makes responding to the flow of change complex and demanding.

The rapid and continuous flow of change has an overarching impact on the entire society, along with its various sectors. The flow influences the organizations that operate within them. A great number of these organizations act on the field of education. This means that education is one of the main sectors that heavily experiences the flow (Fullan, 2016; Wedell, 2009). Because the flow of change is ambiguous and impenetrable, educational organizations are unavoidably pushed to be prepared for an unknown future. However, often without a clear scenario what is going to happen in our changing world and what the society of tomorrow requires from them.

Within any organization, the flow of change is of particular concern to its leadership. Leadership possesses the main responsibility for obtaining the specific goals that the organization has established for itself (Hill & Stephens, 2005; Kezar, 2001; Meyer, Gaba, & Colwell, 2005; Pettigrew, Woodman & Cameron, 2001; Weick & Sutcliffe, 2007). This is the situation also in education where *educational leadership* plays a crucial role. For example, educational leadership has indisputably proved to have a strong impact on the quality of student learning and achievement, usually indirectly through teachers but also directly in developing a favorable school climate and culture (e.g., MacNeil, Prater & Busch, 2009; Robinson, 2008). Many studies have clearly shown how educational leadership has a strong impact on learning, motivation, evaluation, qualifications, and access to working life. In this way, educational leadership is a powerful actor in guaranteeing the supply and quality of the future work force.

The complex flow of change usually brings about problems that are called *wicked* (Conklin, 2006). They are problems that no single individual can solve alone in a simplistic way due to several reasons. First, wicked problems are extremely ambiguous and complex. Second, they are tightly interwoven with other complex problems. Third, when some solutions for them are found, these normally bring about new wicked problems that again require new and innovative solutions.

At this point, I have to emphasize that not all problems that educational leadership encounters are wicked. Many of them are quite normal or only complicated and can be solved in easier ways. What I argue in this chapter is that the increasing number of wicked problems and the procedural flow of change challenge in a serious way the 21st century's education and its leadership. I further argue that these two processes, the flow of change and the emergence of new wicked problems require more serious reflection than the educational organizations have so far conducted.

As to the two processes, the flow of change and the chain of wicked problems, the crucial question is how educational leadership, particularly, could be prepared for the unknown future, anticipate the unknown needs of the future society, assist to prepare competent work force for it, and find adequate solutions for the tortuous wicked problems? In other words, the question to which this chapter aims at answering is how should the paradigm toward educational leadership look like would be able to treat ambiguous and complex wicked problems resulting from the rapidly changing new society of the 21st century in a reasonable way.

I will suggest in this chapter that the answer to the paradigmatic question is twofold. First, due to the procedural nature of the flow of change and the wicked problems, a *procedural perspective toward educational leadership* is required. Second, to encounter the flow of change in a reasonable way and solve successfully the following wicked problems require a *wide and dynamic interplay* within an educational organization, sometimes even between organizations. All this points out to reflect carefully upon how to define, understand, and study educational leadership for the future. I will now argue that a *paradigm shift for educational leadership* seems to be needed. This means that to consider the phenomenon of educational leadership primarily appears as ontological. That is to say, the crucial question is how educational leadership is understood as a phenomenon.

Educational Leadership Considered as a Process

Baker (2001) profoundly reflects about the nature of leadership. He asks whether leadership is an art, a discipline, a theoretical construction, or is it something else. He further explains how leadership is one of the many forms of social organization, which can be separated from other human phenomena. Thus, he asks after the ontology of leadership. I argue in this chapter that his questioning concerns in a powerful way the very perspective that should be taking toward educational leadership for the future.

In general, organizational leadership can be ontologically considered either as a 'thing', that is, as an *entity* or as a *process* (e.g., Avolio, Walumbwa & Weber, 2009; Dinh et al., 2014; Van de Ven & Poole, 2005; Wood, 2005). The ontological main choice also concerns educational leadership. Accordingly, the paradigm matters when educational scholars, researchers, and actors have to decide, whether the phenomenon of educational leadership should be understood as nouns, actors, or entities, or, should it be considered in terms of verbs, processes of

organizing, or an emergent flux. That is to say, there is needed a choice for *paradigmatic fundamentals* (Drath et al., 2008; Van de Ven & Poole, 2005).

