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Review paper

Development of Management and Leadership Competencies in Senior Management of Higher Educational Institutions: Literature Review

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ABSTRACT: The paper aims at identifying leadership and management competencies that are needed by senior management of higher education to perform their duties creditably. The study endeavoured to understand the relationship between leadership competencies and managerial competencies. Approximately 79 research works in articles and books in the subject matter and related topics have been consulted and referred to. The research engine used to search for appropriate literature were Google Scholar, Microsoft Academic, BASE, CORE, Semantic Scholar, Baidu Scholar, and Scopus. The online database search brought to light a lot of references on leadership and management competencies in general, but less on leadership and management competencies in higher education. The results of an extensive review of research papers, various articles, and books indicated that senior management in higher education needs to be developed with managerial and leadership competencies so that they become effective to perform their jobs. The article reveals that there is no specific model of leadership and management that is considered to be the best for higher educational institution, therefore the style or model of leadership and management to adapt is dependent on several factors. Hence, to become a successful leader one requires a blend of formal learning and practice.

Keywords: Leadership, senior management, higher education, competencies

INTRODUCTION

Management is about coping with complexity, while leadership is about coping with change (Broucker and De Wit, 2015). The functions of management are therefore to order and control, mainly to make an organization efficient and effective within agreed objectives. Leadership clarifies the direction of change and makes the members of the organization willing, even enthusiastic partners in the change process (Ferlie et al., 2008). Leadership and management are not the same thing but must go hand in hand. They are necessarily linked, and complementary, therefore any attempt to separate the two can lead to some challenges (Sharma and Jain, 2013). The use of management is not restricted to business firms only; it is applicable in profit-making, non-profit making, business, or non-business organizations (Griffin, 2013). Also, the definition of leadership and its attributes are not limited to any organizational setup but are applicable to all sectors including higher educational institutions.

According to Spendlove (2007), competencies for effective leadership in higher education are different from other sectors. Spendlove (2007) investigated the role of the Pro-Vice-Chancellor, Rector, or Principal of a university, and the competencies (attitudes, knowledge and behaviour) that are needed for effective leadership in higher education using Bartram (2005) competency model. The findings indicated that, academic credibility and experience of university life were crucial for effective

leadership in higher education, and that, university leadership is fundamentally different from leadership in other contexts. The author posits that, the leadership competencies needed to run higher educational institutions is not different from other sectors, therefore the leadership competencies needed in public sectors are applicable to higher educational institutions. According to Crevani et al.(2010), leadership and management are universally applicable to organizations and institutions.

The role of higher education in the economic, political and social development of a country cannot be underestimated. Governments and the corporate world have continuously invested hugely year by year in higher education, for the reason of adding value to humanity (Barone and Ortiz, 2011). Higher education is considered as the citadel of knowledge and research. It is considered as a place where people are groomed with requisite knowledge to solve societal challenges, and to contribute greatly to the economic growth of nations, through encouraging innovation and increasing higher skills (Janks, 2014). United Nations, Educational, Scientific and Cultural Organization (UNESCO) defines higher education as, all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent state authorities. The aim of higher educational institutions is to generate knowledge through research and facilitate its application; therefore all efforts and strategies are designed toward the accomplishment of the institutional goals.

The composition of senior management differs from one higher education to the other. In Ghana, senior management in higher education is mostly made up of the Vice-Chancellors, the Pro-Vice-Chancellors, and Principals of colleges, the Registrars, Finance Officers, Librarians, and other coopted senior members. The roles of senior management in achieving institutional goals are huge and cannot be underrated. Senior management of higher educational institutions have enormous task of creating an enabling environment for employees to strive, in order to achieve institutional goals (Carvalho and de Lourdes Machado, 2011).The roles of senior management in higher educational institutions are well defined in the day to day functions they perform towards the achievement of institutional goals. Some of the key functions include training and building of employee capacity, creating of enabling environment where creativity and innovation strive, motivating, and creating the sense of ownership in employees (Drew, 2010). Given the complex environment in which senior management function in the higher education settings in Ghana and other parts of the world, it is appropriate for them to possess leadership competencies in order to become more productive managers to meet the increasing demands of their position. This article therefore argues that, senior management of higher education should possess appropriate leadership and management competencies just like leaders in other sectors, in order to achieve institutional goals. Thus, senior managers in higher education should be trained so that they incorporate both a participative and task-oriented approach. This does not however mean that senior management in the higher education do not already possess these competencies, or that they could not develop these competencies themselves in other ways. But that, senior management in higher education who mostly are from the academia, need to acquire leadership competencies which can help them perform their duties. The question that this article seeks to address is what type of leadership competencies does senior management in higher education need in order to perform their duties effectively?

