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Editorial: Multiperspective leadership

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Date of publication: January 16th, 2016

Edition period: January 2016-July 2016

To cite this article: Tintoré, M. (2015). Editorial: Multiperspective leadership. *International Journal of Educational Leadership and Management*, 4(1), 1-4. doi: 10.17583/ijelm.2016.1889

To link this article: <http://dx.doi.org/10.17583/ijelm.2016.1889>

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Editorial: Multiperspective Leadership

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Happy New Year 2016 and welcome to this new issue of IJELM! Leadership, always a big topic, is experiencing some exciting times, now more than ever. As you read through the journal you will see how this comes true in the pages of this issue. IJELM strives to give voice to academics from all over the world, and thus you will find here researchers who approach leadership from very different perspectives, methodologies, and geographical contexts.

In its nearly four years of existence, IJELM has received contributions from all the continents and we hope to expand this trend more and more. With all your help, we are contributing to the exchange of ideas on leadership and are providing a platform for research and practice-oriented scholarship.

In this current issue, the first article by Maria Domingo-Coscollola, Judith Arrazola-Carballo, and Juana Maria Sancho-Gil provides an interesting twist on the role of educational leaders in the development of digital competencies, specifically in the context of a culture of collaboration and distributed leadership.

The authors present the preliminary results of a European project, the Do It Yourself Lab project, which aims “to promote sound and sustainable change in education by fostering educational leadership” (Domingo-Coscollola et al., 2016:8). Students and teachers in the DIYLab project are expected to function as leaders in their institutions that develop digital projects; then, these institutions can subsequently serve as leaders in other organizations and communities (Domingo-Coscollola et al., 2016). The team of researchers led by Juana Maria Sancho, understands leadership to be a feature of the entire organization and not as an individual attribute. They advocate a kind of leadership that is at once leadership for learning and leadership which is distributed among the members of the educational establishment.

To achieve their objectives, the researchers followed a methodology based on the principles of collaborative action research (CAR) and studied the curricula, conducted focus groups with students and teachers and implemented a plan of professional development for teachers. They concluded that the notion of DIY implies going beyond what the educational institutions are already doing, and that it also upturns the basic understanding of formal learning, such as the core curriculum, the roles of teachers and students, and assessment frameworks (Domingo-Coscollola et al., 2016).

The second article provides examples from Africa. The author, Aaron Mkanga Manaseh, from the Mkwawa University College of Education in the United Republic of Tanzania, presents a case study related to the role of principals in managing the instructional program.

It is well known that educational leadership centered on teaching and learning (Instructional Leadership) is good for student outcomes, but the author suggests that sometimes principals are more dedicated to managerial and financial functions than to educational practices related to teaching and learning. So his study, which is based on a qualitative methodology that involves six secondary schools and 36 informants, tries to analyze the Head of Schools’ engagement in Instructional Leadership in the Tanzanian context and how to improve it.

Organizational culture and organizational learning are topics with strong links to leadership in organizations. Our third article addresses this topic with another case study, though this one is centered on university leadership and culture. The research studies the case of an independent writing program

in a large university, which –after using the lenses of Meyerson and Martin (1987) and Enomoto (1994) to study cultures - reveals a culture that is much more complicated than it seems at first sight. The authors, Haley Orton and Sharon Conley, point to the value of this way of analyzing cultures, the “three-lens view”, and they study the implications for academic program leadership.

The fourth article, by Ivan Eduardo Salvador, is also related to organizational learning and knowledge management in a public university in Perú. The author studies two of the functions of a university: to create and disseminate knowledge. In order to improve this function, Salvador proposes a knowledge management framework that can help university teachers in their professional development.

Finally, Miquel Bastons offers a review of the book “Ética en la dirección de empresas. Calidad humana para una buena gestión” authored by professor Domènec Melé. It is the first book in Spanish that IJELM incorporates and we think it should be recommended reading for all kinds of leaders and organizations. The book has also been published in English (*Management Ethics*, 2012) but with some improvements from the author on this new version. Melé, a well-known emeritus professor of business ethics, tries to understand how ethics are considered within the entire process of leadership, especially during decision-making processes. Educational leaders can learn some very good lessons from this work

As you read through the journal, you will see leadership studied from very different perspectives. It is our aim that everybody learn from each of these authors in order to improve our shared knowledge and comprehension of leadership.

As the editor, I cannot conclude these pages without thanking the work done by all the people involved in publishing IJELM, especially that of the reviewers that come from very different universities: María Díez and Isabel Parés, from the Universidad Panamericana in Mexico D.F. (Méjico); Casilda Güell, Núria Hernández, Xavier Ureta and Albert Arbós from the Universitat Internacional de Catalunya in Barcelona (Spain); Astrid Salvans from the Universitat Pompeu Fabra, also in Barcelona; Marta Quiroga, from de Pontificia Universidad Católica de Valparaíso, in Chile; Shina Olayiwola from the University of Alberta (Canadá); Sandro Serpa, from the Universidad de las Azores (Portugal) and Rocío García-Carrión from Deusto University in Bilbao (Spain). Thank you all very much for your splendid job.

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