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A Discourse Analytic Approach to HEI Leadership in Finland: The What and How of Rectors' Leadership

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Abstract

This dissertation is about the leadership in higher education institutions (HEIs) in Finland. It consists of five articles, or sub-studies, and a compilation.

This dissertation focuses on the rector's leadership practice and specifically the mediating role this practice represents. It utilises the ideas of enactment and the relative freedom to act that the leader, in this case the HEI rector, has. Furthermore, enactment and non-affirmative education theory are applied in aiming to understand pedagogical dimensions of leadership.

The specific aim of the dissertation is to empirically describe rectors' leadership practice with the help of a discursive approach where the talk is seen as a social practice. The study sheds light on those leadership discourses that are constructed, constituted and maintained in HEIs in Finland during and after a major higher education (HE) policy shift in the country.

The following synthesised research questions are to be answered: How can the HEI rector's leadership practice and especially the mediating role and discursive positioning be understood? and How can the rector's leadership be understood through a discursive lens?

In addition to the previously described points of departure, the methodological and theoretical approach applied in the thesis is discourse analysis or, more specifically, discursive psychology. In the analysis, the following analytical concepts are used: *subject positions*, *identity construction*, *interpretive repertoires* and *positionings*. The data consist of inauguration speeches and thematic interviews with HEI rectors.

The results demonstrate the discursive nature of educational leadership as a (pedagogically) mediating activity. The mediating role is visible in the use of a variety of discourses. It is shown that external developments are enacted by the rectors in carrying out their tasks. Yet, given the degrees of freedom, the rectors themselves construct and constitute their leadership practice. These discursive leadership activities contribute, in turn, to

creating spaces and opportunities for faculty, but they also co-create external public spaces around HE. The non-affirmative theory in combination with the discursive methodology deepens a theoretical understanding of the HE leadership practice in the way it focuses on the relations in the context and points out how these can be perceived from an educational or pedagogical point of view.

Abstrakt

Denna doktorsavhandling behandlar ledarskap i högskolor i Finland. Avhandlingen består av 5 artiklar eller studier samt denna sammanfattning

Avhandlingen öppnar upp för en diskussion kring ledarnas diskursanvändning och för de olika valmöjligheter som en ledare, i detta fall en rektor, står inför i sitt ledarskap. Huvudsakligt fokus ligger på rektors ledarskapspraktik och hur denna kan förstås ur ett diskursivt perspektiv. Framförallt den medierande rollen i ledarskapet tangeras. Rektors ledarskap som betraktat ur ett icke-affirmativt och ett icke-hierarkiskt perspektiv diskuteras även då detta specifikt belyser de relationer som finns i kontexten. Syftet med avhandlingen är att studera rektors ledarskapspraktik ur ett diskursivt perspektiv i hopp om att öka förståelsen av ledarskapspraktiken i en tid av förändring. Avhandlingen syftar också till att se vilka diskurser som formas och upprätthålls. Språket eller talet ses som en social praktik och är centralt i själva utövandet av ledarskapet. Ledarskapspraktiken och diskurserna utforskas i en högskolekontext där spänningarna mellan det organisationsinterna och organisationsexterna alltjämt är närvarande.

Avhandlingen strävar till att besvara följande syntetiserade forskningsfrågor: Hur kan man förstå ledarskapspraktiken i högskolorna med ett speciellt fokus på en medierande roll och en diskursiv positionering? och Hur kan ledarskapet i den högskolorna förstås utifrån ett diskursivt perspektiv?

Avhandlingen utgår från ett diskursanalytiskt, närmare bestämt diskurspsykologiskt perspektiv där följande diskursiva begrepp används som verktyg i arbetet: *subjektsposition*, *identitetskonstruktion*, *tolkningsrepertoar* och *positionering*. Det empiriska materialet består av inskriptionstal och tematiska intervjuer med högskolerektorerna.

Forskningen visar på den diskursiva aspekten av ledarskapspraktiken, som en sorts (pedagogiskt) medierad aktivitet. Forskningen visar att yttre

omständigheter gör att uppgifter och frirum varierar, men att rektor själv avgör hur frirummet används och hur detta genom talet bidrar till hur deras ledarskap tar sig i uttryck och blir till en handling genom de diskurser och därmed den diskursiva ledarskapspraktik hen konstruerar och upprätthåller. Den icke-affirmativa teorin förtydligar ytterligare de relationer som finns i kontexten och ökar förståelsen för hur relationerna återspeglas i rektors ledarskapspraktik. Dessa diskursiva ledarskapspraktiker bidrar i sin tur till att skapa möjligheter för medarbetarna och även för externa som bjuds in till att samskapa externa offentliga rum kring högskolan.

Nyckelord: ledarskapspraktik, mediering, rektor, högskola, diskursiv psykologi

Förord

Jag hör till dem som absolut tror att nyfikenhet och lärande hör till våra viktigaste färdigheter eller förmågor. Just dessa har också drivit mig framåt i detta projekt som inleddes för länge sedan. Jag är enormt tacksam över allt jag fått insikter i under projektets gång. Reflektion tar tid. Insikter utvecklas och fördjupas över tid. Jag är glad att jag under projektets gång fått ha så många intressanta och givande möten med olika människor. Detta har utvecklat mig kompetensmässigt och som människa överlag.

Jag vill ödmjukt tacka alla som stöttat mig, jobbat med mig och 'pushat' mig i denna process. Min handledare professor Michael Uljens vill jag tacka för många givande dialoger. Du har delat med dig av en enorm kunskap och hjälpt mig bli mera analytisk reflexiv/kritiskt reflekterande. Ett tack går även till förhandsgranskare och opponent konstruktiva återkopplingar. Jag vill även tacka många andra inom den akademiska världen, i Finland och utomlands, för genomläsningar, stöd, dialoger och möten. Ingen nämnd, ingen glömd. Mina tankar går till processens inledande fas då vi var en liten grupp med doktorander från Åbo Akademi och Helsingfors universitet som tillsammans inledde resan på Calle's Inn i Vasa. Ni är en grupp otroligt fina människor och tack vare er kom jag fint igång med arbetet. Jag vill även tacka kollegerna på Arcada -många av er har pushat och stöttat mig. Jag vill tacka Svenska Kulturfonden för stöd som möjliggjorde och underlättade denna forskning.

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Tacksam. *It takes a village*.

Esbo, 1.4.2022

Christa

Table of Contents

List of Figures

List of Tables

List of original publications (papers)

Publication 1: Tigerstedt, C. (2014). Educational Leadership in HEIs in Finland- a Thematic What Insight into the Rector's Speech. In T. Aarrevaara & E. Berg (Eds.), *Higher education and research in academe-who should pay?* (pp. 41-52). Luleå: Luleå tekniska universitet.

Publication 2: Tigerstedt, C. (2015). The Finnish higher education institution rector and the interpretive repertoire of transformative leadership. In: M. Uljens (Ed.), *Pedagogiskt ledarskap – teoretiska studier och empiriska bidrag* (Educational leadership – theoretical studies and empirical contributions) (pp. 133-157). Vasa: Åbo Akademi, Rapporter från Fakulteten för Pedagogik och Välfärdsstudier.

Publication 3: Tigerstedt, C. (2016). HEI leaders' identity constructions in times of changing structures and legislation. *Higher Education Review*, *49*(1), 50-74.

Publication 4: Tigerstedt, C. (Forthcoming). A discourse analytic perspective on the rector's leadership in Finland: positioning and change. Forthcoming.

Publication 5: Tigerstedt, C & Uljens, M. (2016). Higher Education Leadership in the Light of Non-Affirmative Discursive Education - Theoretical Developments and Empirical Observations. In: M. Elmgren, M. Folke-Fichtelius, S. Hallsén, H. Roman & W. Wermke (Eds.),) *Att ta utbildningens komplexitet på allvar* (pp. 156-173. Uppsala Studies in Education, No 138, Uppsala: Uppsala University.

1   Introduction

This dissertation addresses the rector's leadership practice and related discourses in Finnish higher education institutions (HEIs).

As leadership in this study is considered contextual, there are reasons to observe that in the past years quite a few changes have taken place in the higher education (HE) context in Finland. These include changes in legislation, funding structures, and other related HEI management policies.

The change has been talked about as a structural change process or development (Fi. *rakenteelllinen kehittäminen*) (OPM, 2012). A part of the change can be traced back to the broader impacts of globalisation and new public management (NPM) trends. The legislation renewal we have seen in Finland was, in fact, triggered by these global trends and a perceived need for more flexible and competitive structures (OPM, 2010; Piironen, 2013; Välimaa, 2018). Hence, according to the Ministry of Education and Culture, legislation was needed to guarantee more flexible structures for the HEIs to help them survive in a competitive international environment (FINLEX 485/2013; FINLEX 487/2013; OPM, 2012).

Rider (2012), for example, says that globalisation has created a tension among the ideals that representatives of the universities have and the values upheld in the policy documents. At least three observations can be made in this context. First, there has been a redefinition of how power and influence are distributed between and within levels, including public, private, nation state, educational institutions and transnational agents. This can be understood as a move towards NPM from a so-called 'old public governance', which refers to the social democratic welfare state model. Second, cultural homogenisation increased between nations, and simultaneously, a cultural pluralisation occurred inside the nation state in the form of economical differentiation and professional specialisation. Third, processes of decentralisation, de-regulation and recentralisation, and re-regulation have taken place, resulting in a sense of mistrust in

society in general (Uljens & Nyman, 2013; Uljens & Ylimäki, 2017; Välimaa 2018, Tirronen & Kivistö, 2009).

In the HE sector in Finland, the changes were supported by changes in policy and legislation, and their impacts on the field can be noted in the form of demands or expectations on enhanced competitiveness, networking efforts, fees for students arriving/attending/applying from outside of Europe, discussions of a third semester during summer and incentives for increased cooperation between universities and companies. Moreover, when the models and measures for governmental funding have been reviewed, a tightened view on the pace of study and the expectation of graduation within a certain time limit have been noted in the context. The changes, in turn, may on good grounds be expected to require renewed forms of governance and leadership. In a small country with many HEIs in relation to the total population, these institutions may have difficulties surviving.

Finland is known for not having adapted to neoliberal thinking in the basic education sector (Sahlberg, 2015). However, this is quite different when looking specifically into the current HE sector in Finland. In the HE sector, accountability, effectiveness and management by results have been visible for some time, and with the mentioned changes, they have become more obvious throughout the years (Treuthardt & Välimaa, 2008; Treuthardt, Huusko, & Saarinen, 2006; Välimaa, 2004; Välimaa, 2018).

From a leadership or management perspective, globalisation is impacting HE with increased and new demands from the outside, which, in turn, affect the internal operations of HEIs, including their management. On one hand, the universities of today are considered more 'self-governed' as a result of globalisation and its impacts on the nation state. On the other hand, they are now managed more than ever by measures, quality control and policy recommendations even on a transnational level (Välimaa, 2018). As a result, contradictions occur and the relationship between quality and quantity is challenged. Kezar, Carduzzi and Conteras-McGavin (2006, 149) say that we need to recognise the role that the market plays in both determining organisational policy and leadership. Only when this is

recognised can one understand the implications for leadership embedded in the form of both new managerialism and capitalism in HEIs. All this draws attention to how contemporary HEI leaders mediate, enact and translate between external expectations and internal HE cultures.

