This is the published version of a paper presented at Nordic Conference: Educational Governance and Leadership in Transition, Oslo 18-19 oktober 2017.

Citation for the original published paper:

How to conceptualize practice as manager in academic education?.
In: Presented at: Educational Governance and Leadership in Transition: Leading and organizing the education for citizenship of the world through technocratic homogenisation or communicative diversity?, Oslo 18-19 oktober 2017

N.B. When citing this work, cite the original published paper.

Permanent link to this version:
http://urn.kb.se/resolve?urn=urn:nbn:se:lnu:diva-68361
How to conceptualize practice as manager in academic education?

How can we design leadership courses which take the basis of what managers do in the context of time and place and context?

Leadership and its learning is an area that research has been carried out and written about to such an extent that there is hardly any competing area regarding scope. It seems that the lack of consensus on what is leadership and a good one, not been reduced over the years, increased rather. The same problem has leadership courses wrestled with. The compulsory Headmaster Program, School Leadership course of the Linnaeus University we wanted to examine alternative ways. We started with the first assume that leadership is a complex phenomenon, in which time and space and context are emphasised as crucial for the effectiveness of leadership. The second, leadership is complex. Leaders are doing a lot of different things. Sometimes they have control, but for the most, despite knowing, not being simply in control. The concepts of the space-in-between, theory and practice, relationships, denotes processes in both education and their practice as managers. Research concerning how people acting on each other derived from neurophysiology, emotional research, "take the role of others" and pragmatism are used for the design of the task. The task of the participants was to learn to shape, interpret, understand and explain actual processes in everyday life using analytical concepts such as sensemaking, power, structure and culture.
Within the framework of the compulsory Headmaster Program at Linnaeus University we started to test and try these 'new' forms of education with shadowing of a colleague. The task consists of five moments: Shading for half a day, filming (15 minutes) of social interaction, printing and subsequent analysis of the print with the theoretical concepts as sense making, culture and structure to help to unpack a specific event. The task is to zoom in and zoom out from a specific event. Minimum is four pages’ analysis and one page of what they have learned to shade a colleague, capture and print in detail a specific event and analyze this with the support of concepts.

The empirical material in this paper consists of 523 examinations. The method is simply to shape, interpret, understand and explain what they have learned of shadowing a companion. The results show that the overwhelming majority of participants were reflexive and not least concrete in its thinking on shading and its results. We were surprised at the extent to which the shading also produced results, according to what they write, set track in their forthcoming thoughts and exercise their leadership practice.

Our analysis to interpret and understand and explain the shading and output frames we entered through to unpack the empirical material with support in the notions of space-in-between, resources for constructions of meaning (sense-making theory), empathy, neurophysiology and mirroring theory. With the assistance of the unpacking of empirical material, we provide proposals for the development of the School Leadership course.