Senior management in higher education are policy drivers, who need to have the competencies in leadership and management that can enhance their efficiency in service delivery (Fosu and Poku, 2014). Management, leadership, and training are therefore indispensable to each other. Management and leadership skills for the senior management need to be built upon with training and development to meet the challenges within the educational sector (Smith and Wolverton, 2010). The purpose of this paper is not to replace existing models of leadership and management in higher education, but to highlight on the need to develop the leadership competencies needed to enhance service delivery. This paper highlights the need to training, which provides an integrated approach to the development of the effectiveness of senior managers. Building on management and leadership skills is crucial, so that senior management can become better equipped to accelerate service delivery within the educational sector.

METHODOLOGY

To put the review into perspective, articles in refereed journals and books in leadership and management in higher education for the period 2005–2020 were consulted. The period of the search was appropriate to enable the researchers appreciate the development of leadership and management in higher education. Also, it was felt that, 15 years was enough to analyze management and leadership practices in higher education. Again, several literature show that, higher education settings have changed greatly in the last two decades. The use of peer reviewed journals was because, articles in such journals provide quality indicators, at least to a certain degree. In order to keep relevant literature, the search focused on management and leadership competencies in higher education. Searches were made on online databases using the following key terms: leadership* or management* plus higher education* or university* or academic plus

competencies*. Even though, the focus was on leadership competencies, it became apparent that, terms like management and administration could not easily be disassociated with leadership. This could be attributed to the fact that, distinguishing activities that are distinctively associated with leadership from managerial or administrative activities is difficult.

The research engine used to search for appropriate literature were Google Scholar, Microsoft Academic, BASE, CORE, Semantic Scholar, Baidu Scholar, and Scopus. The online database search brought to bare a lot of references on leadership and management competencies in general, but less on leadership and management competencies in higher education. Since management and leadership are pervasive (Crevani et al., 2010), some of the articles which relates to public sector or educational settings were considered. Some articles were excluded from the search when it was realized that, they were not original research, in the form of either the presentation of findings deriving from primary research or deriving from secondary analysis of data. Thus, articles deriving from speculations about leadership based on anecdote rather than research were excluded. Articles that were included had the aims of the research clearly stated, with clear methods of data collection, and indicated how the methods were related to the aims.These articles provided sufficient data to support interpretations and outlined the method of analysis. The reason for this criterion was to set up a standard and fair ground for reviewing the literature. Out of the hundreds of related articles that were generated, only 79 articles were considered to be appropriate to the subject matter and were referred to.

Developing leadership competencies in senior management

The pivot of public sector management in Ghana and Africa as whole is management efficiency (Ayee, 2005). Senior management in higher education requires significant leadership skills to enable them to perform their task effectively. According to Spendlove (2007),developing a leader occurs through training. However, leadership has been depicted as a complex interaction between the designated leader and organizational environment. In recent years, research in leadership development has moved towards identifying the leadership competencies (knowledge, skills, abilities and behaviours) of individuals and designing programmes to develop the competencies (Davidson et al., 2012). According to Smith and Wolverton (2010), training and development is needed to address the lack of leadership competencies among senior management within the higher education. Smith and Wolverton (2010) further indicated that, for administrative leaders of academia to be more effective, they need to possess competencies such as analytical and communication skills, understanding and sensitivity to handle student affairs, personal characteristics such as humour, empathy as well as skills to maintain cordial external relations. Education and training programmes are critical to develop excellence in the higher educational institutions. The training of senior management in higher educational institutions is crucial in equipping them with the necessary skills, knowledge, and competencies to deliver quality services efficiently and effectively. Senior management in educational institutions are public servants whose core duties are to provide the citizenry with quality services, hence appropriate training is needed in the new public management paradigm to improve public service efficiency, effectiveness and capacity to deliver services (Anane and Addaney,2016). Training and development are therefore seen as leverage for change and in this regard, the training need to be strategic, based on need, linked to institutional transformation and building (Van Ameijde et al., 2009).