So far, examination of organizational leadership has mainly concerned diverse people, often considered in terms of ‘leaders’ or ‘followers’, for example, from the perspective of their duties, tasks, or practices, or outcomes or results of their leadership endeavors. This means that a sizeable part of the existing studies considers leadership as an entity. According to the entity paradigm, leadership has also been given many labels and names, such as charismatic, authentic, distributed, shared, servant, transformational, transformative, relational, or complex (e.g., Avolio et al., 2009). The labelling of the ambiguous phenomenon of leadership is not, as such, wrong. What I argue here is that such labelling does not help to understand educational leadership as a process within the procedural change and in coping with the procedural wicked problems.

In order to cope with the ambiguous phenomenon, different theories and approaches of leadership are established and developed (e.g., Dionne et al., 2014). These theories and approaches can be grouped onto larger perspectives toward leadership, such as the personal, functional, institutional, situational, relational, or positional perspective (Rennison, 2018). Alarming is that the procedural perspective toward leadership is argued to be central in understanding, studying, and managing social processes, such as the flow of change and the chained wicked problems. However, the process perspective is still less emphasized (Dinh et al., 2014). This underestimation also concerns educational leadership.

In sum, the main ontological and paradigmatic decision toward educational leadership is to consider it either as an entity or as a process. However, the process perspective is lacking of rigor and profound studies in organizational research, not only in education (Pettigrew et al., 2001). Consequently, due to the flow of change, I argue in this chapter that an adequate paradigm that would understand and study educational leadership within the 21st century’s flow of change and in solving its procedural wicked problems should consider *educational leadership itself as a process*. In other words, to cope with the procedural flow of change that brings about a chain of wicked problems, a process perspective toward educational leadership is required.

The Nature of Educational Leadership as a Process

In reflecting about the ontology of educational leadership considered as a process and an adequate paradigm for it, it is necessary to highlight in detail four issues that have a significant impact on the paradigmatic sift that I am arguing in this chapter. These particular issues are *dynamism, becoming, interconnectedness, and collaborativeness*.

Dynamism

First, we have to realize that the flow of change in our current society is not only procedural. What is of importance is that the change is also *dynamic*, which can enable either desired or unwanted consequences for the society and its particular organizations (Dooley & Van de Ven, 1999). Consequently, if the change were considered dynamic, this would mean that the ontology of educational leadership should include the idea of dynamism to respond to the dynamics of change. How we can then understand the dynamics of educational leadership as a process?

Actually, leadership understood as a process is already dynamic by nature (Bell, den Ouden & Ziggers, 2006; Pettigrew et al., 2001). Unfortunately, in the current organizational and educational discussion and studies about leadership, the dynamic side is too rare although claimed increasingly significant in the current changing world (Acton et al., 2018; Dinh et al., 2014; Poole, Van de Ven, Dooley & Holmes, 2000). Especially alarming is how, for example, Pettigrew (1997) stated already over twenty years ago that organizational studies that concentrate on static analyses, such as studies that consider leadership as an entity, are unfortunately privileged instead of complex processes and their dynamics. The situation has not much altered today although the flow of change along with its dynamism is increasing and accelerating. In other words, educational leadership studies that help understanding the dynamic side of the process are, unfortunately, still too few.

I now suggest that in taking account of the idea of dynamism onto the paradigm shift provides a deeper understanding of the phenomenon of educational leadership as a process. From my own Grounded Theory (GT) studies about educational leadership dynamics (Jäppinen, 2017), I noticed that there really existed certain underlying dynamics that were connected both to external and internal societal changes and to solving successfully diverse wicked problems. The particular dynamics were revealed through studying longitudinal processes amongst organizational members when they aimed at understanding and improving their educational leadership process: what they have experienced together, what had happened, and what their endeavors meant for their future.

In this GT analysis, I found ten dynamics that I argue to have an impact on the process of educational leadership when they appeared to be relevant within the flow of change. I have given them such names that would best illustrate their ambiguous nature. The dynamics are Brimming, Continuum, Bouncing, Crossing, Polarity, Partnering, Reversal, Collision, Unification, and Passing. I introduce here six of them that I consider the most essential ones in understanding the paradigm shift that I am drafting. I have added their symbolic pictures in Figure 1. There, the symbols are placed onto an imaginary organizational space in order to illustrate better the intangible and invisible nature of the dynamics.

