Entrepreneurial Leadership in Arab Universities:
Perspective in the Age of Globalization and Non-Linear Environmental Changes

Professor Asim Alaraji

Dhofar University, Sultanate of Oman; E-mail: dr_asim39@hotmail.com

Abstract

The objective of this research is to find out a suitable leadership model for Arab universities which can be helpful in maintaining needed levels of responses to the ongoing non-linear environmental changes. Countries at the present century have led to an increasing non-linear dynamics in their environment. Different organizational leaderships, including universities, have found themselves required to work in new environment. The movement towards what is called the new world order, where open doors and free exchanges prevail among different countries, scientific and technological innovations, with their non-linear effects on the environment, have found their way to developing countries. The above mentioned transformation in developing countries , including Arab countries, has created the need for revising current organizational set ups, including leaderships, in order to respond to the renewing non-linear environmental needs and challenges. Findings of the analysis suggest that entrepreneurial leadership model could be helpful for responding to the non-linear dynamics of Arab universities environment.

Keywords: Non-linear dynamics, Globalization, New world order, Developed countries.

1. Introduction

Developed countries are generally living non-linear environmental changes, non-routine and un-systematic changes caused by various innovations in sciences and technology. The effects of these increasing innovations on different aspects of societies were increasing non-linear changes in environmental supplies and demands coming to various organizations including universities (Drucker 1995, 2007)

Meanwhile, the overall movement towards what is called the "new world order", where openness and free exchange among developed and developing countries are predominant, the non-linear environmental changes in sciences and technology, and consequently in the whole society, have expended to the developing countries(Bhagwati 2007, Welch & Wong 1998).

Due to the need of organizations of developing countries, as it is the case in developed countries, to maintain their responsiveness to their renewing environmental changes, where demands and supplies come, it becomes necessary to revise their various organizational components, including leaderships, so as to make them properly respond to the new environment, (Cummings & Worley 2014).

1.1   Objective and Importance:

The objective of this research is to find out a suitable leadership model for Arab universities which can be helpful in maintaining needed levels of responses to the ongoing non-linear environmental changes.

High levels of universities responses to environmental changes could probably help the overall development in the given country.

1.2   Research Question:

Is the entrepreneurial leadership model helpful for maintaining universities needed levels of responses to their new non-linear environment?

1.3   Methodology:

This research is mainly based on literature review. The analysis includes the following:

1- Adopted universities leadership models by different universities in the non-linear dynamic environment age.
2- Effects of the new world order on developing countries universities environment.
3- Comparing the characteristics of universities non-linear environment and the characteristics of entrepreneurial leadership.

1.4 Literature Review and Analysis:

Development of universities leadership models has taken different forms in the non-linear environmental changes. Some of them are as follow:

Kiel (1989) has stated that the transformation in the non-linear dynamic environment usually requires untraditional organizational set up and different leadership styles to coup with it.

Drucker (1994) has called the ongoing transformation in the non-linear environment in developed countries the "transformation towards post capitalism" which implies overall comprehensive changes in the concerned societies and in their institutions

Zilibotti (1995) has pointed out that developing countries are also living non-linear changes in their environment and consequently require certain changes in their organizational set up including leaderships.

Dolence & Norris (1995) have emphasized the need for revising the present universities leadership models should not be confined to American universities. I other words it should include all other countries as well. However the authors did not suggest a specific leadership model that better fit the ongoing non-linear environmental changes.

Stacey (1996) has recommended adopting short range instead of long range planning by universities leaderships in order to minimize possible errors in predicting the future in the non-linear environmental changes..

Although adopting short range planning could lead to minimize errors in predictions, it may lead at the same time to losing some of the benefits of long range planning

Farazmand (2003) has gone further by asking for an overall revision of present administrative theories and models so as to better fit the ongoing non-linear environmental dynamics.

Smith (2004) has stated that the main reason for setbacks in number of universities leaderships planning in developed and in developing countries is overlooking the nature of the non-linear dynamics of the present times. No comprehensive and viable leadership model is suggested.

Shelton et al. (2005) have stated that universities leaderships of the present time should master the non-linear skills and techniques so as to be better responsive to their new environmental changes .Although the authors have suggested general framework for the needed leadership, they did not draw the operational details of the model.

Pink (2005) has pointed out that the new non-linear dynamic environment requires organizational leaderships which have the capabilities of non-linear thinking and techniques

Wheatly (2006) has implicitly supported Stacey suggestion that universities long range planning suffer of certain setbacks in the non-linear environment.

Yavirach (2009) has found through his field study that private universities are more responsive in adopting an entrepreneurial leadership model than the public   sector in the non-linear environment in Thailand .This could be true in other countries since public sector organizations are generally more formalized than the private sector organizations.

It is clear in the above mentioned review that no agreement by different authors about a unified universities leadership model in the present non-linear dynamic environment.

Also the literature review does not show required emphasis on university leaderships in developing countries in the ongoing non-linear environment.

