23. New trends in academic leadership: a synopsis of the state-of-the-art approaches

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Abstract

This study aims to examine current leadership trends in higher education institutions that educate people to meet the demands of today and the expectations of the future. As expectations from leaders increase and their role in shaping the future of nations becomes vital, leadership becomes even more important. While all stakeholders have a role to play in ensuring that universities meet the requirements of the modern era, the greatest role undoubtedly belongs to leaders who are responsible for the overall functioning of the institution and who must have the distinctive characteristics and understanding to shape the university with all its stakeholders and constituents. Just as the roles expected of universities are changing, academic leadership styles can also change over time and place. In this study, which focuses on identifying which leadership styles are reflected in the behaviors of contemporary academic leaders, content analysis method was used. For this purpose, Google Scholar and WOS (Web of Science) databases were searched and articles with the keywords "academic leadership" and "academic leader" in their titles were selected. Since the research deals with the most current trends on the subject, the time period was determined as January 1, 2022 and July 31, 2023. By analyzing a total of 81 Google Scholar and 42 WOS articles, it was concluded that the leadership style mostly practiced by today's academic leaders is transformational leadership style, although it varies depending on the specific conditions of the university and the requirements of the time.

Keywords: Academic leadership, modern age, trends, characteristics

Akademik liderlikte yeni eğilimler: son yaklaşımlardan bir çıkarım

Öz

Bu çalışma, insanları günümüzün taleplerini ve geleceğin beklentilerini karşılamak üzere eğiten yükseköğretim kurumlarındaki mevcut liderlik eğilimlerini incelemeyi amaçlamaktadır. Liderlerden beklentiler arttıkça ve liderlerin ulusların geleceğini şekillendirmedeki rolleri hayati hale geldikçe liderlik daha da önemli hale gelmektedir. Üniversitelerin modern çağın gerekliliklerini karşılamasında tüm paydaşların rolü olmakla birlikte, en büyük rol kuşkusuz kurumun tüm işleyişinden sorumlu olan ve üniversiteyi tüm paydaşları ve bileşenleriyle birlikte şekillendirmek için ayırt edici özelliklere ve anlayışa sahip olması gereken liderlere aittir. Üniversitelerden beklenen roller değiştiği gibi akademik liderlik tarzları da zamana ve mekâna bağlı olarak değişebilmektedir. Çağımızın akademik liderlerinin davranış biçimlerinin hangi liderlik tarzını yansıttığını belirlemeye odaklanan bu çalışmada içerik analizi yöntemi kullanılmıştır. Bu amaçla incelenmek üzere Google Scholar ve WOS (Web of Science) veri tabanları taranarak başlığında "akademik liderlik" ve "akademik lider" anahtar kelimeleri geçen makaleler seçilmiştir. Araştırma konuyla ilgili

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en güncel eğilimleri ele aldığı için zaman aralığı 1 Ocak 2022 ile 31 Temmuz 2023 olarak belirlenmiştir. Toplam 81 Google Scholar ve 42 WOS makalesinin incelenmesiyle günümüzün, akademik liderleri tarafından çoğunlukla uygulanan liderlik tarzının, üniversitenin özel koşullarına ve zamanın gereklerine bağlı olarak değişse de, dönüşümcü liderlik tarzı olduğu sonucuna varılmıştır.

Anahtar kelimeler: Akademik liderlik, modern çağ, eğilimler, özellikler

Introduction

In the social sciences, and especially in management sciences, "leadership" is one of the most wide and age-old topics that has been studied. In fact, it would not be wrong to say that the subject of leadership has been of interest since people started to live together. Naturally, the definition of leadership has changed according to the needs and expectations of the current period, and the demands from the leader have differentiated. In this framework, the concept of leadership has been named in different ways. One of the most recent examples of this is "green leadership", which has been shaped by the environmental sensitivity that has emerged as a result of the current climate crisis.