According to Iles and Preece (2006), senior managers in higher educational institutions are challenged with effective decisions making, delegation and problem solving and this could be attributed to their deficiency in leadership skills. Therefore, the need to develop the leadership competencies of senior management in higher education should not be compromised. In support of this assertion, Morley (2013) pointed out that, successful leaders in higher education have subjected themselves to continuous learning of the necessary competencies that are required to perform their duties. In most instances, staff (mostly academic staff) of higher educational institutions is made up of people of different philosophies, ideologies, and management styles (Bolman and Gallos, 2010). This invariably creates a complex situation for management in higher education since leadership of higher education emanates from within. Therefore, appropriate leadership knowledge is needed to enhance the smooth running of the higher educational institutions. In an attempt to link theory, policy and practice, Bush (2007) stated that, the aims of higher educational institutions are strongly influenced by pressures from the external environment, such as the government (political), civil society (social), corporate world (economic) and the internal environment such as staff development, academic work, students behaviour and leadership styles. Therefore, higher educational institutions need leadership with appropriate competencies who can leverage the internal and external pressures, and yet pursue institutional goals. In presenting the perceptions of the key issues and challenges facing higher education leaders in their work, Ong (2012) noted that, most senior managers in higher education are not conversant with administrative procedure and practices, and therefore operate based on experimentation rather than best practices. According to Beattie et al. (2013) most senior management in higher

education lead by example, while others are not consistent in their style of leadership. In a related statement Johnstone (2011) remarked that, most leaders in higher education have limited themselves by self-intuition and are not exploring emerging paradigms in leadership and developing new service delivery initiatives. Occasionally, one finds a person in senior management level with both management and leadership abilities in higher educational institutions (Smith and Wolverton, 2010). The leadership style of senior management in higher education range from task orientation to people orientation. However, the most effective manager is one who has a concern for both productivity and concern for people (Bush, 2018). According to Burrello et al. (2012), the slow pace of the implementation of policies, amongst other interrelated variables, in higher educational institutions can be attributed to the deficiency in effective leadership. Gallagher et al (2013), supported the statement of Burrello et al. (2012) and stated that, leaders who are not equipped with leadership competencies prefer to do nothing, even when there is the opportunity to be a hero. Higher educational institutions need potent leadership competence, in all spheres and at all levels, including senior management level. The challenge for high educational institutions is the development of appropriate profiles of leadership competencies and the design of interventions, to ensure appropriate leadership development (Bush, 2012). According to Fosu and Poku (2014) there is relatively low understanding among most staff of higher educational institutions that, senior management ought to have a number of qualities such as leadership skills, interpersonal and communication styles, financial and human resource management skills, and a visionary. The ability to analyze policy has been identified by Scott (2010) as critical for senior management in higher education. Sensitivity to the political environment and political leadership is another important quality worth acquiring (Alemán Jr, 2009). Senior management should become more cognizant of the political dynamics and environment in which they operate. The university systems ought to seek, train and develop senior management to become more effective. Managers ought to be trained in leadership skills, so that they can become more effective managers (Davis and Maldonado, 2015). According to Klimoski and Amos (2012) senior managers in education now need specific competencies to enable them to manage and lead their institutions effectively into the future. Drago-Severson (2012) proposed the need for in-service training in leadership competencies for middle and higher-level managers in both the public and private educational institutions. In order to develop a holistic training and development policy for senior management in higher education and public service, Hendrickson et al (2013) suggest that, schools of governance should be established to train and educate senior managers in higher education. And that, the governance school should be designed for senior managers of higher education, public service, and private institutions, to be trained in the field of public administration, public management, leadership and public policy. According to Black (2015), the suggestions of Hendrickson et al (2013) would hopefully improve the calibre of senior management in the higher education.

According to Inayatullah and Milojevic (2016), there is no doubt that, a natural aptitude for management, self-motivation, and ambition play a decisive role in the development of v leadership competence. Most senior managers in the higher education have advanced to their present positions from academia. Through experience, and by facing and meeting a variety of managerial challenges, the individual develops insights that cannot be learnt from training alone. Efficient managers therefore learn their skills from a combination of training, development, and experience. Becoming a successful manager therefore requires a blend of formal learning and practice (Parrish, 2015).