2. The Transformation Towards the New World Order

The new world order is the world where free exchange and openness prevail among different developed and developing countries. The effects of transformation towards the new world order were sighted by some authors as positive while others negative on the organizational environment in developing countries. (Bhagwati 2007, Farazmand 1999, Croucher 2003, Stiglitz 2002, Chossudovsky 1996).

The present paper is concerned with the possible effects of the new world order, the free flow of scientific and technological innovations of the more developed countries to the developing countries, which causes the transformation towards non-linear dynamic environment as it is the case of developed countries.

The transformation towards the new world order has required that different leaderships have to respond to the new non-linear dynamic environment. In other words, universities leaderships' decisions' and plans' need to be developed

within the context of the new environment in order to avoid possible failure (Cummings & Worley 2005).

3. Comparative Analysis: Characteristics of the Non-linear Dynamic Environment and Characteristics of the Entrepreneurial Leadership:

In order to explore the viability of recommending an entrepreneurial leadership model for Arab universities in the ongoing environmental non-linear changes, characteristics of the non-linear dynamic environment as stated in related references (Drucker 1994, Kiel 1989, Albrecht 2002, Pink 2005, Farazmand 2003, Shelton et al. 2005, Glass 1996, McConkey 1988) are compared with characteristics of the entrepreneurial leadership as pointed out in related references (Shapero 1975, Vesper 1980, Hisrich et al. 2005, Ronstadt 1984, James 2003, Malhotra 1996, Marquardt 2002) as shown in Table 1.

Table 1: Comparisons between characteristics of non-linear environment and characteristics of entrepreneurial leadership.
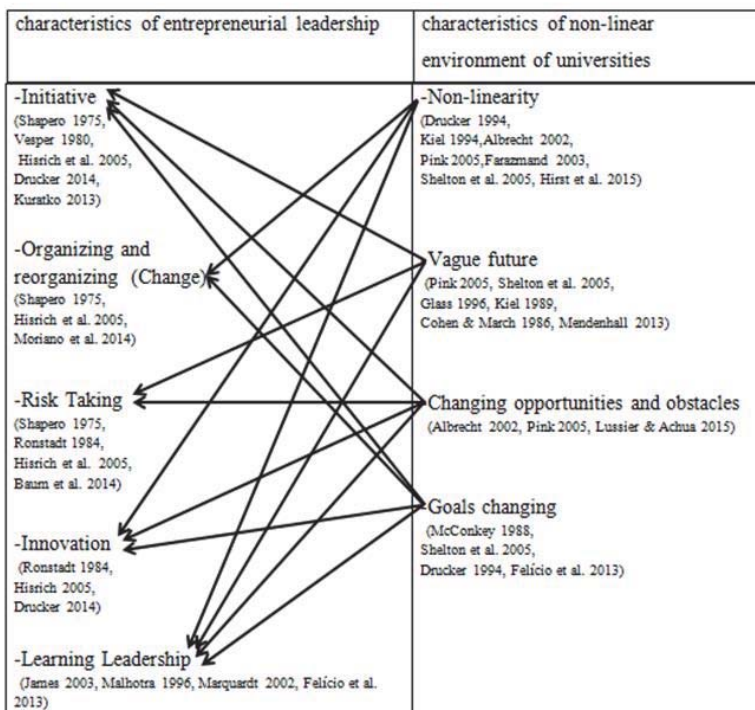
Non-linear and unsystematic environmental changes usually lead to n0n-linear and unsystematic demands and supplies coming from the environment tonthe concerned organization. This situation requires a learning leadership, in order to spot changes on time, and innovative leadership, in order to offer untraditional solutions to changing problems. Also this situation requires the leader to be capable of carrying out organizing and reorganizing as needs arise in the environment.

Vagueness of the future and difficulties in predicating future changes usually requires initiative and risk taking leadership in order to not let things go out of hand. Also this situation needs learning leadership in order to be able to collect needed information about the environment and minimize the vagueness of future changes.

The high speed of opportunities and obstacles changes in non-linear environment usually requires initiative, risk taking, learning, as well as innovative leadership in order to be able to properly deal with such situation .Learning leadership helps getting required information about the high speed environmental changes. Initiative leadership helps taking required actions beforehand. Risk taking leadership helps taking required actions in cases of complexity and fast changes in the environment. Innovative leadership helps taking untraditional actions to deal with unsystematic changes.

The frequent organizational goals changes in a non-linear environment usually require initiative, learning,

innovative, as well as change leadership. Initiative leadership usually helps taking proper actions beforehand .Learning leadership usually helps gathering required information about changes in organizational goals. Innovative leadership generally helps developing untraditional methods for accomplishing untraditional goals.

Chang leadership generally helps organizing and reorganizing systems so as to fit changing organizational goals accomplishment.

4. Conclusion and Recommendations

Adopting the entrepreneurial leadership model by an Arab university has been proposed through the analysis of this paper, since it better respond to contemporary environmental transformation.

It can be proposed too that operationalizing the suggested leadership model can be through:

1- University leaderships' self-development in the context of the suggested model.
2- Adopting the characteristics of the suggested model as criteria for recruiting universities leaderships.
3- Adopting the characteristics of the suggested model as criteria for evaluating universities' leaderships performance.