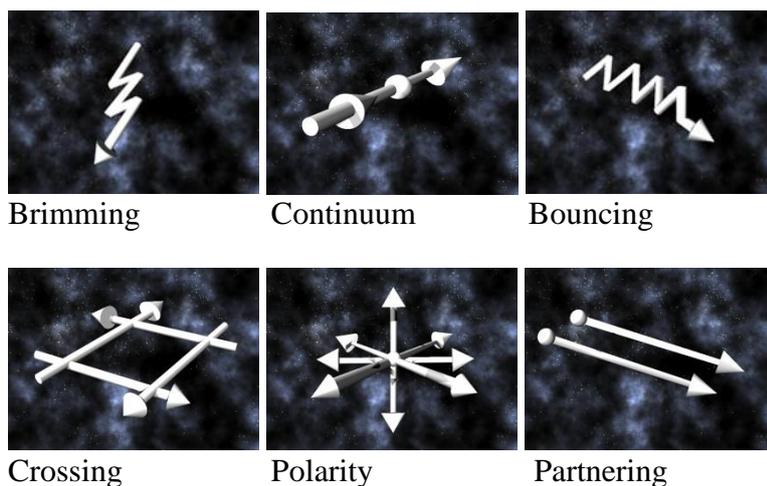


Figure 1. Six important dynamics for the process of educational leadership

Brimming as the first and, perhaps, as the most crucial dynamic means that educational leadership as a process moves onto diverse directions and between different levels within the organization: from up to down, between, cyclically, hierarchically, and heterarchically (i.e.

horizontally equally). Brimming emphasizes the process stakeholders' ownership of the organizational endeavors and functions. It refers to agency that moves from the idea of 'me and you' to the idea of 'we'. Brimming encompasses equal rights for everyone. It also entails the sense of belonging to something of importance. Metaphorically, Brimming as if helps the organization grow for itself 'strong roots' within the process of educational leadership. That is to say, Brimming establishes a more solid ground for answering to the wicked problems arising from the flow of change.

The second dynamic of the process of educational leadership that I consider almost equally important as Brimming is *Continuum*. It utilizes the organizational directions of straightforward and ahead. Continuum joins 'now' and 'then' in a reasonable way when it consolidates the time dimensions of past, present, and future onto a more coherent entity. Actually, Continuum provides reasons and rationale for useful and adequate organizational endeavors as well as a right and suitable rhythm to conduct them. In this way, Continuum offers an overview of productive organizational actions and activities and, at the same time, strengthens their continuity. Sometime Continuum might even assist to the organization to survive in dangerous situations despite potential negative or destructive effects arising from the flow.

Bouncing as the third essential educational leadership dynamic provides support in organizational everyday life pressures, especially when the flow of change is unexpected or otherwise especially demanding. Importantly, Bouncing produces elasticity onto the process of educational leadership during turbulent situations and difficult times. It is particularly active when the organization needs to show endurance and tolerance toward the ambiguous flow and its consequences in solving wicked problems. Sometime, Brimming can assist to show resistance against something undesirable. Sometime, it contributes to adaptation. Sometime, it can bring about rigorous determination. In brief, Brimming is a valuable educational leadership dynamic in designing a favorable organizational culture, fostering profitable abilities and skills for the benefit of this culture, and establishing, in this way, a productive organizational architecture.

The fourth dynamic of educational leadership worth to be mentioned in the process paradigm is *Crossing*. Crossing utilizes the organizational directions of across, diagonal, and over. It helps the process of educational leadership to cross both visible and invisible organizational boundaries when the kind of exceeding is considered necessary. Metaphorically, Crossing provides the organization 'the wings to fly', even over undesired wicked problems that the flow of change may have brought about. In this way, Crossing offers a wider perception to the mental place where the organization actually situates at the very moment. Crossing as if aids the organization to exploit all its 'five senses' to understand the realities of the current circumstances. It also assists to transcend diverse borders of authority, tasks, policy and identity, if necessary. Finally, in difficult and demanding situations, Crossing may help the organization and its members exceed the comfort zone if that is considered useful.

The fifth dynamic that I wish to introduce in understanding better the process of educational leadership and the paradigm shift is *Polarity*. According to its name, the organizational dimensions of Polarity are polar and disjunctive. There, the process of educational leadership proceeds from a common starting point towards diverse directions that may widely differ from each other but are all essential in coping with the flow of change. At its best, Polarity is about excitement and enthusiasm when it enables wider choices, greater ideas, and useful intents to

answer successfully to the wicked problems. That is to say, Polarity is extremely useful when the organization requires innovative and new solutions in the midst of change.

The sixth dynamic that I consider particularly important for the process of educational leadership is *Partnering*. The organizational directions of Partnering are side by side and concurrently. Contrary to Polarity, Partnering is about different starting points within the process but which lead to the same direction in aiming at reaching a common goal or goals that the organization has stated for itself. In this way, Partnering emphasizes like-minded actions and activities when it includes the same pace for obtaining them. Finally, there is a question about engagement in common targets as well as sensitiveness to the others within the process of educational leadership.