1.1   Problem statement and research gaps

The leadership within HEIs has not gone unaffected by changes in legislation and long-term, economic pressure calling for increasingly better results from the HEIs (i.e. management by results). Better results ensure more funding, which, in turn, is needed to develop the institution. It is a vicious cycle that is not easy to go about with nor to lead or practice leadership within. Being aware of the contextual changes, it becomes relevant and interesting to look at the HEI leadership practice and how higher education leaders work with enactment of new policies and measures. But how should this be done? What could a fruitful research approach look like? In this thesis, it is argued that we need to look into the leadership talk, or the discourses, in order to better understand the leadership and how and what discourses were used around that time when numerous changes occurred in the Finnish context. In relation to this, one can wonder how these changes were led and mediated or enacted by the rectors.

HEI leadership practice always exists and occurs in the tension between questions (factors/issues) internal and external to the organisation. Changes in either one may have implications for leadership. In this study, HEI leadership or the rectors' leadership practice relate to the many changes in the HE sector in Finland during the past years.

This dissertation focuses on leadership practice, enactment, mediation and discourses in the context of Finnish HEIs. To the best of my knowledge, this is among the few studies to look into HEI leadership practice from 2008–2014 in Finland, a period when many changes in the field occurred. This work is also among the first to examine this phenomenon from a discursive perspective, through which the rectors' mediating role and use of discourses become central. Such an approach may be helpful in gaining

insights on how these changes were enacted during this particular period of time. In other words, it discusses what we can find out about the HEI rectors' leadership practice by looking into the discourses that they formed and maintained. It may thus provide us with new knowledge about the rectors' mediating role and highlight the role of discourse as a tool for practicing leadership. Moreover, it hopefully allows us to gain insights into how the changes were enacted.

The initially identified research gaps are as follows: 1) The rectors' leadership practice from this period, during and right after the legislative and structural changes from 2008–2014, has not been widely investigated in educational sciences, and in studying the leadership during this specific point in time we can learn about strategy implementation and leadership practice. 2) There is a lack of research on inauguration speeches. Understanding that communication is an ultimate tool and task for leaders and rectors, this material becomes highly interesting because of its communicative (linguistic) art when aiming at understanding the rectors' leadership practice in HEIs. 3) The discourse analytical (DA) approach, and specifically the discursive psychology (DP) approach, offers a fresh take on rectors' leadership practice. DP has not been commonly used in HEI leadership research in Finland, and DA can possibly highlight less researched aspects of the dynamic and complex practice of HE (rector) leadership.

Based on the identified gaps and the research interest, this dissertation is thus positioned within the fields of leadership (the rector's leadership practice), education (HE) and discursive psychology (DP).

1.2   Aim, research questions and a demarcation

The aim of this dissertation is to shed light on HEI rectors' leadership, especially their mediating role and discursive positioning when practicing leadership. This is attained by discussing the understanding and implications of *talk as a social action*, a discursive approach, for HEI leadership in the Finnish context, thus bringing about understanding of *how the changes in the sector are typically enacted*.

Based on the above stated aim, the following synthesised research questions unfolded:

How can the HEI rector's leadership practice and especially the mediating role and discursive positioning be understood?

How can the rector's leadership be understood through a discursive lens?

1.2.1 Demarcation

The research is divided into five sub-studies (or papers). The distinctions among these can be seen in the way they point out different aspects of the discursiveness. The initial study focuses merely on *what* rectors talk about in the speeches. Other sub-studies focus primarily on *how* rectors address and talk about certain themes and therefore form and maintain a discourse in the given context *(where).* The final and fifth study employs a more theoretical approach to examine enactment and discursiveness in educational leadership.

This dissertation, as previously stated, focuses on HEI leadership and management and more precisely on the rectors' leadership practice. The term 'rector' is used more commonly in the European context, whereas the term 'principal' or 'provost' is used to refer to a person with the same mandate in the US. In the current research, 'rector' can be the rector or the vice-rector in a university or in a university of applied science (UAS).

The dissertation focuses on leadership discourses within HEIs in Finland. Data from traditional universities, technical universities and UAS are included in the analysis, and furthermore, leadership is investigated through the rectors' speech. Speeches from both the rectors and vice-rectors are studied.

Language in context and occurring discourses are at the very core of this research. Thus, the subject of the study is not the individual rector. The rector as an individual person is not the main interest, as is the case in leadership studies where personality, trait or qualities are of more interest to the researchers (Potter & Wetherell, 1987; Burr, 1995; Svensson, 2015). In other words, the language used (i.e. the speech) becomes the unit of analysis.

Moreover, understanding leadership is partly influenced by a socio-constructivist lens, in par with discourse analysis (DA), wherein language does play a significant role. One can even say that there exists a 'linguistic necessity' in the way the leadership is discussed here. Furthermore, the language or the speech is seen as 'action' (i.e. talk is a social action). Leadership discourses and practice evolve as one speaks; hence, leadership from a more static and somewhat traditional (including approaches like style or trait) viewpoint is not considered in this thesis.

The intention is not to test the suitability of nor to validate the chosen method and theory (DA) but to explore HEI leadership from a discursive perspective. However, the method can be discussed in connection to what new insights for leadership research can be obtained from the discursive approach, especially when one considers that DA is both a theory and a method. The chosen method (DA), specifically DP, is a theory-generating method, and the inductive-abductive work process is preferred in the thesis. Hence, in this work, other approaches or branches of DA are not discussed in more detail.

1.3   A methodological positioning

As pointed out above, language plays a significant role in this research. Leadership is strongly related to verbal communication, more specifically to the enactment or mediation process. The research focuses on the speech of the rectors in the HEIs and how these play a crucial role in, for example, policy enactment processes.

In this dissertation, language highlights how people and leaders talk and, at the same time, act, through which we can choose a direction and an action. Hence, language is an essential part of DA and a socio-constructivist concept emphasising the possibilities and restraints that influence such language (Potter & Wetherell, 1987; Phillips & Hardy, 2002). The specific focus is simply stated: *How leaders lead through their talk*. Talk is seen as action; that is, *the leader is actively practicing leadership when talking*. Hence, we need to remember that talk—be it intentional or unintentional—

is a kind of action and a practice. This will be discussed further in Chapter 2 and Chapter 4.

This linguistic focus makes it possible and relevant to apply the DA method to the research. Leadership, to a certain extent, is characterised by the numerous possibilities and the freedom of choice. The leader's 'talk' can be a tool to achieve set goals. This thesis is about the discursive nature of HEI leadership, specifically the rector's leadership practice. Here, leadership is seen as a mediating practice wherein the leader mediates both internally and externally. Furthermore, the role of the rector is a complex one in that they are in a middle position between what happens inside and outside the HEI. In the thesis, this is discussed as an inner or outer arena of tension wherein the rector plays a crucial part moving between the two while also being present in both arenas at the same time (Tigerstedt, 2014). Mediation, a crucial part of a rector's leadership, happens through talk, which is seen as a social action. At the very core of this dissertation research, we explore the enactment process and how leadership is put into action through discourse. In other words, how do the rectors perform the act of leadership through talk, specifically through the discourses that are formed, maintained and constructed in and during their speeches and when they talk? The rectors might not think about being in one arena or the other when leading; hence, the distinction is more a way of structuring and focusing this thesis. In real life, both arenas are very much intertwined and visible and apparent. According to Kezar et al. (2006), there is a need to express and combine the contextual issues from the outer and wider context with the inner context on both the meso- and micro-levels, thus constituting an attempt to increase knowledge in this area.

The data consist of rectors' written speeches and interviews. The main data, the inauguration speeches, are typical data for discourse analysts, although they have not been previously investigated for this purpose in the Finnish HEI leadership context. HEI leadership has been part of recent studies; however, these works often focused on policies (e.g., Nokkala, 2007; Moisio, 2014; Rinne, Jauhiainen, & Plamper, 2015). Therefore, the chosen approach will give novel and varied insights into HE leadership

in general. Moreover, DA can provide a new way to study organisations that are no longer fixed and solid but have fluid and contradictory dynamics. As stated by Phillips and Hardy (2002), this way of studying is vital if we are to inform and be informed by organisational and management practices.

According to Anderson and Mungal (2015), generally speaking, much research in the field of education seems to still be unaware of this focus on language and discourse and how it impacts the field of educational leadership practice. Hence, the inauguration speeches—considered the primary data source in this thesis—are considered appropriate data for this approach.

1.4   Structure of the thesis

This thesis consists of five sub-studies (articles and/or book chapters) and this compilation. The figure below shows the different research questions and main analytical concepts discussed and investigated in each sub-study. The sub-studies (also referred to as papers) are summarised in Chapter 5, and the full-text publications can be found in the last section of this compilation.
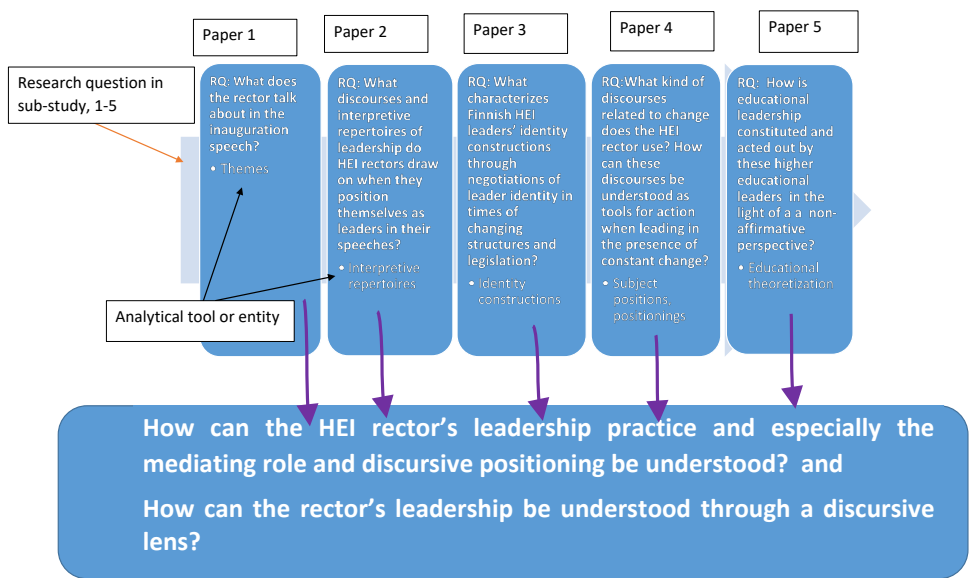
Figure 1. Synthesised research questions, research questions and analytical tools per paper (publication).

Chapter 2 is the main theoretical chapter. It has three main pillars: DA theory, leadership theory and education theory. Part of the chapter also discusses the complexity of HEI leadership. Chapter 3 is a more detailed contextual overview. Chapter 4 presents the methodological and theoretical discussion focusing on analytical concepts as well as the suitability and applicability of the chosen discursive approach. The data are described here as well. The sub-studies are summarised in Chapter 5, which ends with an overview of the results. Finally, Chapter 6 presents a discussion of the main results, the conclusions obtained and ideas and ethical considerations for future research.