Management in higher education

The governance structure of higher educational institutions has been designed to provide leadership in achieving the core mandate of the institutions. Higher educational institutions have varied styles and models of governance some of which have brought effectiveness to the institution, whilst others have created challenges to the leaders (Vidovich and Currie, 2011). According to Trakman (2008), modelling new governance structures at higher education requires a sustained commitment to identifying what an institution was, what it is and what it might become. Such modelling ordinarily should be conducted within the framework of a strategic planning exercise, including preparing stakeholders for prospective change.

In attempt to explore the connection between the good practice and the good governance in higher education, Trakman (2008) identified and discussed how the following educational governance models work in practice. (1) Faculty; (2) corporate; (3) trustee governance; (4) stakeholder; and (5) amalgam models of governance. The analysis demonstrates that each governance model works well depending on those who crafted it. It further stated that, each model serves different purposes in different contexts and at different times. According to Demichel (2000), the functions of senior management in educational institutions have changed as compared to their roles in the past. In support to the assertion of Demichel (2000), Huisman (2009) stated that higher educational institutions have for past decade focused on the traditional core functions of research, education, and teaching.

In contemporary years, institutional leaders have greater responsibility than they used to have. Their roles

Table 1: University Organizational Culture.

Types of culture	Description
Entrepreneurial	firm policy and loose operational control, focusing on market, external opportunities, and relationships with stakeholders
Corporate	tight policy and operational control, dominance of senior management and executive authority
Collegiate	loose policy and loose operational control, decentralization, focusing on individual freedom
Bureaucratic	loose policy and tight operational control, focusing on rules, regulations, and precedents

Source: (McNay, 1995)

extend to designing of strategic plans to meet the needs and aspirations of industries and the business world (Nugroho, 2014). Higher educational heads are craving for management prowess to enable them to lead the human resource of their institution for effective implementation of policies and programs (Arnold, 2014). Thus, each part of higher education has its own unique expectations of, and need for, and type of leadership.

According to Kutanis et al (2011) an ideal academic organisation should function according to a change-oriented mission with collegial governance structures providing faculty support for adaptation. Leaders in higher education such as presidents, chancellors, or rectors should be able to display a consistent commitment to change, spreading it over the campus. Such Leaders should exhibit professional management prowess with entrepreneurial skills to integrate activities and create adaptive structures. Similarly, through an incremental change process, adaptive responses are implemented (Sporn, 2007). Thus, one of the key difficulties of educational leadership and management is between the tendency towards autocracy in order to cope with dynamic and demanding environments, on the one hand, and the need for decentralization and respect paid to academic ideals of autonomy which are collegiate in nature, on the other hand (Austin and Jones, 2015).

Higher educational organizations such as universities and colleges can be structured to benefit from the concept of organizational culture as designed by McNay. McNay (1995) describes organizational culture of higher education institutions in terms of two dimensions: the form and intensity of control, and the focus on policy and strategy. McNay's model highlights the types of university organizational culture as: entrepreneurial, corporate, collegiate, and bureaucratic.

McNay's organizational culture explore how within different cultures the competing needs of equity, excellence and enterprise can be met, and how leaders of educational institutions can operate in different cultures. The organizational culture approach and the behaviour of the higher educational institutions are influenced, among other factors, by the national culture and government policies on education as can be seen in the (Table 1).

The concept of McNay organizational culture has contributed to the understanding and analysis of the educational setting, which invariably has triggered educational organizations to get structured, developed, and performed. According to Lacatus (2013), a series of studies have been conducted on McNay's organizational culture and these have contributed to the development of a matrix of organizational cultures.

Le Feuvre and Metso (2005) identify three traditional "ideal-type" of academic models of teaching and research which has strong relation with the governance structure of higher educational institutions. These models are the Humboldtian, the Napoleonic, and the Anglo-American model (Table 2). According to Beytekin (2010), CVF is framework that refers to whether an organization has a predominant internal or external focus and whether it strives for flexibility and individuality or stability and control. The argument presented show that, the CVF is based on six organizational culture dimensions and four dominant culture types, which are clan, adhocracy, market, and hierarchy (Table 3).

According to Lacatus (2013) contemporary higher educational institutions face a new mode of knowledge production associated with the post-industrial knowledge economy, which would imply a marketisation of higher education and research in the global economy. The complex nature of higher school management is based on the fact that, all the models and structures of governance have their pros and cons. For example the weaknesses of the three 'ideal-type" academic models prevent to a certain extent higher education institutions from meeting the requirements of the knowledge economy, the Humboldtian model, though rely on academic might not be receptive enough to the needs and interest of stakeholders, Napoleonic model are highly dependent on state control, whilst the Anglo-American

Table 2: Ideal-type of academic models.