Becoming

Several management education actors and scholars of today utilize the trichotomy of knowing, doing, and being in treating the phenomenon of leadership (Snook, Nohria & Khurana, 2012). First, leadership entails essential knowledge and expertise as to the content and context of organization specific issues. Second, leadership is about adequate and productive actions and activities, based on the specific knowledge and expertise. Third, leadership is about emotional, motivational and other kinds of personal issues that guarantee that the people involved possess the desired characteristics, mindset, and attitudes to obtain the desired results and outcomes.

Knowledge, doing, and being are naturally necessary in profitable educational leadership. However, coping with the flow of change and solving the chained wicked problems require something more. The dynamism of the process of educational leadership that I have explained above should refer to a real adjustment and alignment within the educational organization. That is to say, the process of educational leadership has to enable a real change in renewing, transforming, or sometime rejecting something that already exists, or, even in creating something entirely new. These notions lead us to the second important issue in the paradigm shift that I call *becoming*.

As to the paradigm shift, important is to understand from the very beginning that becoming does not equal, for example, to the well-known concepts of transformational or transformative leadership. Although they are useful theories to understand better the phenomenon of educational leadership, their ontology is different. These theoretical approaches are normally based on the entity idea although they might somehow refer or to be related to a process of transformation. The basic distinction is that these theories do not consider educational leadership *itself* as a dynamic process when some surprising and unexpected issues arise from the flow of change that question the more routine ways to answer to the wicked problems that the organization has to encounter (Weick & Sutcliffe, 2007).

The paradigm shift I argue in this chapter underlines the idea that in the procedural and dynamic perspective toward educational leadership, there is actually a question about an *ongoing* becoming (Sklaveniti, 2020; Tsoukas & Chia, 2002), not about any separate or sporadic issues, as it is the case, for example, with the trichotomy of leadership. Ongoing becoming signifies that something essential is continuously renewed, transformed, or even something brand new has appeared that is constantly emerging out of the existing educational leadership process, especially in answering to the complex wicked problems. In order to be dynamic, i.e. to produce really fruitful and adequate answers to the wicked problems, this something should also be

flexible, adaptive, and agile and enable to cope with the wicked problems with innovative and adaptable ways.

Ongoing becoming does not reject the idea of people as an important factor in the process of educational leadership, however. Without committed people, no process of educational leadership can exist. The process does not function in vacuum. What is essential and in focus in ongoing becoming is ‘the something’ that emerges out of the process, not, for example, any characteristics or features of the people involved or their individual actions and activities. In the paradigm shift, these are either requirements or profitable consequences of the dynamic process of educational leadership, not its very essence, as we will later see. That is to say, the dynamic process of educational leadership itself continuously transforms and changes in terms of ongoing becoming, according the flow of change within the 21st century society.

In brief, Becoming entails the emergence of a new kind or different educational leadership as it has earlier appeared within the educational space. As I already emphasized, people are crucial for the dynamic process of educational leadership although they are not in focus of the process. However, the emergence of educational leadership happens along with a stream of diverse interactions between the people involved and their situated initiatives as well as within their mutual relationships. This interaction then provides the framework and platform for the process of educational leadership.

Interconnectedness

Next, I will concentrate on the combination of dynamism and ongoing becoming within the process of educational leadership. I call it interconnectedness. The something that emerges from the existing educational leadership process and that is renewed or transformed, or even created as totally new within the dynamic process and by the dynamics presented above, can be explained in terms of several basic ‘elements’ of the process of educational leadership. In my previous studies, I have named these ‘elements’ as *attributes* of the dynamic process of educational leadership. They act like *keys* to open up the door for the process of ongoing becoming (Jäppinen, 2018). The ten attributes as ten keys for dynamic becoming are polyphony, interaction, expertise, flexibility, commitment, responsibility, negotiation, decision-making, confidence-based control, and evaluation. It is about their *interconnectedness* that explains the process.

Figure 2 presents the experimented *TenKeys model* that I have created to explain the dynamic and ongoing process of educational leadership (Jäppinen, 2018). Important is to understand that the model illustrates an ideal process where the attributes are nicely balanced with each other. However, I have noticed according to my previous studies that the reality might be quite different in real-life educational organizations (e.g., Jäppinen, 2014; Jäppinen, Leclerc & Tubin, 2016; Jäppinen & Ciussi, 2016). That is to say, the ideal model can never be reached in reality. However, it can be procedurally approached as dynamic ongoing becoming.