2   Previous research and theoretical considerations

Preliminary observations on terminology

There are many ways to approach HE leadership as well as ways to conduct leadership research. Internationally, leadership research has generally developed from focusing first on traits and personality and later more on situations and contexts, i.e. on more agile approaches. This difference has been discussed in terms of a personality or a process perspective on leadership (Bolman & Deal, 2015; Northouse 2016). The personality perspective focuses on characteristics and traits that the leader possesses and that represents stability over time and contexts. Sometimes it is assumed these characteristics are innate. In contrast, the process perspective sees leadership as something evolving and something that can be learned. In a process perspective, interaction between the leader and the follower (Northouse, 2016) as well as the dynamic relation between the leader and their context become crucial.

The overall view on leadership and management in this thesis is informed by a socio-constructivist tradition, representing a process perspective. This means that leadership and leadership practices are seen as more agile, and the context becomes highly relevant. Without knowing the context, one cannot really understand leadership since it is developed and acted out in a certain milieu. Because of the outcome or the way it is practiced, it will always be different when the context is different (Burr, 1995). The social constructionist view on personality is that it is socially constructed and created in a context and therefore agile. Thus, instead of the word personality, this kind of research often uses the term identity because this social concept connects relationships and circumstances in a context: '*...the identity that you confer has more to do with your purposes than the "nature" of the thing itself*' (Burr, 1995, p. 30). This also means that the process perspective on leadership is more appropriate for the leadership view in this thesis given that leadership is considered both distributed and discursive in nature. In fact, a focus on the individual leader or the rector would be a restricted way to understand educational leadership here, and it would therefore be difficult to understand the leadership practice, which

is dialogical, dynamic and developed in interaction (Jäppinen, 2017; Uljens & Ylimäki, 2017).

Leadership and management
When talking about the different approaches to leadership, one also needs to address the very words *leadership* and *management*. Both are needed and can be explained in the following way: '*When managers are involved in influencing a group to meet its goals, they are involved in leadership. When leaders are involved in planning, organizing, staffing, and controlling, they are involved in management*' (Northouse, 2016, p. 150).

However, these constructs or concepts have been defined in varied ways. In the following, other definitions of the words are presented in order to provide a better understanding.

Mintzberg defines a *manager* as a person who is in charge of the organisation or sub-unit. Furthermore, all managers have in common a certain formal authority, status and access to information (Mintzberg, 1989, p. 15).

Drucker defines *management* as follows: '*Management is a social function, embedded both in a tradition of values, customs, and beliefs, and in governmental and political systems. Management is—and should be—culture-conditioned; in turn, management and managers shape culture and society. Thus, although management is an organized body of knowledge and, as such, applicable everywhere, it is also culture. It is not "value-free science"*' (Drucker, 1999, p. 12).

This definition by Drucker (1999) is well-suited to the context of this thesis where educational leadership is seen as a leadership highly related to values. Both cultural and social aspects are mentioned in the definitions (Drucker, 1999). In discursive research, both of these aspects are important: leadership is shaped in a social context, and leadership is dependent on the culture in which it is shaped and is seen as a process (Burr, 1995; Uljens & Ylimäki, 2017).

In this thesis, the term *leadership* is used when talking about the rector's leadership. This points out that the role of a leader of an educational institution has to differ from management in the private sector, as one example (Välikangas, 2012). The purpose is different, and the primary goal for an educational institution is not to make profit. The rector's leadership has to be more than organising and being efficient; it must also be about influence, context and values.

Having said this, it must be acknowledged that traits of management, managerialism (NPM), are visible in HEIs, and research has shown that leading or managing change in an educational institution will look similar to leading or managing change in the private sector (Juppo, 2011). Clarke and Wildy (2009) pointed out that the managerialistic approach to leadership is encouraged by the more economic imperatives. Consequently, they note, the tension between leadership and management becomes a challenge for leaders. The leadership of an HEI cannot, however, be similar to private sector leadership because the rector does not have the same kind of power nor the same kind of economic goals to achieve.

This rest of this chapter will be structured along the following themes: 1) previous research on HEI leadership and discursive approaches to HEI research in Finland, 2) the concept of educational leadership, 3) discourse analysis as a theory and method for HEI leadership research and 4) leadership theory in educational settings. The chapter will describe HEI leadership roles and discursive approaches to educational leadership, as well as the context of Finnish HEIs and the rector. Concepts such as non-hierarchical and non-affirmative approaches, as well as discursive aspects, are presented to increase the reader's understanding.

2.1   Previous research into higher education leadership

As discussed above, there are many conceptualisations on and approaches to leadership. However, since leadership in the *higher* education context is in focus here, previous research in that specific context is of interest. Also, other contextual differences need to be acknowledged when discussing HE

leadership because, throughout this thesis, there is a belief that the context has a great impact on how things can be and are done.

Research traditions differ across cultures. For example, the North American HEI leadership research and the European research are notable. In the US, the tradition to study leadership within HEIs is longer, and this is noted by the amount of research available and the many possibilities to study and earn a degree in educational leadership. Similar degree programmes in educational leadership have not been common in the European nor the Finnish contexts.

Moreover, the approach to educational leadership in the US context, or the North American context for that matter, has been more applied and related to organisational studies. In Europe, a theoretical perspective on educational leadership is strong, but application or implementation of theories in practice have been less visible (Schaffar, 2015).

However, seldom have theory and practice in educational leadership been seen as the same or dependent on and being integral to each other. Hence, theory and practice would have a lot to offer each other, according to Teichler and Sadlak (2000). Therefore, connecting theory and practice is essential, and this thesis makes an effort to move theory closer to practice when it comes to educational leadership interpreted through the lens of some selected theories.

Another difference between the US and European contexts is the focus on results and the impact of them. In the US there is a more results-driven focus in general, and this has influenced the sector when it comes to both practice and research. Also, the efficiency paradigm has traditionally been longer in use in the US (Uljens & Ylimäki, 2017). One reason for this is the status of the educational institutions, where privatisation has had a significant impact. In Europe, with a strong tradition of universities being public institutions, policy research and so-called macro-level research have been more common in HE research (Maassen, 2003; Teichler & Sadlak, 2000; Tjeldvoll, 2001). This is true for the Finnish milieu as well. In fact, as Ståhle (2012) put it: leadership has been taught in the universities, but very

seldom have the leadership practices within these institutions been studied.

In the US, the role of the college president has been researched quite a lot, whereas this is not the case in the European context (Kezar et al, 2006). In Europe, this kind of focus has come only of late. A focus that seems to be more recent in both these contexts is an interest in leadership as vertically distributed across HEIs on different levels (e.g. deans, professional staff, department heads) (Kezar et al., 2006).

For the Nordic countries, the efficiency (e.g. NPM, result drivenness) factor has been operating in a different way. Within Europe, the difference can be seen when comparing the UK and Nordic countries. UK education is often private, and fees are common (on all educational levels), whereas this has not been the case with Nordic countries. Public, state-financed HE accessible for all has been the rule and a pillar in the Nordic welfare state model.

Hallinger (2003), Saarinen (2008) and Uljens and Ylimäki (2017) have already for some time pointed out that research within HE and leadership is a growing area and that there is, within this particular field, a need for theory.

2.1.1 The concept of 'leadership' in HEI research

We return to how *leadership* is considered, understood and discussed in general in this thesis and in research and discuss this in relation to previous research. First, as mentioned, it is the *rector's* leadership practice in HEIs, seen through a discursive lens, that is in focus in the thesis. Second, we need to look at a few other definitions that frame this particular thesis's research. Leadership can be viewed from many different angles, and there are many definitions and points of departure for a leadership researcher. Kezar et al. (2006) have discussed paradigms in leadership research, and to position this dissertation in respect to these, Table 1 is presented.

Table 1. Leadership paradigms, based on Kezar et al. (2006, pp. 16–17).

	Traditional	More recent		
Paradigms	Functionalist	Social constructivism	Critical	Post-modern
Leadership view	Leadership can be described, is generalisable and predictable	Leadership is a social construction, an evolving concept, context and culture are important	Leadership is critically viewed, connected to oppression and connected to social change and power	Leadership has been an expression of the will to power but is complex, it is a contingent, human construction, a reflection of human identity
Purpose of research	To predict	To interpret	To develop representations of leadership for social change	To question the concept of leadership, to examine the will to power, to explore complex conditions leading to leadership
Approach to research	Traits, behavior and strategies of influence	Leadership interviews in a context, follower-leader research	Case study, ethnography, power dynamics, interaction	Case study, ethnography, power dynamics, interaction

Applying the distinctions by Kezar, this thesis can be positioned as relating mostly to the post-modern paradigm but also to the social constructivist paradigm. Both of these paradigms stress the context to a great degree. Furthermore, when the interest is focused on HEIs, which are publicly governed institutions, the leadership can be said to be more often viewed as a process; thus, this thesis is situated far from the trait and the personality approaches to leadership (Functionalist paradigm, Table 1). Leadership is not something constant but rather something evolving and relative, and it is seen here through the lenses of post-modernism (Table 1) and post-structivism (Burr, 1995, Juuti, 2001). Both, however, are interrelated with the constructivist thought of leadership seen as something relative and formed in interaction (Kezar et al., 2006).

Both constructivist and post-modern leadership approaches have been criticised for not offering enough specific directives for action. Post-modernism should be understood as a perspective that does not hold that there is one ultimate truth but instead sees many equally valid options or explanation models (Burr, 1995; Kezar et al., 2006). However, the aim here

is not to provide these but to show the complexity and add new openings to the same.

In the processual view, we can see many different layers focusing on change, power, activity and interaction. The processual view was highlighted in Ståhle and Åberg (2012) when they discussed different *action logics* (*toimintalogiikka*, Fi.) or strategies for leading. They noted that the processual approach is visible within the organic action logic (Table 2). Nevertheless, they said that HEIs should strive more towards dynamic action logic thinking in order to succeed in today's world. The different action logics are presented briefly below. The processual or dynamic ones are those that best describe the leadership approach investigated in this thesis. However, the context has been affected by the mechanic action logic because of, for example, the changes in structures. The action logics are included to help explain the art of educational leadership in HEIs.

Table 2. Action logics (*toimintalogiikat,* Fi., based on Ståhle and Åberg (2012, p. 40).

Mechanic	Organic	Dynamic
Structures, systems	Processual	Networks
Procedures	Continuous learning	Un-learning, the unknown
Goal oriented	Motivation	Trust, encouraging

Northouse (2016) notes that leadership is a *transactional event* that occurs between followers and leaders (see also Table 1, Social constructivism). In this thesis, leadership in HEIs is not merely and primarily a transaction but something that is occurring and being constructed in the interaction in the HEI context. However, this dissertation not only considers the interactions and influences inside the HEI organisation but also very much the interactions outside the organisation. In this sense, *leadership* has a broader scope than the one referred to above. It includes the relationship between the rector and the nation state (i.e. the world outside HE – politics, culture and economy).