References

Albrecht, K. (2002). Brain power. *Training & Development*, 56 (11), 38-46.
Baum, J. R., Frese, M., & Baron, R. A. (2014). The psychology of entrepreneurship. Psychology Press.
Bhagwati, J. (2007). In defense of globalization: With a new afterword. Oxford University Press.
Chossudovsky, M. (1996). The globalization of poverty. London.
Cohen, M. D., & March, J. G. (1986). Leadership and ambiguity: The American college president. Harvard Business Press.
Croucher, S. L. (2003). *Globalization and belonging: The politics of identity in a changing world*. Rowman & Littlefield Publishers.
Cummings, T., & Worley, C. (2014). Organization development and change. Cengage learning.
Dolence, M. G., & Norris, D. M. (1995). Transforming higher education: A vision for learning in the 21st century. Ann Arbor, MI: Society for College and University Planning.
Drucker, P. F. (1994). Post Capitalist, Society, Butterworth Heinemann, New York.
Drucker, P. F. (2007). Management challenges for the 21st century. Routledge.
Drucker, P. F. (1995). Managing in a time of great change, Truman Talley Book, Dutton, New York.
Drucker, P. (2014). Innovation and entrepreneurship. Routledge.
Farazmand, A. (1999). Globalization and public administration. Public administration review, 59 (6), 509-522.
Farazmand, A. (2003). Chaos and transformation theories: A theoretical analysis with implications for organization theory and public management. Public Organization Review, 3(4), 339-372.
Felício, J. A., Gonçalves, H. M., & da Conceição Gonçalves, V. (2013). Social value and organizational performance in non-profit social organizations: Social entrepreneurship, leadership, and socioeconomic context effects. Journal of Business Research, 66(10), 2139-2146.
Glass, N. (1996). Chaos, non-linear systems and day-to-day management. European Management Journal, 14(1), 98-106.
Hirst, P., Thompson, G., & Bromley, S. (2015). Globalization in question. John Wiley & Sons.
Hisrich, R., Peters, M., Shepherd, D. (2005) Entrepreneurship, Me Graw-Hill , Boston.
James, C. R. (2003). Designing learning organizations. Organizational Dynamics, 32(1), 46-61.
Kiel, L. D. (1989). Non-equilibrium Theory and Its Implications for Public Admini. Public Administration Review, 49(6), 544.
Kuratko, D. (2013). Entrepreneurship: Theory, process, and practice. Cengage Learning.
Lussier, R., & Achua, C. (2015). Leadership: Theory, application, & skill development. Cengage Learning.
Malhotra, B. (1996) Learning to change. Business Quarterly, 61(2), 102-120.
Marquardt, M.J. (2002) Building the learning organizations: Mastering the five elements for corporate learning, Davies black Inc. Publishing, Palo Alto, USA.
McConkey, D. (1988) Planning in changing Environment. *Business Horizons*, 64, 87-98.
Mendenhall, M. E. (2013). Leadership and the birth of global leadership. Global Leadership, 2, 1-20.
Moriano, J. A., Molero, F., Topa, G., & Mangin, J. P. L. (2014). The influence of transformational leadership and organizational identification on intrapreneurship. International Entrepreneurship and Management Journal,10(1), 103-119.
Pink, D. H. (2005) A Whole New Mind: Moving from the Information Age to the Conceptual Age, River head, NY.
Ronstadt, R. C. (1984) Entrepreneurship, Dover, MA: Lord Publishing CO. Dover.
Shapero, A. (1975) Entrepreneurship and Economic Development the Center for Venture Management, Wisconsin.
Shelton, C., Yang, J., & Liu, Q. (2005). Managing in an age of complexity: quantum skills for the new millennium. International Journal of Human Resources Development and Management, 5(2), 127-141.
Smith, J. M. (2004), Asia Pacific Perspectives of International Entrepreneurship: Handbook of Research on International Entrepreneurship, PP. 267-291, (SSRN:http://sm.com/Abstract=1497331).

Stacey, R. (1996). Emerging strategies for a chaotic environment. *Long Range Planning*, *29*(2), 182-189.

Stiglitz, J. E. (2002). Globalization and its Discontents. New York.

Welch, E., & Wong, W. (1998). Public administration in a global context: bridging the gaps of theory and practice between western and non-western nations. *Public Administration Review*, 40-49.

Wheatly, M. J. (2006) Leadership and New Science: Discovering Order in a Chaotic World (3ed.), Barrett Koehler, Pub. Inc. NY.

Vesper, K. (1980) New Venture Strategies, Englewood cliffs: Prentice Hall, NJ.

Yavirach, N. (2009). A Comparison of Public and Private Universities in Thailand with Reference to Transformational Leadership. Available at SSRN 1399922.

Zilibotti, F. (1995). A Rostovian model of endogenous growth and underdevelopment traps. *European Economic Review*, *39*(8), 1569-1602.