Leaders take into account both the social, cultural, and economic trends shaping the current age and the specific needs of the communities they lead. They create or adapt behavioral styles and patterns that will combine the expectations of these two groups in light of current trends and enable the community they lead to achieve its goals and ensure all its members are satisfied. Since the different circumstances of each era require the redefinition of leadership, there is no universally accepted definition of leadership that is valid in every age and in every place. Today, although leadership and management are considered and studied as separate concepts instead of drawing firm boundaries between the two, it is necessary to consider that they complement each other and to accept that good managerial qualities are necessary for successful leadership and vice versa (Brymen, 2007). Nevertheless, there are some characteristics that are common to all definitions of leadership, like having vision, honesty, integrity, inspiration, communication skills, and the ability to challenge.

Prive (2012) describes the top 10 qualities a leader should have as honesty, ability to delegate, sense of humor, confidence, commitment, positive attitude, creativity, intuition, and ability to inspire. Shah and Pathak (2015) add respecting others and solving problems to these qualities, while Robles (2012) emphasizes the importance of integrity, communication, courtesy, social skills, a positive attitude, and a work ethic. Brymen (2007) argues that the features that are important, especially for academic leaders, are leader behaviors that foster a collegial atmosphere and advance the department's cause.

Leadership holds increasing importance in tertiary education since the role of universities is changing and expectations from them are increasing. Universities are in competition with each other to give the best they can to all their stakeholders as well as to the society they are in. Their roles are varied, and they require the contribution and collaboration of all people with whom they have relations. They are prepared not only to educate their students but also to conduct research to contribute to science and serve the society they live in. These changes have necessitated a change in the roles of those in charge of universities, who are expected to have more skills to meet the expectations of contemporary universities and to be able to address not only the university community but also all those who have a relationship of one kind or another with the university. All these changes and their implications for universities have led to the emergence of the concept of academic leadership.

Literature Review

Universities, which have to keep up with the rapid change and raise the communities that shape the future, have duties expected from all their members but especially those who are in leadership positions in order to achieve this goal. Naturally, leaders will adopt different leadership styles in accordance with their personalities, environments and expectations. Of these, the traditional leadership approach associates academic leadership with leadership based on seniority in the educational institution (Laing et al., 2011).

Akıllı et al. (2015) found that implementation of strategic plans developed in line with the vision is important and requires faculty support and effective academic leadership. They conducted a survey of 233 participants in the Cappadocia region of Turkiye and revealed that entrepreneurial leadership styles can increase support for strategic planning activities. The importance of developing an academic vision for the leaders in universities has been the subject of several studies (Mathews, 2018; Mrig & Sanaghan, 2017), which also pointed out the importance of its execution, which is even more important than creation. For this reason, academic leaders should have a plan to realize their vision. One of the greatest tasks expected of academic leaders is to spread and adopt their defined vision to the smallest unit of the university (Montgomery, 2020).

Bateh and Heyliger (2014) conducted a study to find the most effective leadership styles in tertiary education. The results of the survey they applied to 671 participants revealed that transformational and transactional leadership styles are effective in increasing the job satisfaction of the faculty members, while passive or avoidant leadership decreases job satisfaction.

Waheeda and Shaheeda (2011) interviewed 13 academics from three different universities in the Maldives and found that their behavioral patterns can be grouped under the scope of several leadership styles. They have affiliative, task-oriented, laissez-faire, democratic, and visionary leadership styles. The interviewees thought that task-oriented and affiliative leadership styles were the most common ones, although task-oriented was the most unfavorable while laissez-faire was the most favorable since the participants found the latter to increase their academic self-esteem and helped them strengthen their self-empowerment.