Methodological approaches in leadership research

To further define the position of this thesis and sum up the previous discussion, we turn to Gunter and Ribbins's (2003) and Burrell and Morgan's (as cited in Schaffar, 2015) models, wherein they articulated the different positions or paradigms that have been used by researchers in the field.

First, Burrell and Morgan (as cited in Schaffar, 2015) studied how epistemological and ontological questions are related. They created a model with four paradigms that can co-exist, a sociological paradigm and an organisation theory. Two of the four paradigms are more radical, and the other two are more planned, structured and stabile when it comes to change in the society. When their theory was published in the 70s, 80s and 90s, the functionalist paradigm was dominant, but later on and in educational leadership research, the interpretive approach or the social constructivist paradigm became more predominant (Schaffar, 2015).

Generally speaking, the effectiveness and result-driven approach has been in favour for a while. It is, however, important to consider the context of the research that they have been studying. The Nordic context differs, and this is where the research for this thesis is located.

Next, we turn to Gunter and Ribbins who specifically studied research on educational leadership (school leadership) and explained the positions as *knowledge provinces*. Within these provinces, different reaches on pedagogical or school leadership can be found. This is interesting because one of the main points that they make is that theory and practice, as well as ontological and epistemological questions and choice, should go hand in hand. DA research, the approach in this thesis, also emphasises this, for example, when perceiving DA as a theory and a method. The knowledge provinces are presented in Table 3. To the left, understanding the doing is in focus and, to the right, types of doing are in focus when researching educational leadership. There is a need for research that is more related to the conceptual, humanistic and critical provinces, according to Gunter and Ribbins (2003).

Table 3. Knowledge provinces related to this thesis, based on Gunter and Ribbins (2003).

Conceptual	Descriptive	Humanistic	Critical	Evaluative	Instrumental
Epistemology and ontology, concerned with conceptual description	Factual reporting, detailed and factors related to leaders, leading and leadership	Insights from experiences, theorising from experience, both the leaders and co-workers' per-spectives	Reveal and emancipat epracti-tioners from injustice	Leadership impact, measuring, effective-ness; micro-, meso- and macro-level research	Providing leaders and others with strategies and tactics for reaching organisational- and system-level (e.g. national) goals

Gunter and Ribbins (2003) also talk about five other typologies: producers, positions, provinces, practices, and processes and perspectives. The knowledge province is one of these. Some research looks into who is researching educational leadership, what the researcher does within this field and what kind of knowledge the researcher has. The practices and positions of producers will vary, and it is not unusual that producers can have several positions at the same time, i.e. they can be involved in educational leadership in different ways at the same time.

This thesis relates to three of the paradigms or knowledge provinces described in Table 3. It is found within the descriptive one because it looks at describing the leadership through the discourses that occur. It is found within the humanistic one because it concerns the insights derived from actual actors' phenomenological experiences in the field. Finally, it is found within the conceptual one because it is discussed and theorised with the help of the discursive approach, as well as concepts such as non-affirmative and non-hierarchical educational leadership. Gunter and Ribbins (2003) acknowledged that one needs to ensure that the field of educational leadership includes various types of research and does not only look for or establish efficiency or demand-based research topics.

2.1.2   Previous approaches to HEI leadership research in Finland

In Finland, as mentioned previously, the focus in the research on HEIs has often been on policy and the sociology of education, e.g. Kauko (2011), Simola (2009) and Varjo (2007). One also finds studies that look at accreditation and evaluation of the system and transnational agents (agencies, such as the Organisation for Economic Co-Operation and Development [OECD]; see, e.g. Saarinen & Ala-Vähälä, 2007). The macro[1] perspective has been frequent. Another example of this approach is research by Kivistö and Tirronen who have investigated the relationship between the state and HE and in relation to the evolving modern university with built-in efficiency and usefulness agenda (Kivistö, 2008; Tirronen & Kivistö, 2009). Kivistö et al. have also more recently looked into university reform and the accountability mechanism and how it is perceived in academia (Kallio, T.J., Kallio K-M., Huusko, M., Pyykkö, R. & Kivistö, J., 2021).

These perspectives form a valuable point of reference for the research for this thesis. These have often touched upon issues like governance, NPM and the bigger policy discourse, whereas my discursive interest is directed towards another level, which does not, of course, exist in a vacuum. Findings discussing the welfare state, democratic education and globalisation contribute to the forming of an understanding of the HEI leadership practice.

Often, when studying HEIs in Finland, researchers have separated universities and UASs from each other. They have not often been discussed in the same research. This thesis includes both types but also considers and shows an awareness of the differences. Studies comparing the two kinds of institutions are, however, still rare (Vuori, 2009). Even though this is not a comparison per se, one sees that, by including them both, the study can

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[1] The macro-perspective is here to be understood as research contexts related to nation state and policy contexts, whereas the micro- and meso-levels are seen to be more related to intra-organisational contexts. See Kezar et al. (2006) for more details.

contribute to understanding HE in Finland as a whole. Understanding the context of both of is relevant and important when considering the approach this thesis has taken. The universities have a longer history, and this has to be acknowledged as a fact influencing the contextual processes and practices as well. The HE sector in Finland is discussed in detail in Chapter 3.

Leadership in HEIs in Finland has more recently been researched by Vuori (2009), Juppo (2011), Aarrevaara and Pekkola (2012), Jäppinen (2014, 2017), Kanniainen (2017), Kohtamäki (2017) and others. Often, HEI leadership has been discussed on a strategic or a policy level (e.g. Simola, 2009). The same idea is clearly expressed in Ainamo and Ståhle's (2012) book where they discuss that the university, as an organisation, has not often been the object of investigation in Finland. Aarrevaara and Pekkola (2010) have researched the field, but their focus has often been on the changes in the academic work and not so much on the rector's leadership. Vuori (2009), Jäppinen (2014, 2017) and Kohtamäki (2017) have a leadership focus, but they have mainly focused on the middle management level, i.e. deans and programme directors. Jäppinen's (2014, 2017) contribution to the discussion on the complexity of educational leadership and the need to look into the practice and interaction (collaborative leadership and dynamics) and how the practice is formed in interaction is of interest here. It comes close to the discursive nature of leadership, which is an important notion in the thesis. Kohtamäki's (2017) input relates to the legislation reform and the post-reform era and how reform-guided management changes impact the work of academic leaders. This is highly interesting to the research in this thesis because the studied reform and the studied context is the same; however, the focus in this thesis is on the rector's leadership practice. When comparing the intention of this thesis with some previous research in Finland, the discursive approach to the rector's leadership can be expected to contribute to the body of knowledge on HE management.

The instrumental paradigm by Burrell and Morgan (as cited in Schaffar, 2015), has, in other words, been present in this previous research. Nikander

(2003) has studied HEI management, but the focus was then on UASs only. A meso- or organisational-level focus has been primarily seen and could include Vuori (2009), Välimaa (various) and Juppo (2011). Strategic management and changes within educational institutions (including HEIs) have been studied by Treuthardt and Välimaa (2008). Another example is Nokkala's (2007) research on internationalisation discourse in universities. We can also note Kirveskari (2003), Remes (2003) and Toikka (2002) who have looked more at the micro level in HEIs, focusing mainly on management and visions and strategic management.

Policies frame both leadership and other practices in HE. Policies are manifested in policy documents. Previous research into the Finnish context (Moisio, 2017; Saarinen, 2008; Välimaa 2004; Treuthardt & Välimaa, 2008) shows that these HEI policy documents address social actors differently depending on who has produced these documents and for whom these documents are prepared.

Finally, the following dissertations from the Finnish context have focused on leadership and/or discourse and have therefore created a good base for the research for this thesis:

1. Nokkala (2007) found that the internationalisation discourse is increasingly important and used in the HEI context and that the rationales of competition are becoming increasingly important, both when it comes to the internationalisation of the university and constructing the knowledge society.

2. Vuori (2009) looked at leadership frames (Bolman & Deal, 2015) of UAS programme directors by using a constructivist approach. She contributed insights into the internal relations in UASs, and she noted that more research is needed when it comes to leadership and managerialism (NPM) and how policy is implemented in the institutions.

3. Juppo (2011), who also talked about legislation changes and their impact, has produced valuable work, but since my research comes later, I have gained another perspective. It is often said that time needs to pass before

you can actually draw conclusions from changes, such as the ones seen in the HE sector, and therefore, I can see my work as continuing where Juppo left off. It should also be mentioned that Juppo did not include UASs in her research which related to the UAS Act of 2015.

To summarise HE research in Finland, the focus on rectors and their leadership practice is still somewhat under-researched, especially if we look at the post-reform era. Research that integrates both UASs and the universities is rarer if the focus, like in this thesis, is not clearly on comparing these two forms of HEIs.

2.1.3   Previous research on discourses in the HEI context

Research on discourses in HE is more limited but has been growing the past decade.

Discourses have been of interest in HEI research, but the research has often related to larger discourses and to policy research. These topics do, however, contribute with useful input for understanding the leadership discourse, i.e. the construction of the discourse, especially as HEI rectors are seen as mediating actors between these policy discourses and the HEI and its employees.

A significant academic area, which also influences the leadership in HEIs and where discourses have been investigated, is research on NPM, managerialism and accountability. Again, this research (e.g. Välimaa, 2008, and Simola, various) is informative for the work on HEI leadership discourses that is done in this thesis.

Following the view of discourse as 'policy texts in policy contexts', Saarinen (2008) has observed that, in *transnational* documents, HE actors are often referred to in an indirect way. In national documents discussing *transnational* topics, such as the Bologna process, HE actors are seen as passive receivers. Institutions are mentioned but not the actors themselves: staff, leaders and students. In contrast, documents primarily developed for the *national* arena address actors in a more direct way, especially if national issues are discussed. In these documents, actors (staff, students, leaders)

are considered much more active than in the transnational ones (Treuthardt, Huusko, & Saarinen, 2006; Saarinen, 2008). As related to the policy discourses, the concept of enactment becomes of value in this thesis where a discursive approach to leadership is discussed.

Furthermore, focusing on *leadership talk* in HE research is very limited. Choosing this perspective is therefore intended to contribute to the field. I have looked into research outside of Finland, and researchers such as Karp and Helgö (2009) and Nordzell (2016) have stressed that we need to become more aware of the possibilities and the action aspect of the speech of the leader and as a leader. Nordzell (2016) examined everyday discourses and how they create possibilities and limitations for our cooperation. In the small (linguistic) nuances, we can see how relationships, categories and hierarchies are being formed. It is important that these aspects are made explicit for the understanding of what is happening in the educational context and what is taking place there in practice. In addition, educational leaders need to be made more aware of the things they do when talking and communicating.

Rinne et al. (2015) have looked into the inauguration speeches of university rectors. They did not use DA for this, and the focus differed from the focus here, but Rinne et al. (2015) emphasised that a discursive perspective on rhetorical material, such as these speeches, is highly suitable.

Anderson and Mungal (2015) highlight the time leaders (rectors) spend talking, and this promotes a more linguistic approach to leadership.

2.2 Theoretical reflections on educational leadership and leadership in higher education

Educational institutions' leadership or educational leadership and management are investigated within both education sciences and behavioural sciences, as well as political sciences, management studies and business research. In Finland, educational leadership has sometimes been referred to as a kind of pedagogical leadership (*pedagogiskt ledarskap*, Swe., *pedagoginen johtaminen*, Fi.) (Kirveskari, 2003).