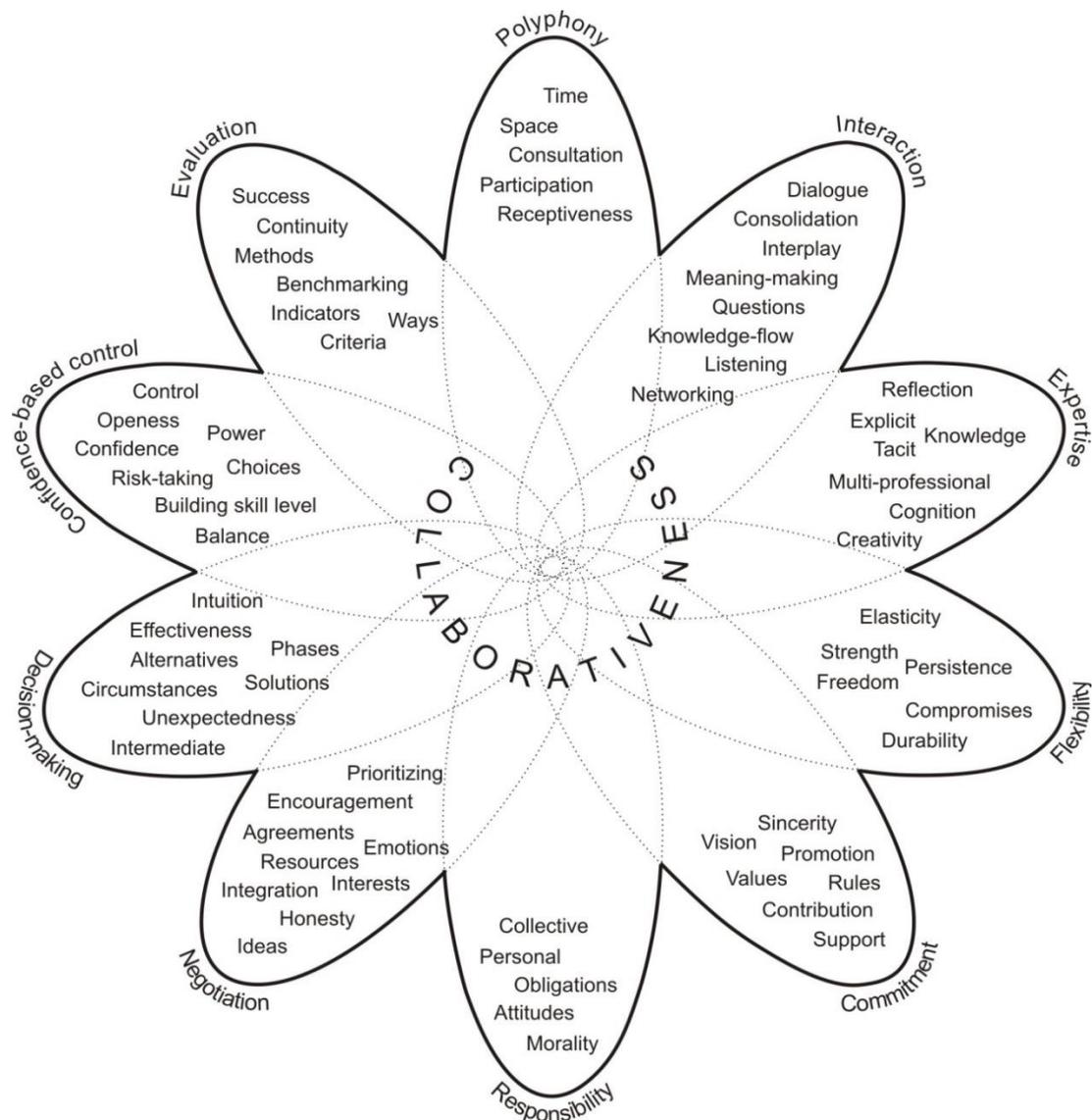


Figure 2. The ideal TenKeys model of the dynamic process of educational leadership

The attributes in the ideal model are tightly connected to each other, as it is seen in terms of the curved dash lines within the model (Figure 2). These connections refer to the third important issue in the paradigm shift, called interconnectedness. Interconnectedness means that the attributes and their dynamic and ongoing becoming has an impact both on the other attributes and on the wholeness they form. That is to say, the ten attributes form a complex ensemble where each attribute has a crucial role (Wood, 2005). I now suggest that the ideal TenKeys model provides a good basis onto which any real-life educational leadership process can be examined, due to the combination of interconnectedness and dynamic ongoing becoming. However, the process naturally also proceeds according to the contextual and conditional issues within the particular organization. The process does not exist in a void.