Studies in this field revealed the features that academic leaders are expected to have. Among these studies, the one conducted by Brymen (2007) argues that academic leadership can be identified at two levels, and the leaders are expected to have different features depending on their levels. Leaders at the departmental or college level constitute the first group and require skills such as having a clear sense of direction, being considerate, treating staff with integrity, and creating an environment to encourage the staff to participate in research and teaching. They act as role models, let the staff participate in key decisions, and create an environment where everyone can express their opinion freely. In addition, leaders in this group take care to be fair in their decisions and actions, and instead of forcing change, they let things happen naturally and wait for the change to occur spontaneously. On the other hand, the second group of leaders are more senior institutional leaders, and they are supposed to have features like a visionary approach to realizing the mission of the university, a strong network, being flexible and risk-taking, seeking better rather than adhering to existing practices, supporting change, and building the infrastructure to enable it.

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In addition to the classification of academic leaders by Brymen (2007), Rowley and Sherman (2003) also addressed the issue of who can be considered an academic leader and pointed out that leadership is an important trait that is sought in managerial positions in universities, as is the case in other organizations. There are different departments in universities, similarly to other organizations. For example, there are management departments, academic departments, and student organizations. Each department has its own environment and conditions, and each department requires a leadership practice.

After briefly clarifying what academic leadership is and who is seen as an academic leader, it is now necessary to specify the scope of academic leadership, that is, which areas of higher education academic leaders are related to. Temmerman (2021) states that these areas are learning, research, scholarship, institutional culture, mission, strategic direction, policy, and everything related to these. Therefore, academic leaders have authority and responsibility in all areas relevant to their level. The unit that they are in can vary from a program chair to a department chair or from faculty administration to university administration, hence from deanship to rectorate.

Leadership in educational institutions is synonymous with bringing different perspectives to the institution, enabling it to catch up with or even surpass other contemporary educational institutions. In this context, Mehmood et al. (2012) define an academic leader as a leader who has a broad vision in his or her field, who can encourage and inspire students and other academics to achieve their goals, and who can help them internalize innovative perspectives. Kurniawan and Puspitaningtyas (2013) argued that academic leaders should give importance to achieving academic excellence, and only in this way can a strong scientific staff be built and scientific achievements be realized.

It has already been mentioned that leadership is one of the most studied topics in the social sciences. The concept of leadership, which has different practices depending on time and environment, has increased its importance for universities, which have been undergoing a rapid transformation in recent years. In parallel with this increasing importance, studies on the subject have increased. This study aims to identify the current leadership tendencies in universities that are racing to be more efficient, effective, inclusive, and competitive. Therefore, the research question was determined to be "What are the current trends and practices in the field of academic leadership in higher education institutions?". The answer to this question is expected to provide guidance for the development of academic leaders by keeping them informed about the latest trends. To provide a clear answer to the research question, the content analysis method was used.

Methodology

This study used the content analysis method using two electronic databases, WOS (Web of Science) and Google Scholar. Since the study aimed to focus on state-of-the-art approaches, the time period was kept short, and only the articles and book chapters that were published between January 2022 and August 2023 were included in the research. The criteria to determine which of them would be analyzed was that they would have the terms 'academic leadership' or 'academic leader(s)' in their title.

Through Google Scholar, 81 articles were identified, and 38 articles that were thought to be suitable for the purpose of the study were downloaded. As a result of the article analysis, it was revealed that 15 papers were fully eligible for the study. Through WOS, 42 articles were identified, and as a result of the

same selection procedure, 5 research articles were found to be eligible for the purpose of this study. Some articles were included in both databases so they were analyzed once.

Ineligible articles were those with the term "academic leadership" or "academic leader(s)" in the title but not directly related to these concepts. Instead, they focused on their relationship with other concepts or other topics related to the field, such as the leadership selection procedure, the characteristics that leaders should possess, or the relationship between academic leadership and various factors. Furthermore, articles dealing with academic leadership in educational institutions other than universities were not included in the analysis.

Results and discussion

As a result of the in-depth analysis of the selected articles, those that directly dealt with leadership styles were identified, and the leadership styles that they referred to as the best ones were listed in the findings column of Table 1.