Types of model	Description
The Humboldtian	Based on academic freedom and the "pure knowledge" production, in universities that integrate teaching and ideology of education, emphasizing the neo-humanistic ideal of "disinterested" learning and academic enquiry. research. The state imposes just the basic rules. This model has roots in the enlightenment
The Napoleonic	Based on the partial separation of teaching and research, with mono-disciplinary university courses and plural-disciplinary vocational training in the Grandes Écoles, where the national elites get trained. The state supervises the management of the higher education institutions, and keeps under control every part of the system, from curriculum to finance.
The Anglo-American	Based on integrated, largely autonomous teaching and research institutions, which provide a wide range of activities and expertise on a quite open market. This model is based on a pragmatic approach and a problem-solving logic that stimulates interdisciplinary initiatives for to meet social needs or market niches.

Source: (Le Feuvre and Metso, 2005)

Table 3: Competing Values Framework.

Types of culture	Description
Clan	An organization that concentrates on internal maintenance with flexibility, concern for people, and sensitivity for customers. Organization based on the mutual support of its tightly connected members, who work like a team. The main assets of such an organization are commitment built through mentorship and consequently personal growth and friendly workplace.
Hierarchy	Hierarchy organizational culture refers to a strongly structured and formalized organization, with precise and reinforced procedures, rules, policies. The strategy meant to secure organization efficiency relies on maintaining the stability and smooth running.
Adhocracy	Organizational cultures that refer to a rather dynamic and creative group of people, who count mostly on flexible norms, promote growth and innovation, in order to multiply the organization resources.
Market	An organization which is focused on its environment and sets transactions that provide competitive advantage and market leadership. The governing rules are the market rules, while the main values are competitiveness and productivity.

Source: (Lacatus, 2013).

model, although benefit from a large autonomy, are too dependent on their stakeholders (Shepherd, 2018).

Role of senior management in higher education

Senior management in higher education in contemporary times is faced with complex challenges that require strategic leadership skills (Table 4). As higher education moves away from collegial forms of management to more corporate styles of management (Deem et al., 2007), senior management are often required to be strategic leaders managing complex institutional change (Shalev and Prodan, 2016). The core mandate of higher educations which are of teaching and research, are now managed at institution level in response to external demands. Hence, the need for senior management to have multiple skills in order to perform several roles has become crucial (O'reilly and Reed, 2010).

Senior management in modern times performs several roles (Arnaboldi et al., 2015). According to Hammerschmid et al. (2016) these roles can be classified into three overlapping groups, namely interpersonal role (figurehead, leader and relationship builder), an information role (monitor, analyzer and spokesperson), and a decision-making role (entrepreneur, problem solver, allocator of resources and negotiator). O'Connor and Carvalho (2015) posit that, senior management in higher education serves many functions to some degree towards the achievement of goals. These include giving direction in the sense of guiding, steering, inspiring, and actuating people. It also includes managing and directing the efforts of others, while supervising the performance of tasks through people. Naidoo (2005) argue that, senior management can function in the following roles: executive, planner, policy maker, controller of internal relations, motivator, arbitrator, mediator and decision maker.

Table 4. Functions of Senior Management.

Function	Description
Executive	The senior management should learn how to trust subordinates. It requires the manager to know how to delegate authority to subordinates and maintain accountability. Delegation of authority in contemporary management is recommended for achievement of organizational goals. It also encourages responsibility and ownership among workers.
Planner,	The senior management is often the sole custodian of the plan and the only one who knows the entire programme of action. The senior manager should know how to the long and short-term goals of the institution would be achieved.
Policymaker	The senior management is the central determinates of the policies and goals of the institution. It is as policymaker, that the style of leadership employed by the senior manager becomes clear.
Controller of internal relations	The senior management determines the detail of the group structure and thus functions as the controller of intra-group relations.
Motivator	The senior management has the power to decide on promotions, to award honors', to reduce status, and, in extreme cases, to dismiss group members.
Arbitrator, mediator and decision maker	The senior management is entrepreneur, conflict handler, negotiator, and resource allocator. In intra-group conflict, the senior manager is expected to act as the arbitrator and mediator.