It must be mentioned that the research on educational leadership or leadership of educational institutions is not always easily defined because of its complex and multi-levelled nature. Often, the focus has been on school leadership or principalship, or the somewhat vague term educational leadership has been used without adequate contextualisation. The former, especially school leadership, is not always applicable to or relevant for HEI leadership due to differences in structure and context in general. In the field of HE research, the focus has been more on policy and macro perspectives, as mentioned earlier.

The *multi-levelled nature* of educational leadership is something that a researcher needs to address and be aware of when reviewing and collating previous educational leadership research, and this is further explained in the next figure (2). Educational leadership can have many different meanings. It is a leadership that is practiced on many levels in many different contexts with many actors involved. It is a multi-levelled concept (Uljens & Ylimäki, 2017, Jäppinen, 2014). Moreover, leadership has many approaches to it. Also, educational leadership researchers have looked to organisational studies to gain clarity or to find models that can be applied in the context of education. Some theories that have often been discussed in relation to educational leadership are transformational and instructional leadership, as well as distributed leadership (Spillane, Halverson & Diamond, 2004; Harris & Spillane, 2008; Mulford, Silins & Leithwood, 2004; Shields, 2010; Yukl, 2002).

Figure 2 illustrates the idea of the complexity of HE leadership and shows that educational leadership can be perceived in different ways.
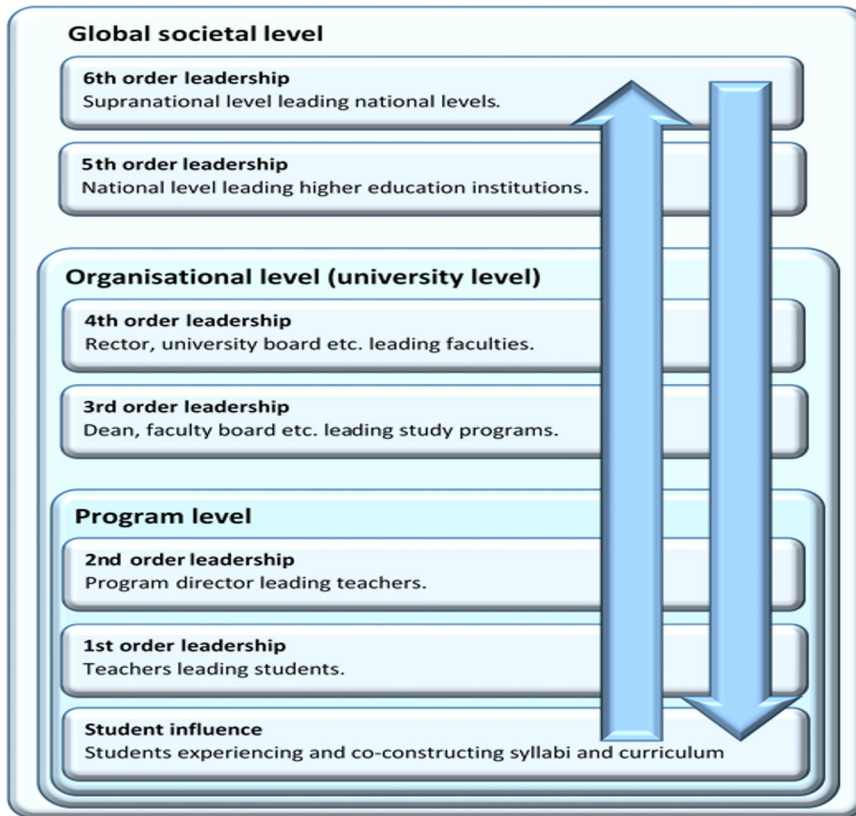
Figure 2. Higher education curriculum leadership as a multi-level and multi-actor leadership (Uljens & Elo, 2020, p. 124).

A first point of departure in this dissertation is to identify the simple fact that leadership of educational institutions is typically distributed across different levels: teachers leading students (1st order); programme directors leading teachers (2nd order); deans, prefects, faculty boards, etc. (3rd order); rector, university board (4th order); national level (ministry, etc.) (5th order) and the transnational level with transnational agents such as OECD and European Union (EU) (6th order). Educational leadership is, in other words, spread over many locations, levels and professional groups, and it is acted out on several levels that, in addition to this, are connected and influenced by each other. Educational leaders practice a kind of mediation because of the diversity of levels (different orders of leadership) and professional groups and because of the task(s) at hand (Uljens, 2015; Uljens & Ylimäki, 2017).

In this thesis, the focus is mainly on the 4th order, which compiles the educational leadership or the rectors' tasks in HEIs best. As the rector is leading other professionals, the other programme-level professionals (or deans or professors) can be expected to take overall responsibility for leading the teaching and learning. The educational leadership in HEIs has clearly moved away from being about leading the teaching directly and has instead become much more of a strategic kind of leadership, leading the so-called leaders within an HEI. The other enactment of policies (5th and 6th orders) are highly relevant for the work that the rectors do inside their specific institutions. Thus, none of the levels or orders are to be forgotten if one intends to understand the practice in an HEI. The rector's tasks touch upon and are influenced by many levels simultaneously.

Studies where micro- and meso-level research is connected to macro contexts (Kezar et al., 2006) is needed, and this is relevant here because I connect what is happening on a leadership level to the so-called outer arena.[2] I believe that this thesis can help bridge this gap in some way by acknowledging the multi-level perspective that Uljens (2015) wrote about and that this is visible in the HE sector. To some extent, the ties between the upper and lower levels can be even closer and the interconnectedness more visible. In a more recent publication, Välimaa, Hoffman, Brennan, Rhoades and Teichler (2016) mentioned this connection and the importance for researchers to understand that, in HE, it is very difficult to separately talk about local, national and global contexts because they are all needed and represent different spaces and resources. They also highlight in general the blurring and crossing dimension being typical for the knowledge society in which we live.[3]

Inside an HEI, various leaders and layers of leadership are present, including the rector, vice-rector, administrative head, head of

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[2] The outer arena was discussed in Tigerstedt (2014), and it is seen as the wider context including regional, national and even international stakeholders and happenings.

[3] Välimaa et al. (2016) described HE as simultanously stressing regional and local boundaries. The order of importance among these will vary amongst HEIs.

development, deans and degree programme directors. These can all be viewed as pedagogical leaders to the extent that they take some level of leadership in an HEI. The degree of actual pedagogical aspects (values, emphasis), input and activities will however vary. Yet, there is still a pedagogical dimension in HEIs. Professors and teachers can be considered pedagogical leaders in an HEI. For the rectors (and vice-rectors), who are the focus of this research, the connection to the actual pedagogy can be seen as less obvious: they lead the learning via the curriculum and are indirectly in contact with the learners – the students. In fact, Clarke and Wildy (2009) have asked for more research that elaborates on how the multi-faceted or multi-levelled nature of educational leadership can be understood. One can also, at this stage, point out that educational leadership in the HEI is affected by any changes, and the restructuring processes, including the changes related to accountability and internationalisation for the rectors and the new steering group constellations (a minimum of 40% external board members), naturally create an environment of tension and action for the rectors. The power structures have been changing, and a decentralisation has put more responsibility on the individual institution and on the rector. At the same time, the processes of centralised governing have become more visible. Responsibility is delegated, but at the same time, new ways of measuring results are introduced (Moos, 2008, 2009). For this reason, it is particularly relevant to look at the role of the educational leader or the pedagogical leader within the HEI. A changed context builds on the need for a new kind of educational leader or pedagogical leader in HEIs. Mergers between HEIs have, for example, been encouraged by the ministry. This has been done to create synergy, focus core competencies and increase efficiency. One can say the 4th order HE leadership (Uljens & Ylimäki, 2017; Uljens & Elo, 2020) has both come closer and withdrawn at the same time.

Välikangas (2012) has called leadership in an HEI an art of successful negotiation where conflicts are hard to avoid. One can see the balancing between the inner and outer arenas of power where the rector works

between external and internal demands.[4] Välikangas (2012) proposed a more collegial style where experts are led in a framing but not a naming way.[5] Thus, it is important to take a closer look at the rector's leadership discourses and how the changes are enacted and implemented.

2.3 Discourse analysis – a theory and method for HEI leadership research

Discourse analysis is both a method and a theory (Börjesson & Palmblad, 2007; Phillips & Hardy, 2002). In this section, I describe the approaches to leadership talk that make it possible to look at HEI leadership as a practice and an action that is formed and maintained (constructed and constituted) in the HE context (Figure 3). Communication is the key in leadership, and therefore, all talk is basically relevant. Furthermore, it is notable that there is deliberate talk, well formulated and thought through, and there is unintentional or semi-unintentional talk that also will be necessary to investigate in order to understand the full potential and all actions of the leaders and followers in the HEI context (Andersson & Mungal, 2015). In an article by Anderson and Mungal (2015), the authors discussed this but focused more on Foucault and Fairclough's discursive ideas and the notion of *Leaderism* (Deem, 2011) as a discursive formation, which is interesting for this study because it is about the outer arena of tension and NPM traits in the context. However, the point of departure in this dissertation is more from the DP tradition (Potter & Wetherell, 1987 etc.).[6]

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[4] See Tigerstedt (2014).

[5] This is recommended for complex and change generally. See also Pettigrew et al. (2003).

[6] Discursive pschology is discussed more in the methdodological chapter (4) but is often used for smaller discourses.
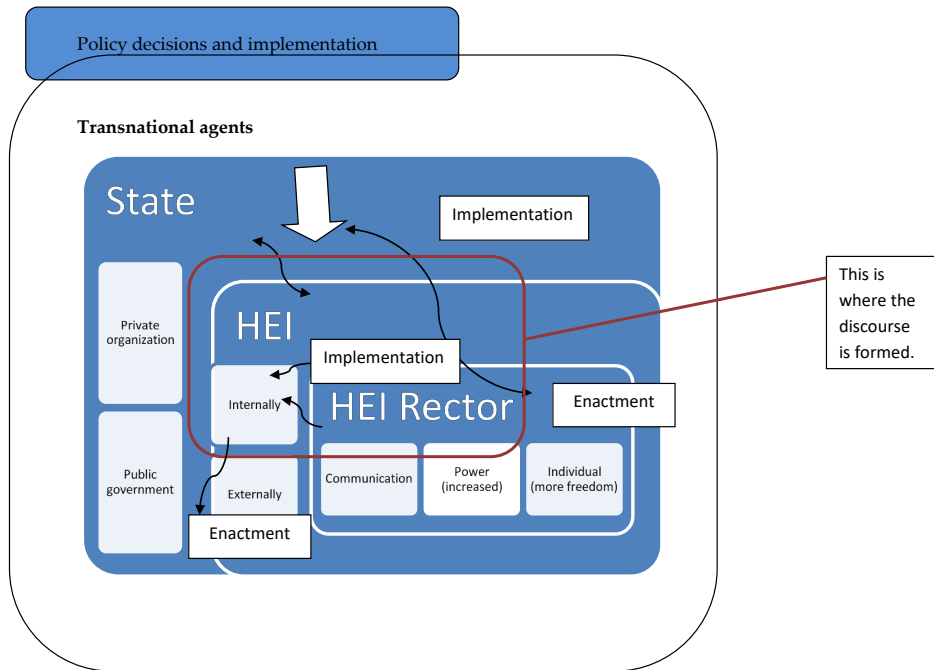
Figure 3. Illustration of the arena for talk as action and where the discourse is formed.