Table 1. State-of-the-Art Academic Leadership Styles

	TITLE	AUTHOR(S)	FINDINGS
1	The scientific director: A complementary model for academic leadership	Caroline Hendry & Antonio J. Giraldez (2023)	Complementary leadership
2	An integrated systems model for understanding experiences of academic leadership development in Qatar	Alan Floyd et.al (2023)	An integrated systems model based on three inter-related systems: intrapersonal relational institutional
3	Embarking on an adventure of early career academic leadership	Tijana Mitić (2023)	Tailored Leadership
4	The Covid-19 Crises and The Future of Academic Leadership in Transnational Higher Education: The Case of Ghana	Yaw Owusu-Agyeman (2023)	Transformational Approach
5	Academic leadership and leadership styles in strategic plans: a study of five top-ranked public universities in South Africa	Nathalie Hyde-Clarke (2023)	Transformative Leadership Servant Leadership Responsible Leadership Competent Leadership, in relation to management
6	Challenges and Required Competencies toward Effective Academic Leadership in Indonesian Theological Institutions	Bakhoh Jatmiko- Sherly Ester Kawengian (2023)	Collaborative and Shared Leadership
7	Still haven't found what you're looking for: The sanctity of the	Sara Thompson (2023)	Competent Leadership

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	search in filling pharmacy academic leadership roles		
8	Academic leadership programs in new higher education context	Ngoc Bich Khuyen Dinh (2023)	Transformational Leadership Distributed Leadership Collective Leadership
9	Model of Democratic/ Authoritative Parking of Lecturers in Developing Student Academic Leadership Potentials	Muhamad Suyudi, Ummi Mahmudah (2023)	Democratic Parenting Model
10	The Benedictine Value of Stability and Academic Leadership in times of Pandemic and Crisis	Christian Bryan Bustamante (2023)	Crisis Leadership
11	Academic Leadership Development Programs in New Higher Education Context: Perceptions, Effectiveness, and Impacts	Tom Vanwing (2023)	A leadership model with four main components: theoretical core, types of training and providers, training format, ultimate goals
12	The Impact of Academic Leadership on Academics' Conceptions of Student Learning in Vietnam: A Case Study	Nguyen Tien Thanh, (2023)	Transformational Leadership
13	The Clash of Academic Hierarchy and Inclusive Leadership: Evolution of Leadership in a Nationwide Diversity, Equity, and Inclusion Initiative	Diane Codding and Bennett B. Goldberg (2023)	Shared System Leadership
14	Crisis leadership: Reflecting on the complex role of academic (middle) leaders during the COVID-19 pandemic	Cherrel Africa Derek Yu Abdulrazak Karriem Bonita Raymond (2023)	Distributive Leadership (with an emphasis on communication)
15	The Degree of Practicing Creative Leadership by Academic Leaders at Jordanian Universities and Its Relationship to the Level of Teaching Performance	Al-Zoubi, Z. H., Issa, H. M. B., & Musallam, F. Y. (2023)	Creative Leadership
16	Reflections on an Academic Leadership Approach to Implementing Digital Education in Higher Education	Gloria Visintini (2022)	Digital Leadership
17	Academic leadership and decision-making in institutions of higher learning in Zimbabwe: Trends and tribulations	Victor C. Ngwenya, Nduduzo Phuthi (2022)	Transformational Leadership
18	Advancing a cultural change agenda in higher education:	Whittaker, J.A., Montgomery, B.L.	Progressive Leadership

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	issues and values related to reimagining academic leadership	(2022)	
19	Academic leaders: In-role perceptions and developmental approaches	Grajfoner, D., Rojon, C. and Eshraghian, F. (2022)	Distributed Leadership
20	The Degree of Practicing the Various Dimensions of Crisis Leadership During the Pandemic by the Academic Leaderships at King Khaled University, from the Perspective of Faculty Members	Abdullah bin Moshbab Al-Ahmari Mona bint Moshabab Al-Ahmari (2022)	Effective Crisis Leadership

It is seen that some of the findings are not leadership styles that are generally accepted and practiced in the business and academic world, but certain kinds of leading and management behaviors that the authors have proposed by taking into account the general situation of the academic world and the specific conditions of the context they are in. On the other hand, these concepts are sometimes so close to each other that they can be used interchangeably (Göksoy, 2016). Considering all the proposed styles and behaviors, it is evident that transformational leadership is the most accepted leadership style in the academic world under the conditions of today's context. In Table 2, which was created by using the data in Table 1, the findings are ranked from the most popular to the least popular.