I have given the model a nickname of Flower-picture. With this name, I refer, first, to its form and, second, to the continuous grow of educational leadership within the process. The Flower has ten 'petals' as ten attributes of the process. Each of them contains several nuances that precise the attributes' specific nature. (The center of the Flower-picture is discussed in the next

section.) Next, I will give a brief overview of the petals but a more profound introduction of the nuances is available in Jäppinen (2018).

The first three attributes or petals of the Flower, that is, *polyphony*, *interaction*, and *expertise*, relate to organizational and educational leadership communication, knowledge, and understanding. These process attributes emphasize that everyone's contribution is required and all those stakeholders' voices should be heard that have to do with the matter in hands, naturally within a certain timeframe and space. This means polyphony. However, the participants also need to be receptive and participative in responding to the others' voices in coping with the flow of change and in solving the consequential wicked problems. Moreover, in the dynamic and ongoing becoming process of educational leadership, interaction is crucial in terms of good dialogue, precise questions, active listening, and fruitful networking. Finally, adequate multi-professional expertise is needed and reflection and creativity exploited in terms of both explicit and tacit knowledge.

The next three petal attributes of the Flower, *flexibility*, *commitment*, and *responsibility* refer to the emergence of favorable thoughts and attitudes within the dynamic and continuously becoming process of educational leadership. Flexibility is about simultaneous strength and elasticity; it is like an elastic band. In this way, Flexibility gives the educational organization the required persistence in demanding situations and settings. Flexibility also encompasses in balance both freedom and compromises. Commitment includes, first, the promotion of visions. Second, it is about sincere support to the others according to the organizational values and rules and voluntary contribution to diverse organizational endeavors. Responsibility concerns attitudes, moral issues, and necessary obligations toward collective actions and endeavors.

The petal attributes of *negotiation* and *decision-making* provide the keys for productive actions and activities. Negotiation does not mean organizational negotiations in its normal sense, such as executed in meetings. Negotiation as to the process of educational leadership is about prioritizing certain ideas in agreement. For this, resources and their integration have to be carefully weighted up. Negotiation also entails emotional aspects, such as encouragement and honesty. Decision-making is more than making good decisions. In particular, it is about effective decisions based on appropriate alternatives that take account of the current circumstances. In this respect, decision-making means to be prepared to unexpected issues in the flow of change and making not only final but also intermediate solutions for the wicked problems that can be altered in an easier way if it becomes necessary.

Finally, *confidence-based control* and *evaluation* as if 'seal' the process of educational leadership. However, they do not stop it but let it go on and proceed onto new ongoing becoming. Confidence-based control signifies, according to its name, a balance between controlling over that the endeavors that have been done, but also confidence in that the things are proceeding to the right direction. Important is to realize that confidence and control do not belong to any particular person but are involved in the process of educational leadership. In this way, confidence-based control is a mix of power, openness, diverse choices, and risk-taking. Importantly, it builds up the skill-level of the entire organization to cope with the flow of change and the consequential wicked problems. Finally, evaluation always focuses on 'self', either the target is individuals, groups, or the entire organization. This petal-attribute is about to estimate the successes that have already obtained and how to go on to a right direction within the process of educational leadership. Consequently, Evaluation includes indicators of success, benchmarking, diverse criteria, methods, and further ways to proceed in the process.

In sum, due to the increase of wicked problems, educational leadership and its studies should consider the entire capacity of educational leadership as to the combination of dynamism, ongoing becoming, and interconnectedness. How the kind of educational leadership process then manifests? Figure 2 includes in the crux of the model the concept of collaborativeness. I argue that it provides an excellent tool for the paradigm shift to connect dynamism, becoming, and interconnectedness onto a more coherent ensemble in real educational life.

Collaborativeness

The different dynamics for engendering the interconnected attributes in the process of educational leadership and guarantee the dynamic and ongoing becoming of educational leadership onto new forms can be drawn together to a crux that I call *collaborativeness* (Figure 2) (see also Jäppinen et al., 2016). What do I mean with this concept? First, collaborativeness naturally refers to collaboration. We need to understand first that collaboration is fundamentally something else than cooperation. Collaboration is a conjoint concept of ‘co’ and ‘labor’, not about ‘co’ and ‘operate’. Thus, collaboration means that something has to be labored, that is, worked hard in a collective way to achieve something of value, not only manoeuvred or operated together. However, collaboration is not yet a satisfactory concept to understand collaborativeness. Collaborativeness refers to something of intensity that also has a meaning in real educational life.