In the following section, I give a brief explanation of DA, after which I will discuss *talk as action* as being an important notion in this thesis and in DA. This introduces the idea of DA as a theory and method before we move over to the leadership and educational theories in Chapter 2.4. DA will further be explained and discussed in Chapter 4.

2.3.1   Discourse analysis and discursive psychology

This thesis is inspired by perspectives from the traditions of DA research, both theoretically and empirically. It is worthwhile to point out that DA is both a theory and method (Börjesson & Palmblad, 2007; Winther-Jörgensen & Phillips, 2000). General features of DA research are that: first, language is seen as varying as well as leading to a variation of consequences; second, language is constructed and constituted; and third, multiple true descriptions of one phenomenon are commonly possible and a wide variation (in the data) is to be expected (Alvesson & Sköldberg, 1994).

Discursive psychology for smaller and 'talking' discourses

Wetherell (2007) pointed out that DP stresses that psychological assumptions and pre-suppositions are unavoidable when studying language production in a context. DP is psychology that examines language use and discourse as social action. Language is a situated activity, and it is the discursive practice that is the unit of analysis rather than the individual. She also mentioned that DP has much to offer regarding identity and people's identifications. Thus, it is useful to have a DP approach when looking at the rector's talk and how the leadership identities are constructed in the talk (e.g. during the interviews).

Furthermore, DA is highly relevant when investigating power and leadership relations (Pietikäinen & Mäntynen, 2009). Educational leadership is seen in the light of policy and dialogue with actors on multiple levels, as well as in relation to the sub- and super-ordinate relation to other practices within and outside the HEI. It is, in other words, important to see how leadership is both enacted and carried out and to examine the externally framed, constituted and constructed discourses within HEI leadership. The focus is on the discourse formed by the rector's speech and talk. For example, how do rectors talk about changes? In the current study, we explored these patterns using DP as a level and perspective in conducting DA. This offers us possibilities to investigate smaller discourses such as those occurring in the rector's talk (Potter & Wetherell, 1987). The analysis and examination of HEI leadership discourses (interpretive repertoires and subject positions) are discussed in Tigerstedt (2015).

2.3.2 Leadership practice and *talk as action*

As HE rectors are led by different strategies, the intention of this research was to capture the varied responses to how they meet ongoing challenges. The rector's leadership was therefore examined through the talk. The discourses develop and are maintained in the rectors' talk[7] about their

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[7] Here, talk refers to the talk being constructed in the interviews with the rectors.

leadership and their experiences of contextual changes. *Talk as action* can, on the other hand, be looked at from at least three levels or perspectives: talk as an individual action, talk as a social action and talk as an interaction. Furthermore, we need to be aware that talk is always tied to the historical, social and political contexts. The basis for understanding this is the HEI leadership talk context that was touched upon already in the introduction chapter.

The talk expresses how the leader conceptualises him/herself in relation to the activity context. It indirectly tells us about the individual leader's leadership identity and the leader's role as experienced by him/herself. To express one's leadership identity in or through talk does not mean that the expression of leadership identity is intentional or that the rector is aware of expressing him/herself. Still, the talk may be interpreted as an expression of one's leadership identity, as any human behaviour in professional settings may partly be taken to reflect the actor's professional role or identity (career identity[8]).

The rector's talk is considered in three dimensions. First, the talk is viewed as expressions of *leadership identity*. However, this leadership identity also reveals itself as human action – in this case, in the form of their talk about their leadership role and task. Second, the talk is not only seen as an expression of identity but also as *leadership action*. Third, the talk as action is often a public talk considering that the rector is a *public person* in the role as rector. In addition, these three dimensions all have a more active or passive side in the sense that the talk is, more or less, intentional in the way it is articulated as expressing or reflecting their self-awareness. Harding (2008) argued that it is easy to see how multiple selves appear in transcripts and in the process of identity formation.[9] The talk is carried out by a significant actor in the societal education scene. What the rectors say and

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[8] La Pointe (2010, p. 1) conceptualised career identity as a practice of articulating, performing and negotiating identity positions in narrating career experiences.

[9] Harding (2008) has examined managers' identities and talks about 'I's or 'Me's in the workplace. She noted that the manager moves between these 'I's or identities throughout a transcript or throughout a conversation.

express and how they emphasise and value things may be assumed to contribute to the public discourse on HEIs. Through their talk, rectors contribute to constructing the public space. As these actors execute power and are expected to make decisions, it is easily understood that the discourse they contribute to establishing creates a culture of what is valued and what is not. Thus, discourses live, in a way, a life of their own. They contribute to what may be called a tradition or culture of action, and therefore, the discourse itself influences our practices. Discourses are interpreted and enacted/materialised through and in our actions. The talk as action and discourse is seen as a way to act. Discourses therefore have an impact on our practices (Potter & Wetherell, 1987).[10] These actions, which may be seen as responses to discourses, contribute to feeding, supporting or challenging a discourse.

2.4   Leadership theory

In order to understand leadership and its complexity, the following discussion aims at shedding light on and creating a more precise starting point for understanding leadership and the practice of leadership in HEIs in this dissertation. The idea is that tradition of transformational leadership, Mintzberg's role theory and a non-affirmative theory (NAT) on educational activity, building on Benner (1991), offer us necessary complementary perspectives for studying leadership in educational settings. They all represent the process-oriented school of thought, and they are coherent with the socio-constructivist discursive position. While socio-constructionism and discourse psychology are content and profession transcending or neutral, the leadership theories mentioned are specific for the object of study – educational leadership. While transformational leadership is also general and not limited to educational institutions, the non-affirmative theory is originally a theory of

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[10] When using the DP approach, the idea is not to see if the accounts (talk) are true or not. It is more important to see how they operate: how the actions are produced and how people integrate them in their activities, and how these support or undermine one another. It is also about studying the descriptions (the talk as text) of the business they do (not for the object they describe) (Potter, 2010, p. 658).

institutionalised pedagogical activity. In this context, this theory is applied for understanding educational leadership as a mediating and dynamic phenomenon. It is coherent with ideas developed in transformational leadership research but perhaps develops an even stronger theoretical foundation.

2.4.1 Transformational leadership

Transformational leadership has been favoured in educational settings for quite some time (Hallinger, 2003; Mulford, Silins, & Leithwood, 2004). In educational contexts, the transformational leadership approach has been widely preferred because it is an approach where leadership, according to research, has an identifiable impact on learning outcomes and organisational learning (Ärlestig, 2008; Hallinger, 2003; Möller, 2009; Mulford, Silins, & Leithwood, 2004). Transformational leaders can be described as practicing a form of leadership that is proactive and strives towards continuous change and improvement. Also, transformational leaders strive to align their own and others' interests with the good of the group, organisation and society (Bass & Steidlmaier, 1999). This kind of leadership applies a process perspective on leadership (Yukl, 1999).

The theory of transformational leadership originated with Burns's (1978) theory of transformational leadership and was later further developed by Avolio and Bass (1999). Burns (1978) talked specifically about a transforming leadership as something that can be understood as both moral and inspirational, as well as transforming in the sense that both the *leader and the follower have an impact on each other* and their purposes are integrated. Transforming leadership, according to Burns, triggers moral and ethical thinking in both the leader and the follower, and therefore, it has a transforming effect on both the leader and the follower.

Burns (1978) also described the difference between transactional and transformational leadership. Transactional leadership involves a transaction or an exchange between leaders and followers. Transformational leadership, on the other hand, he described as a form of leadership involving engagement with the other – the follower. The

engagement would, according to Burns, then have a positive impact on the motivation and morale in both the leader and the follower. Also, the moral aspect was highlighted. The idea of the leader wanting to help followers be the best they can be was introduced by Burns (1977, 1978).

Burns (1978) linked leadership to followers and especially to the followers' motives and needs, and the idea he had was that this would lead to better goal achievement for both. Leadership is *'moral in that it raises the level of human conduct and ethical aspiration of both leader and led'* (Burns, 1977, p. 20). Burns described the transformational leader as a moral and value-centred leader who engages the full person of the follower and changes followers' self-interest into collective interests through transforming the followers' independent values into interdependent higher-order collective values. Later, Bass (1985) added that transformational leaders could be moral or immoral depending on their values and included tyrannical leadership in the list of leaders proposed as transformational.

Later, in the mid-1980s, Bass (1990) refined the concept of transformational leadership and gave even more attention to the followers. The focus on both emotional elements and charisma became more evident. Bass meant that the leader motivated the follower to do more than expected by 1) making the specified and idealised goals more visible, 2) getting the followers to address higher-level needs and 3) getting the followers to integrate and make their own interests the interests of the group, team or organisation (Bass, 1990; Northhouse, 2016). Avolio and Bass (1999) developed a way to measure transformational leadership and came to the conclusion that this kind of leader had to have a few characteristics that separated them from other leaders:

- Charisma, through charisma
- Inspiration, through role modelling
- Individual encouragement, through giving the employees challenges and encouraging innovative thinking
- Individual consideration, by letting people be the best they can be to reach their full potential.

In Yukl (1998, p. 342), a transformational leader was described as one who:

- Has a clear and appealing vision
- Explains how the vision is to be implemented
- Is self-confident and optimistic
- Expresses trust towards the employees
- Gives other possibilities to succeed
- Celebrates and promotes success
- Uses symbols to show which values are important
- Leads by example
- Encourages people to work towards the vision.

Transformational leadership is more than a model of what leaders should do. It provides a broad set of generalisations of what is typical for leaders who are transformational in their leadership practice. In Northouse (2016), the notion of transformational leadership is explained as a process that changes and transforms people and the relation to the follower is crucial. The focus in this theory or model is on emotions, values, ethics, standards and long-term goals. It often incorporates charismatic and visionary leadership. According to Northouse, the visionary aspect is one strength of this leadership because it is attractive for many followers to have a leader who provides a vision for the future.

As mentioned initially, the model of transformational leadership has been praised and seen as relevant and efficient when leading in an educational setting on different levels (Ärlestig, 2008; Hallinger, 2003; Leithwood & Poplin, 1992; Mulford & Silins, 2004). Hallinger (2003, etc.) and Leithwood et al. (1992) have both done research into transformational leadership in educational contexts. Figure 4 is from Hallinger's (2003) research and illustrates some of the characteristics of the transformational leadership. These characteristics are in fact also typical for what is called distributed leadership (e.g. Spillane, 2008). Namely, being encouraging and emphasising collaboration or doing things together applies for both.

Behavioural components such as individualised support, intellectual stimulation and personal vision suggest that the model is grounded in

understanding the needs of individual staff rather than 'coordinating and controlling' them towards the organisation's desired ends. In this sense, the model seeks to influence people by building from the bottom up rather than from the top down (Hallinger, 2003, p. 337).