Source: (Naidoo, 2005)

However, Saint (2009) believes that the senior management role is not a separate activity that occurs in some management functions, but it occurs in all management functions. In a related statement, Barnett (2015) indicated that, leadership is one function of the senior manager among many. Effective leadership requires listening, involving, and delegating, commitment and consistency. Exemplary leadership requires more than persuading employees into activities but involves creating a rewarding environment for employees (Naidoo 2005). Miller (2005) argues that senior management of higher education in developing countries do not have this attribute of leadership. Most appear to be crisis managing, setting activities, and cajoling staff rather than developing an enabling environment where staff members feel rewarded and will be committed to the leadership and mission of the institution. Nonetheless, senior management within the public sector including higher education, fulfill different roles. Within the context of this paper, each role should represent the activities that senior management in the higher education undertakes in pursuit of the aim of accelerated service delivery. According to Shattock (2013), although it is necessary to identify the components of the senior management's job to understand the different roles and activities of the senior management, it is also important to remember that the real job of senior management cannot be practiced as a set of independent parts. All the roles will interact in the management function (Ching and Chin, 2012). The success of the above role distributions depends on whether senior management in higher education has the right skills and competencies. It is therefore important to outline the managerial skills and competencies that are required at senior management level.

Managerial skills and competencies at senior management level

The managerial qualities of leaders and managers in higher education are one of the basic factors significantly influencing the quality of teaching and learning processes. Steyn and Staden (2018) indicate that, the skills managers in higher education need to perform general management functions can be divided into three main categories: these are the conceptual skills, interpersonal skills, and the technical skills. The conceptual skills refer to the mental ability to view the operation of the institution and its parts holistically. Conceptual skills involve the manager's thinking and planning abilities. They also include the manager's ability to think strategically. The interpersonal skills refer to the ability to work with people. A manager should therefore be able to communicate, understand people's behaviour, resolve conflict, and motivate the groups as well individuals. The technical skills refer to the ability to use the knowledge or techniques of a specific discipline to attain goals. In higher education the technical skills are competencies in research and teaching. The head of department for example requires sound knowledge of research and teaching to supervise subordinate.

However, technical skills activities decrease as one move towards the senior managerial ladder. A recent approach to defining a senior manager's job and the competencies to do the job focuses on the skills that are required to do a job, rather than what they need to know (Boyatzis, 2008). Sanghi (2016) defines competence as a cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation. Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations (Le Deist and Winterton, 2005). At the managerial level, the skills senior managers required to perform effectively and efficiently are; management, strategic capability and leadership, programme and project management, financial management, change management, service delivery innovation, problem solving and analysis, people management and empowerment, communication, honesty and integrity (Tarwirei, 2015). Senior management in higher education need to have sound management and communication skills to be able to perform the day-to-day activities of the institution (McCaffery, 2010). They also require some good financial management skills to able to appreciate and control cash flows and budgets of the institution. Senior management in higher education needs to provide vision with focused direction for the institution, and also to inspire others to deliver the institutional mandate (Shattock, 2013). Senior management should welcome change and be change agents. They should be able to initiate, support and champions institutional transformation with the aim of adding value and improving service delivery. Again, senior management in higher education should be able to manage and encourage staff to optimize their outputs and effectively manages relationships by building the highest standards of ethical and moral conduct of the institution (Morley et al., 2010). The senior manager is expected to be task-oriented, work focused and highly interested in the task at hand (Neale and Özkanli, 2010). The senior manager is expected to exhibit a high degree of motivation, energy and personal drive (Hayes et al., 2000). The above discussion on the different skills and competencies that senior managers must have in higher educational institutions must be understood against the background of the specific environment in which the manager works. It is probably true to say that senior managers' experience more pressure today than in the past, and therefore need supplementary skills to deal with the situation. There is so much change in higher educational institutions in terms of new technologies, student enrolment, shortage of skilled staff, and income generation (Bers et al., 2014).

Salama et al. (2017) posited that**,** at the highest levels of senior management of higher education, the professional skills required are qualitatively different from those required at lower levels. At the lower levels, skills and experience relate to the specific responsibilities of each line department. At the higher levels, technical skills and competencies, related in particular to the formulation of policy, the development and management of strategic vision and plans, the management of human and other resources, the coordination of policies across colleges, handling public relations and the media, are required (Allui and Sahni, 2016).