Table 2. Frequency of Leadership Styles in the Literature

	Leadership Styles	**Frequency**
1	Transformational Leadership	6
2	Distributive Leadership	3
3	Shared Leadership	2
4	Crisis Leadership	2
5	Servant Leadership	1
6	Collaborative Leadership	1
7	Collective Leadership	1
8	Competent Leadership	1
9	Complementary Leadership	1
10	Creative Leadership	1
11	Democratic Parenting Leadership	1
12	Digital Leadership	1
13	Integrated Leadership	1
14	Progressive Leadership	1
15	Tailored Leadership	1

The total number of leadership styles in the table is higher than the number of articles analyzed because some authors propose more than one leadership style.

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Transformational leadership is the most preferred leadership style in the academic world. It is followed by distributive leadership and shared leadership styles. On the analysis of these, it is seen that there are similarities.

Transformational leaders are the leaders who can create a brand new vision by taking into account the environmental changes and the reactions of universities to these changes, and who can put this vision into practice by adopting it with the people they address. Here, the leader's power of influence and persuasion comes to the fore. The fact that a leader can influence his or her followers and make them do what he or she wants is understood to mean that the leader must be charismatic. A charismatic leader is a leader who does not have difficulty influencing his or her followers and who can direct them in line with the goals and even make them give up their own goals for this purpose and try to realize the goals of the organization they are affiliated with (Ayrancı & Öge, 2010). Research reveals that transformational leadership affects the innovativeness and creativity of the instructors at universities (Salamah et al., 2023), while it has a significant positive effect on the competence of the teachers (Rifqi & Abidin, 2023). It also affects students' academic achievement as well as the school atmosphere and extracurricular activities (Ganesan & Veera, 2023). In another study, it was found that transformational leadership increases teachers' academic optimism and their commitment to the organization. Therefore, it can be said that it is effective in influencing teacher behaviors (Stefan et al., 2023). A thesis study by Oyetunji (2023) also provides parallel information to this research and finds that transformational leadership is the most common type of leadership in the academic world. Fourtane (2022) says that transformational leaders, also known as quiet leaders, encourage the followers to achieve, and they have the competence and courage to lead both the students and instructors and sacrifice for them. In this respect, they set a good example for them.

In sum, today's world is a world of rapid and frequent change. Universities, like all institutions in society, are affected by this rapid change and should not only adapt to new situations as quickly as possible but also try to benefit from them. Leaders have a number of roles to play in the successful realization of this process. Research conducted by Michigan State University (2022) summarizes the skills that transformational academic leaders should possess as follows (Michigan State University Report, 2022):

- Being open to new thoughts.

- Capability to widen minds.

- Dedication to active listening.

- Taking risks when it is worth it.

- Willingness to accept responsibility.

- Confidence in team members.

- Capability to drive involvement.

Distributive leadership, the second most-preferred one in academia, is a kind of leadership that advocates collective collaboration and supports the participation of all relevant actors in these processes rather than the use of individual power and control. In other words, leadership practices are carried out by competent people in the organization as opposed to being carried out by a single person. This

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leadership style emphasizes the importance of organizational processes and communication for effective change (Gosling et al., 2009; Jones et al., 2012; Jones & Harvey, 2017; Yıldırım, 2017).