The model emphasises that the bottom-up approach is crucial in this kind of leadership thinking. Change encouraged from the bottom and controlling from above is not favoured. Often, it emphasised that leadership is not the property of a single individual but an organisational entity (i.e. distributed) (Hallinger, 2003).

Figure 4. A transformational leadership model from the educational setting (Hallinger, 2003, p. 337).

Shields (2010) has found it useful to talk about the transformative aspect in an educational context, and she has compared this thinking with both Spillane's distributed leadership (Spillane, Halverson & Diamond, 2004) and authentic leadership theories (Begley, 2001). For Shields, transformative leadership is an active kind of leadership where critical thinking and ethical dimensions are clearly present and is a will to transform society for the better (Shields, 2017).

Yukl (1999) stated that it has been very popular to divide leadership into different types. He argued that we need to remember that these various types are always a kind of simplification. In this thesis, the types are used as possible explanations that offer insights to understand leadership functions, tasks and behaviour. Yukl noted that theories, such as the

transformational leadership theory, place too much attention on the dyad of the follower and the leader. According to him, one needs to concentrate on the system: the organisational and the wider context where everything takes place.

The conceptual weaknesses discussed in this article suggest some revisions that are needed to improve the theories of charismatic and transformational leadership. The focus on dyadic processes limits the utility of the theories for explaining leadership effectiveness at the group or organisational level. The dyadic perspective should be replaced by a systems perspective that describes leadership in terms of several distinct but interrelated influence processes at the dyadic, group and organisational level (Yukl, 1999, p. 301).

As mentioned, the transformational approach to leadership is emphasised in the educational setting. It, however, places considerable focus on the leader as a person and his/her interactions with the follower. The theory can, for example, include a list of attributes of this kind of leader. The focus remained primarily *within* an organisation, although there have been attempts (Shields, 2010) to include a more societal and critical aspect that highlights an intention to transform the society and therefore goes beyond the original notion of transformational leadership, as described by Burns, Bass and some other scholars.

All of this is good to understand and have insight into, but to be able to investigate HEI leadership from a discursive perspective, the context and a more flexible and less normative or affirming approach to leadership needs to be considered.

2.4.2   Theoretical implications for the role and identity of the leader in higher education

Through the creation of a dialogue with 'others', in the narratives, managers adopt a social and organisational position that reflects a particular managerial identity (McKenna, 2010, p. 22).

In this research, leadership is seen as a social, co-dependent and non-static process. It is formed in social interaction. It is changing and not fixed by a certain trait, role or style. In this study, leadership is approached from this non-static viewpoint where the context and social landscape inside and outside the organisation matter. This process of social influence can also be called a dialogic approach to leadership and management. Social structures, dialogical interaction and interactional positionings have been studied, for example, by McKenna (2010), who stated that the dialogic approach is crucial for the managers' (or here leaders') social and organisational positioning. Karp and Helgö (2009) have approached leadership from a similar angle and indicate that how leaders act and how they react are dependent on what kind of recognition and responses they get from others, as well as on the context in general and the leaders' personal attributes. They further noted that this does not mean that the leader does not have choices or control. Instead, leaders base their choices on responses, context and recognition, and the rector of an HEI today is an important actor and a strategist both inside the institution and outside, vertically as well as horizontally. Juppo (2011) described the university rector's role in times of change as being more CEO-like and the leadership as a form of change leadership (or management). This is, however, complex, and in Juppo's study, it was described by the informants as being the role of a communicator, listener, decision maker, motivator, visionary, planner and lobbyer. These roles can, of course, be contradictory. Moreover, a tendency noted was a change in the leadership from being more bureaucratic and hierarchical towards being more communicative and participatory (Juppo, 2011). This supports the necessity to look into the discourses and to match these to fit one's own intentions. Discourse is crucial for how we constitute ourselves and our surroundings in certain situations. It is through discourse that we speak, understand and construct meaning – and act. At the same time, discursive talk or speech both enables and limits the understanding of ourselves, the way the world is understood, how we speak, who can speak, who we want to be, who we can be, what we can say and think and so on (Potter, 2010, p. 107). In this research, which looks at leadership discourses (including identity

constructions and subject positions) among HEI rectors, the identity as a role and process is of relevance. The social identity gives the individual a place in society. Identity can be social institutions and social structures, as well as positions. Here, the position or role as a rector and leader of an HEI is in focus. A person has several roles. When you take on a role, you define your possibilities and limitations for what you can or cannot do (Hammarén & Johansson, 2009).

It has become clear that the rector, in their position, has more power today, and their freedom to act is greater (Juppo, 2011 etc). A substantial part of the public identity of the rector (when they are in the role as a public, professional person) can be filled with the personal choices of the rector (as a private person not in an official role or position). This means that the personality and the personal choices of a rector (in the role as a rector) will play a greater role when the rector is leading the institution. More freedom to choose actions will give more space for personal choices and solutions. The social role of the rector will include more of the person (Uljens, 2013).

When we take on a role, our identity is defined. Every role has a certain script that has to be followed. The role distance can, however, vary, as mentioned above. For example, the roles are, as a result of a more complex world, not that obvious or clearly marked today. The lines between the roles are floating. This can also be seen in the critique towards trait theories in leadership and towards stereotyping. Thus, the role theory has become too static (Hammarén & Johansson, 2009).

It has to be noted that the discursive way of looking at the subject and the self differs from the trait theory and the role theory. These theories are, however, good to keep in mind in the discussion of role and identity construction. The role theory is rather pertinent because it comes with expectations, and the context where the rector is the leader does have an impact on the discourse and on the constructed identity constructions that are formed and maintained. Trait theory is connected to personal abilities and attributes that are not relevant in the discursive approach. The role theory balances the individual self-expression and the social expectations (social determinism) that society requires of social positions such as rectors

in the HEIs, and this will affect the identity construction and maintenance in that context. To be able to fill these positions, the rectors are expected to act in a certain way. They have to learn their role (Potter, 1996, p. 98). Furthermore, it is recognised that people learn to behave in the way others see them, and they learn to play the role the way the others have interpreted the role for them (Hammarén & Johansson, 2009; Potter, 1996).

The identity and role discussion above gives a certain understanding of the leadership identity. However, the focus remains on the leadership as a person, whereas this thesis with its discursive approach looks at the leadership in a specific context and also distances itself from the person who is the rector (or the leader). To increase the understanding and come closer to the process and flexibility in being a leader in an organisation, Mintzberg's leadership roles (1989) are discussed in the next section.

2.4.3   Mintzberg's leadership roles

Leadership is a complex activity, and the roles of a leader, or a manager, including a rector, can be explained with the help of Mintzberg's model of manager roles (Figure 4). It is important to understand both the role and identity of a leader or a person in a leading position – in this case, the HEI rector – if attempting to investigate the implications of leadership and to be able to discuss leadership as an active process – an action.

Mintzberg (1989) identified 10 manager roles, which he also divided into three clusters based on what the roles were about or the main tasks of those roles. The roles are outlined in Figure 5.
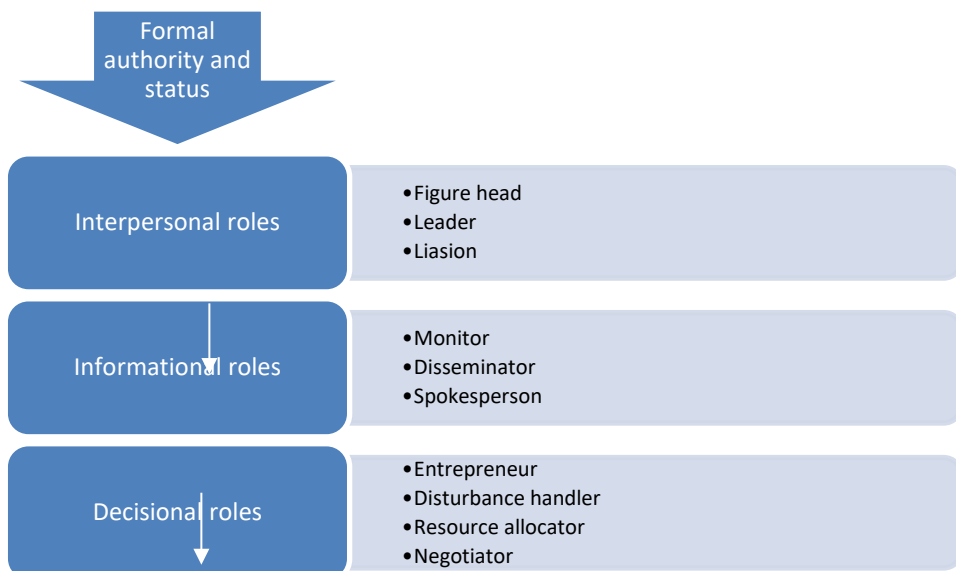
Figure 5. Mintzberg's manager roles, based on Mintzberg (1989, p. 16).

The roles are clustered into three groups of roles*: interpersonal* (people), *informational* and *decisional*. In this model, the manager's role is seen very much as a position and includes sets of behaviours that come with that. The focus is on who and what the manager is. The starting point is formal authority and status, which leads to interpersonal relations of a certain kind and then provides the manager or leader access to information. Information is necessary for enabling the decision making (Mintzberg, 1989, pp. 16–22). The interpersonal roles include a ceremonial aspect where the leader represents the organisation, such as when handing out degree diplomas or giving an inauguration address. It also includes the role of inspirational leader and has a networking aspect. Networking outside of the organisation belongs to this category. The informational roles include the role of looking for and receiving information, as well as sharing it both inside and outside the organisation. Here, the function of the inauguration speech, which is the main data in this research, becomes visible. The decision-making roles are four in number and include *change maker*, *resource allocator*, *negotiator* and the so-called *disturbance handler*. The roles are intertwined and integrated: all roles are needed, and if one is taken out, the other ones may not be able to be executed properly. For example, in an

HEI, it is the rector who has the insight into what is agreed upon with the ministry, and without this insight, the resource allocation could suffer.

How the roles operate across different levels are shown in Figure 6 (Mintzberg, 1997, pp. 133–134).
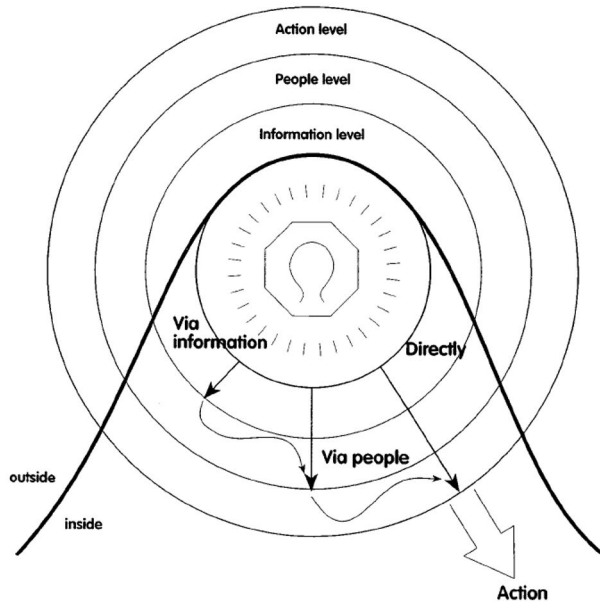
Figure 6. Managerial work from an action point of view (Mintzberg, 1997, p. 133).