Goddard et al.(2016) believe that, apart from technical skills and administrative skills, people skills are also essential. In examining the specific traits required of a senior manager, it is important for higher education institutions to focus training on the understanding of the cultural, spiritual, social and personal dimensions of leadership (Apkarian et al., 2014). Another important practical implication for higher education institutions is to develop senior managers in these key competencies such as personal productivity and motivation, motivating others, time and stress management, team building, participative decision making, and conflict management (Gurdjian et al., 2014). Day and Dragoni (2015) argue that, leadership training should focus on building competencies in senior managers so that they have the ability to inspire, communicate and operationalize their visions. Higher educational institutions ought to have a sufficient grasp of information technology and to understand the importance of training and development opportunities for their senior managers for modernizing communications and increasing the involvement of staff and clients in the work of their institutions (Chang et al., 2014). It is also essential for senior managers to develop their skills for policy implementation for accelerated service delivery (Naidoo, 2005). They should be able to set directions, by guiding and facilitating different strategies and approaches. In accordance with the public sector management model, senior managers ought to move towards entrepreneurial governance by emphasizing performance and moving towards collaboration and commitment towards service delivery (Kezar et al., 2015**)**. They also ought to serve the public with respect, concern, courtesy, and responsiveness, recognizing that service to the public goes beyond service to oneself (Shattock, 2010). In addition, they ought to strive for personal professional excellence and encourage the professional development of staff.

In addition, senior managers ought to focus on a few vital issues at a time and devise strategic initiatives to resolve them. They ought to be trained to set up ways to exert strategic control over how the institutions performs on new initiatives to measure what goes on inside the various departments, to evaluate the impact on the educational community and stakeholders as strategic initiatives are implemented, and to let those signals guide them in learning how to deliver on effective services (Ferlie and Ongaro, 2015). It is necessary to strengthen the departmental human resources frameworks, and interventions to ensure the acquisition of the necessary skills and competencies for senior leadership (Courtney,

2015). However, Black (2015) believes that, an increased investment in human resources is therefore necessary.

Managerial implications

The assessments of leadership and management competencies in the public and private sectors have been one of the key issues of contemporary discussions and research area.The competencies needed for higher education continues to be a challenge because of the dynamic nature of higher education. However, the responsibilities and roles of senior management of higher education make it prudent for effective leadership and management competencies. The internal and external pressures for performance of higher education, compounded with natural factors that cannot be control, creates the urgency for senior management in higher education to acquire appropriate leadership and management prowess. It has to be stated further that, higher education is considered as the hub that produce and nurture the human resource for the development of a country, therefore quality leadership and management prowess need to be exhibited by senior management in their duties.

Directions for future research

Leadership and management competencies constitute a broad area of study. It is completely beyond the scope of a paper to cover all aspects of leadership and management competencies. The present study made an attempt to cover few aspects of leadership and management competencies. It is quite evident from the review that, very limited literatures on other components of management and leadership such as, the principles, the features, and roles, have been referred to. However, there were discussions that inferred these other aspects of leadership and management. These areas of leadership and management offer many opportunities for future research. Hopefully, research areas such as, application of management and leadership principles in higher education, the features of higher education leadership, profile of successful leadership in higher education could be considered for future research.

CONCLUSION

This article review literature on leadership and management competencies required in higher educational institutions. The literature review highlighted several aspects and models of leadership and management that are related to higher education. The best practices of leadership and experimental actions of managers have all been exposed in the review.

The literature review delved into leadership and management under the following: developing leadership competencies in senior management, management in higher education, role of senior management in higher education, and managerial skills and competencies at senior management level. The article revealed that, senior management in higher education need to be developed with managerial and leadership prowess, so that they become effecting in their daily work schedules. The discussion and analysis in the article revealed that, there is no specific model of leadership and management that is considered to be the best for higher educational institution. It also indicated that, the complex nature of higher educational institution management is because; all the models and structures of governance have their pros and cons. Therefore, the style or model of leadership and management to adapt is dependent on several factors including social, political, and economic. Again, the review also discloses that, senior management in higher education can only perform creditably if only they have the right skills and competencies. It further shows that, efficient managers need to learn their skills from a combination of training, development, and experience since becoming a successful manager requires a blend of formal learning and practice.

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