There are close connections between distributed leadership and shared leadership. Bhasin (2023) describes distributed leadership as a model of shared leadership among the employees of an organization and adds that its most obvious general characteristics are collaborative decision-making and acting together. Likewise, Göksoy (2016) argues there is a relationship between shared leadership and distributed leadership, although not very distinctive. He suggests using the term "collective leadership" instead, to bridge the gap between distributed leadership and shared leadership. In addition, shared, distributed functional leadership is also important for the success of self-managing virtual teams, as pointed out by Eseryel et al. (2022).

In distributed leadership, leadership responsibilities and decision-making are shared among more than one person within the organization, while in shared leadership all members of the team are expected to contribute equally to these tasks (Rivzi, 2023). In this sense, it can be said that the type of shared leadership is closer to the approach of collaborative leadership, which is another style mentioned in the literature review for academic leadership. Collaborative leaders are leaders who regularly ask for employees' opinions and allow everyone to contribute to solving problems and creating new strategies. This helps employees develop a positive attitude towards the workplace. Employees who feel trusted and whose opinions are valued have a greater sense of belonging to the workplace (Ibarra & Hansen, 2011).

Collective leadership, another type of leadership mentioned in the review, means that people with different skills and experiences come together to realize common goals. In collective leadership, people consult the ones who are most experienced in a certain area and come to a consensus before they make a decision (Shonk, 2023).

Although servant leadership was introduced into the literature by Robert K. Greenleaf in 1970 (Greenleaf, 1977), it is a concept that is very old in practice. It is described as "a non-traditional leadership philosophy, embedded in a set of behaviors and practices that place the primary emphasis on the well-being of those being served" (Greenleaf.org, 2023). Although servant leadership recognizes meeting the personal needs of followers as the main goal, it overlaps with transformational leadership in many respects (Mustamil & Najam, 2020). Wong and Page (2003) identified the factors taking place in the Servant Leadership Profile and revealed that they include empowering and developing others; power and pride; serving others; open, participatory leadership; inspiring leadership; visionary leadership; and courageous leadership. As can be seen, some factors like being visionary, inspirational, and open are common in most modern leadership styles.

Crisis leadership is a form of leadership that comes into question when something sudden and unexpected threatens the organization and needs to be addressed immediately. In such cases, planning to deal with the threat, keeping the morale and motivation of employees high, and taking a number of measures to maintain the normal functioning of the organization are vital (Firestone, 2020). The pandemic has shown how important leadership is during the crisis period, and in order for education to continue uninterrupted during this period, managers and leaders in all educational institutions have taken measures specific to this period; in other words, they have practiced crisis leadership.

An examination of the rest of the list reveals that the leadership styles in the table share some common points. For example, collective leadership involves joint decision-making and cooperating to achieve

common goals (Friedrich et al. 2009), while competent leadership involves the leader using all of his or her knowledge, skills, and abilities to solve problems and motivate other employees (Marshall, 2015; Van Minh et al. 2017). Another approach that gives importance to joint decision-making is the democratic parenting approach. This style, which has been expanded from family relations and applied to organizations, emphasizes mutual respect, responsibility, making one's own decisions, freedom of opinion, and joint decision-making (Li, 2023).

In complementary leadership, people with different leadership skills come together and try to realize common goals by harmonizing with each other. In education, this refers to a structure consisting of a chair and vice chair(s) that complete the chair regarding the areas that require special expertise (Hendry & Giraldez, 2023). On the other hand, creative leadership is focused on uncovering innovative ideas and putting them into practice through calculated risks. Creative leaders try to create environments where such ideas can be embedded and encourage teamwork. In this sense, it is quite close to progressive leadership, which emphasizes creativity and innovative new methods of learning from an educational point of view. (Martin et al., 2025).

Digitalization, one of the leading developments of our time, has also shaped the field of leadership, and digital leadership, like digitalism, has become almost a must for contemporary organizations. Digital leaders are those who can motivate their followers to work in the digital environment, maintain efficient and sustained communication, generate and implement innovative ideas in the digital environment, and develop strategies in the digital space (Sağbaş & Erdoğan, 2022). As Antonopoulou et al. (2022) find out, there is a strong positive correlation between digital leadership and transformational leadership, and they coexist in higher education.