To begin, collaborativeness is *sharing the same kind of main mind-set* about what are the essential common goals of the educational organization and *shared effectuation* to achieve them according to this shared mind-set. These two fundamentals of collaborativeness, shared mind-set and shared effectuation can be achieved in four ways. First, collaborativeness manifests throughout the process of educational leadership as *shared sense-making* in understanding what the organization has collectively experienced or is currently experiencing (Gioia & Chittipeddi, 1991; Maitlis, 2005; Maitlis & Sonenshein, 2010; Weick, 1995). Thus, sense-making should be an overarching and ongoing endeavour in the process of educational leadership and in solving wicked problems that arise out of the flow of change. Second, collaborativeness is composed of *deep and mutual learning, co-performed actions and activities*, and a *prospective orientation towards a favourable future*. These three elements can manifest either at the same time or changeably according to the nature of the particular educational process within any organization and to the specific demands of the wicked problems to be solved.

Shared Sense-making

Collaborativeness as shared sense-making and in terms of a shared mind-set and shared effectuation exploits shared experiences of the organizational realities within the flow of change. Experiences can be shared in many ways: through words, pictures, gests, or symbols, when members that are involved in the process are aiming to make sense of what has happened and is currently happening within their organization. Sharing and questioning of collective experiences is not self-evident, however. People have to be encouraged to share and interpret their collective experiences. In particular, a safe atmosphere and productive dialogue encourage this sharing. The prerequisites of shared sense-making put special demands on the nature of the process of educational leadership in terms of fostering the grow of the attributes and exploiting suitable dynamics behind them.

In essence, shared sense-making is structuring the unknown to be understandable (Weick & Sutcliffe, 2007). It particularly occurs when people involved in the process confront events and issues that are somehow surprising or confusing, as is the case with the wicked problems. Here, the dynamic of Continuum is valuable when shared sense-making has to move back and forth between complex and simple organizational issues and between past and present experiences.

Successful shared sense-making is understanding the changing world and its flow and testing the organizational reality with others through the ten attributes of the process of educational leadership. Here, Bouncing plays an important role. Accordingly, shared sense-making is critical in turbulent contexts and in confusing situations that inevitably arise from the flow of change. In shared sense-making, organizational members participating in the process of educational leadership position the flow of change onto their specific situation and circumstances. Ancona (2012) summarizes how sense-making is about exploring the wider system, creating a map of the current situation, and acting to change the situation to learn more about it. In this way, lived organizational experiences are transformed into shared meanings with the others involved in the process.

Deep and Mutual Learning

Deep and mutual learning assists the creation of the shared mind-set. The concept contains two basic determinants: deep and mutual. By *deep*, I mean that the process of educational leadership is based on a close, profound, and wide exploitation of all the ten attributes. *Mutual* refers to their interconnectedness, to reciprocal relationships between the attributes of the process as to shared initiatives, ideas, and efforts. Ultimately, a deep and mutual process of educational leadership is about reciprocal collaborative learning. It encompasses respect for the others' ideas and collective expertise that facilitates productive dialogue. It entails to develop and nourish a common language that allows better understanding of the precise goals for success.

Deep and mutual learning particularly exploits the dynamics of Brimming, Crossing, and Partnering. They strengthen broadmindedness, open-mindedness, and trust within the organization when it faces the flow of change and the consequential wicked problems. In this way, deep and mutual learning moves beyond single participants involved in the process to account for the collective. This includes collective information, knowledge, and understanding in inventing and creating together workable and functional solutions for the challenging wicked problems originating from the flow of change.

In order to develop the process of educational leadership educational organizations should exploit their current expertise and experienced individuals in terms of a wide array of knowledge. This allows to deal in a rich way with the problematic change issues and to capitalize on a greater understanding as a collective. Finally, deep and mutual learning means intentional explorations, and information and knowledge gathering from outside experts, for example, through research, and from other sources for furthering the common process of educational leadership.

Co-performance

Co-performance in explaining collaborativeness means that people involved in the process of educational leadership combine their individual and collective workings and doings together. This particularly concerns shared effectuation, in terms of meaningful measures, practices, and

actions. Thus, co-performance is about collective activities, whereby everyone knows what needs to be done in connection with what the others are doing. Co-performance is about sharing initiatives and efforts in such a way that the results are greater than the sum of the individual actions. In this way, co-performance assists to be flexible toward the challenges that the flow of change brings about and which all partakers in the process of educational leadership experience and face together.

In addition, co-performance is about applying and assigning diverse roles and coordinating collaborative groups and teams that participate in the process of educational leadership and who together aim at finding adequate solutions to the wicked problems. There, organizing enough time for necessary endeavours and guaranteeing physical and human resources are essential. Therefore, a collaborative and critical examination of existing leading, teaching, and learning practices is essential.

All dynamics are important in every phase of the process of educational leadership but the special dynamics to foster co-performance and, through it, the shared mind-set and shared effectuation are Crossing, Polarity, and Partnering.

Prospective Orientation

To nurture the process of educational leadership, it is also essential to reflect upon the future. The truth is that the emerging future within the continuous flow of change cannot be predicted. The good news is that although the flow of change and its consequences cannot be predicted they can be *anticipated*. However, the change cannot be easily anticipated from a narrow focus or directly from the basis of events that are occurring in the present or have occurred in the past. To strengthen the organization in these situations, collaborativeness as shared mind-set and shared effectuation should include an element that I call prospective orientation.

Prospective orientation includes the basic idea of goal-orientation. There, ongoing becoming plays a special role. In addition, paying special attention to timing, pace, and rhythm to develop the procedural attributes of educational leadership is essential. That is to say, the process of educational leadership is an emergent property toward new states and new collective capacities. However, the direction of the process does not need to be only forward. Despite that the process of educational leadership naturally orientates toward the future, the process can direct its stream also to the other direction, that is, backwards. For example, Lord, Dinh, and Hoffman (2015) explain how the future as if flows into the present through collective and environmental factors. This reversed flow assists to anticipate the future in an excellent way when it particularly exploits the dynamics of Brimming and Bouncing.

Finally, the organizational members involved in the process of educational leadership often experience anxiety, uncertainty, and instability within the unpredictable flow of change. Thus, prospective orientation can be emotionally demanding for many stakeholders participating in the process as change always brings about greater uncertainty of how to achieve desirable outcomes. Change also involves a high risk of failure. In these demanding situations, reweaving beliefs and habits is a normal consequence when the existing mind-sets need to be evaluated and potentially transformed onto new and shared forms, through shared effectuation amongst the partakers in the process of educational leadership.

Summary

The paradigm shift I have argued in this chapter for understanding better educational leadership of today and conducting more adequate studies that particularly benefit the future society includes the basic idea of educational leadership considered as a process, not as an entity or pure endeavor (Jäppinen, 2017, 2018). I have also argued that this paradigm shift is essential in coping with the procedural, complex, and increasing flow of change experienced in the 21st century's society when the educational organizations within have to respond to the consequential wicked problems arising from the flow.

I have portrayed the process of educational leadership through four concepts: dynamism, becoming, interconnectedness, and collaborativeness. First, I introduced six educational leadership dynamics out of ten, based on my previous GT analysis about confronting tensions between exterior and interior organizational change, which I considered as the essential driving force for the process of educational leadership. Thereafter I presented ten attributes of the process of educational leadership from my experimented TenKeys model. The attributes of the process are continuously becoming onto new forms due to their interconnectedness and the dynamics behind when they have an effect on all the other attributes and the wholeness they form.

I then called the unification of the interconnectedness and ongoing becoming of the attributes, along with the dynamics behind, as collaborativeness. The crux of collaborativeness consists of a shared mind-set and shared effectuation. They are emerging and developing when the process of educational leadership emphasizes deep and mutual learning, skillful co-performance, and prospective orientation. These mixed or overlapping constituents of collaborativeness are continually covered by shared sense-making of the collective organizational experiences of the past and present.

According to my many previous and present studies in real-life educational organizations, the idea of a process of educational leadership in the flow of change and responding to the consequential wicked problems seems to work (Jäppinen, 2014, 2017, 2018; Jäppinen et al., 2017; Jäppinen & Ciussi, 2016). According to the results obtained from these studies, the examined organizations that emphasized the process perspective were, indeed, successful in coping with the change and solving their wicked problems when they concentrated to develop and further their own processes of educational leadership. The kinds of organizations paid special attention to foster the ten attributes, they exploited diverse educational leadership dynamics, and, consequently, they generated shared mind-sets and shared effectuation for the overall benefit of their educational organization.

Finally, in quoting Winston Churchill's famous words:

Success is not final. Failure is not fatal. It is the courage to continue that counts.

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