Among the other leadership styles on the list, there is integrated leadership, whose main purpose is to build personal and organizational leadership capacity to be more successful. The most important characteristics of integrated leaders, which are seen as especially important in today's VUCA (Volatile, Uncertain, Complex, Ambiguous) world, are that they are planned, they learn to learn, they distribute leadership to sub-units and individuals, they create and use networks effectively, and they try to create impact in these ways (Integrated Leadership, 2023).

Progressive leaders, as referred to by Whittaker and Montgomery (2022), are those who can combine different leadership styles like shared leadership, creative or innovative leadership, qualitative leadership, and dynamic leadership and who can change their style depending on the needs and demands of the ecosystem. This approach can be likened to the tailored approach, which suggests changing the leadership approach to take into account different situations and characteristics of people (Brearley, 2021).

When all the leadership styles in Table 2 are evaluated not only from an academic but also from a general perspective, there are some points that stand out. Common points that are noteworthy are listed below:

- Combination of unique skills and experience

- Collective collaboration rather than individual power

- Collaboration in decision-making

- Confidence in team members

- Sharing responsibility

- Putting people at the heart of the organization

- Effective communication among all members of the organization

- Ensuring the development of individuals as well as the growth of the organization

- Considering individual differences

- Inspiring and developing group members

- Developing innovative ideas

- Realization of digital transformation

- Sticking to values and ethical standards

- Finding new ways of doing old things

- Being forward-thinking, open-minded, and people-centered

When all these findings are considered in the academic context, it is expected that not a single leadership style but a leadership approach that combines the characteristics of several styles will be appropriate. Since most of the styles in the table have common characteristics, the most appropriate leadership approach for the academic environment may be one that encompasses all the common characteristics but allows for different practices depending on the situation, the environment, and the expectations of the individuals. As a result, all types of leadership on the list involve more than one person in the fulfillment of responsibilities and decision-making, as opposed to autocratic leadership. In some types of leadership, this means only the participation of people in certain positions, while in others, it means the involvement of all employees.

Conclusion

An academic leader is defined as a person who enables universities to perform all their functions successfully while motivating, modeling, and guiding all stakeholders and solving all problems with common sense and composure. The ways in which he or she achieves all of this, the behaviors he or she adopts, and the way he or she acts may fall within the framework of certain leadership styles. The review of the literature on this topic signals that transformational leadership is the key to leading academic institutions since it addresses all stakeholders in a comprehensive, contemporary, and motivating way, focusing on their well-being while considering how to transform the context in the best interest of all concerned.

On the other hand, the results of the study revealed that the leadership approaches recommended to be applied in the academic field have common characteristics to a great extent. In this case, it may be possible to draw a portrait of an ideal academic leader.

Therefore, an effective academic leader today must first and foremost know all the stakeholders in the academic world very well and involve them in all decisions and actions taken. He or she should know

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how to use the strengths of the stakeholders for the benefit of the university and ensure the development of both the university and the stakeholders with the synergy that will be created with the contribution of all stakeholders.

Today, the concepts of academic leadership and academic management are often confused, and it is often stated that people who are successful in the academic field but do not have much managerial experience are brought to the management levels of academic organizations. In this case, leaders should seek external professional help for activities outside their area of expertise.

Being one of the competent academic leaders of today and the future requires possessing widely recognized leadership qualities such as encouraging creativity and innovation, being a good role model, being fair and conciliatory, having social skills and giving importance to the development of these skills in the university community. However, beyond all these, it is important to note that future academic leaders should focus on human beings, the very reason for the existence of the entire university community, and carry out all their activities for the benefit of humanity.

A efficient academic leader should be a leader who can respond to all these demands, meet the expectations of future generations and take the necessary measures to keep up with the innovations that the world will experience in the future.

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