This figure shows how managerial work can take place through information, people and action. Information is seen as the most abstract level: a manager processes information and hopes that this will make people take actions. In this thesis, with a focus on sharing ideas and information, the viewpoint becomes highly interesting because it opens up the discursive choices or possibilities, and one can see that the enactment process actually exists. The model also shows an inside and outside aspect: the manager's efforts are directed inside or outside the organisation. In this thesis, the outer and inner arenas of tension have been discussed in relation to the rector's leadership (Tigerstedt, 2014). What is more difficult to see from the model by Mintzberg is the mutual impact and so-called dynamic co-creation of the role and how, in the end, the dynamic between the inside

and outside operates. In this research, it becomes important to understand how the leadership practice is formed and maintained in the policy context and how the leadership practice can be seen as a kind of positioning in relation to the outer policy context. Moreover, it is crucial to determine how this will have implications on the leadership or, more precisely, on the enactment process, which, in turn, is a reaction to or a positioning in relation to the notions in the outer and inner contexts.

In Figure 7, the different roles are added to the framework. In the inner circle or the core, we find the roles related to conceiving the frame and scheduling the overall agenda (what is to be done). Five other roles are shown in the outer circles on the information, people (see *interpersonal roles*) and action levels (see *decision-making roles*). This was discussed in relation to the 10 roles (Minzberg) described earlier.
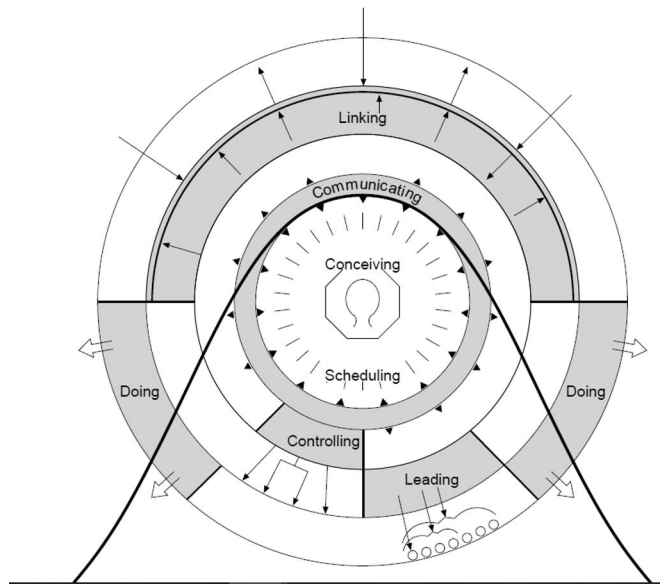
Figure 7. The core of the managerial work showing the different roles as well as the core of the activity (Mintzberg, 1997, p. 134).

2.4.4   Leadership as enactment

The models discussed so far have been somewhat limited because they have not touched upon the leadership as being something that is developed through collaboration and interaction with others and the

institutional context, in which HE always is located. Implementation and a one-way process, as well as a process focusing on the person, have been dominant. The enactment view on leadership, on the other hand, acknowledges the very process of adaptation and the relativeness about the outcome or the actions because everything that the leader can do is dependent on the wider context.

Enactment and implementation as means of showing discursive tendencies in the rector's leadership
Adaptiveness and enactment are here seen as essential crucial parts of a rector's leadership practice. The rector works through and with enactment, partly in relation to the state and partly in relation to the board in their own HEI. Furthermore, one can say that the rector is a link in the implementation process. The state implements new regulations and policies, and the rector is part of this implementation. Through an enactment process, the rector takes the new policies to his/her own HEI. This is something that Välimaa and Treuthardt (2008) touched upon when they discussed the translation of a national HEI steering system into action: there are many possible interpretations. Here, these interpretations are talked about as enactments.

Enactment has been seen as a very important way to relate to one's environment.[11] Smircich and Stubbart (1985) described a way to think about one's milieu as an enacted or socially constructed domain, and they maintained that this domain is the consequence of the language, ideas and concepts through which we attempt to make sense of the world and of the 'reality' to which social constructions relate. Enactment has implications concerning how the organisation is managed. The interpretation of the milieu (outside and inside) has a greater importance than the leader realises, and to make leaders aware of this is crucial (Smircich & Stubbart,

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[11] The enactment can also be called the interpretive view: *'to what extent does an organisation make and shape its environment through the processes that it uses to read, interpret, and judge the significance of what it sees in the world "out there", by selecting the domain in which it acts and determining the direction in which it develops'* (Morgan, 1989, p. 91).

1985). Leaders' actions are based on their interpretations of the world. In this thesis, this is made visible through the discursive approach. In other words, the educational and the rector's leadership is seen as being discursive in nature. It includes a dialogue and interaction in and between actors (Jäppinen, 2014, Uljens & Ylimäki, 2017, Tigerstedt & Uljens, 2016).

Ball, Maguire and Braun (2012) continued on this and stated that policy is enacted rather than implemented.[12] In enactment processes, policies are:

'Interpreted and translated and reconstructed and remade... Policies begin at different points, and they have different life spans and trajectories' (Ball et al., 2012, pp. 69–70).

They added the following observation that enactments:

'...take place at many moments, in various sites, in diverse forms, in many combinations and interplays. Enactments are collective, creative and constrained and are made up of unstable juggling between irreconcilable priorities, impossible workloads, sacrificing moves and personal enthusiasm. Enactments are always more than just implementation; they bring together contextual, historic and psychosocial dynamics into a relation with texts and imperatives to produce action and activities that are policy....' (Ball et al., 2012, p. 71).

Thus, the enactment theory can be seen as having relevant elements because it is directed towards the context and discusses how things are dependent and modified and made possible in a certain context. To include this way of viewing educational leadership practices can be fruitful since understanding the practice required understanding of the interaction and processes that take place in the context. This again is supported by the distributed and dialogic nature of educational leadership (Spillane et al., 2004; Uljens & Ylimäki, 2017; Jäppinen, 2014, Jäppinen, 2017). There are other theories touching on the network and interdependency traits of

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[12] Enactment is a means of exercising autonomy by leaders. Successful principals realise that while policymakers can control the means by which they introduce initiatives, they have less control over how these are acted out (Ball et al., 2012).

leadership. For example, the Actor Network Theory (ANT) (Czarniawska & Sevon, 2005; Lindberg & Czarniawska, 2006) is one. The ANT is a theory that sees the organisation as a network of actors, wherein actions create actions and includes the importance of translation in the sense that it can help understanding of management's ideas and practices, as well as their relativeness. However, it is also a theory that is designed for primarily organisational understanding, leaving out the wider context that is necessary to include when discussing HE leadership and wanting to understand the rector's leadership discourses in HE.

This is necessary to understand when investigating the leadership in HEIs from a discursive perspective. It also highlights the relative aspect of leadership and that it is a process very much dependent on the context.

The discussion about leaders' roles, leadership and context can help to illustrate how the talk constructs the leadership identity (identity constructions): the talk produces, combines, constructs and maintains the identity. This is done with the help of identified subject positions (Söreide, 2007; Tigerstedt, 2015). La Pointe (2010) conducted some research on career identity and the available discourses. She concluded that we can only think of identities and enact them in the discourse practices we are part of. This means that the context becomes relevant and crucial. In this research, the very specific context of the HEI becomes important for the understanding of the rector's leadership practice. I also want to mention again what La Pointe says: the meanings the rectors give to the constructions or the discourses are always co-constructed within the discursive resources available. Here, we see the importance of context. The discursive view enables the study of the role of the person, the rector in this case, and agency via identity work (La Pointe, 2010). In this thesis, this is done with the help of *positionings, identity constructions, subject positions* and *interpretive repertoires*. These are all explained in Chapter 4.

2.5 Theoretical considerations related to non-affirmative education theory

As pointed out earlier, a process-oriented interactional, organisational and a policy-contextual perspective are all relevant for understanding HE leaders' dynamic mediation. This mediation occurs partly through enactment and pedagogical influencing whereby the process and aims of the individual's and group's processes and aims are focused. The discursive view discussed in the previous section is, as we saw, crucial in understanding leadership as a socio-constructionist phenomenon, but this approach does not by itself conceptually explicate how pedagogical leadership differs from other types of human interaction or influencing. Nor does the terminology of DA explain what is specific for educational institutions in a society. In other words, DA offers a general yet similar conceptual system for understanding any human interaction on any societal sector. This alone does not, however, in any way make the DA irrelevant for understanding educational leadership, but it needs a complementary language in order to locate the specific features of HE leadership. Thus, the position of this thesis is that, when applying DA as a fruitful approach in understanding HE leadership and especially its pedagogical dimensions, we need to utilise the theory of education but also an idea of leadership in general.

One possible way to add to DA in educational leadership research might be to turn to transformational leadership research. The transformational approach conceptualises the phenomenon of educational leadership in a way that is close to professional everyday language and perhaps thereby appreciated by practitioners. Transformational leadership literature talks about being engaged as a leader, supporting learning, encouraging co-workers and influencing professional learning. The strength of this discourse is that it comes close to leadership practices. The limitation of such terminology, however, is that it is theoretically vague and unclear. As different practitioners may load central terms with different meanings, it is questionable what explanatory power this terminology has despite it being appreciated by the leaders themselves. This conceptual vagueness does not make transformationally oriented research on educational

leadership obsolete, but we think it could be developed further by stronger theoretical underpinnings. This critique seems to be increasingly recognised in the international literature on educational leadership. It is claimed to be theoretically underdeveloped.

In order to overcome this problem, there is the reason to look further. A possible solution may be offered by a so-called non-affirmative education theory (NAT). As we will see, many of the previously presented views expressed within transformational leadership research are not only coherent with NAT, but they support and add to each other.

In this section, NAT is described in order to provide a general idea of how we may talk about the pedagogical dimensions of educational leadership in HEIs. Introducing central constructs from NAT will deepen the understanding for the leadership practice in the HEI context.

Central features of non-affirmative education theory
NAT is originally developed within a European tradition of thought regarding public education in democratic societies. The position draws on the classical or modern theory of education, as developed by Herder, Humboldt, Fichte and Schleiermacher (Benner, 2021). According to the theory of *Bildung* laying at the foundation of this position, individual growth resulting from a free encounter with the world means that while the individual internalises culturally relevant knowledge, he/she at the same time develops general capabilities (e.g. reflective and analytical thinking, understanding responsibility, problem-solving capabilities). Pedagogical influencing means intervening in these human-world relations by turning the others' attention to similarities and differences in various ways of understanding or acting in the world. During past decades, Dietrich Benner in Berlin, Germany, has become an internationally prominent representative of this tradition (Benner, 2015).

This general education school of thought was first utilised as a theoretical frame for educational leadership research by Uljens (2015) and Uljens and Ylimäki (2017). A central idea was then to consider educational leadership as an institutional practice framed by historical, social, cultural, economic,

political and legal factors in a democratic society. A second feature was to observe that all leadership of educational institutions is not pedagogical. Leadership of institutionalised education is a very complex phenomenon including a wide variety of issues like economy, policy, technology, organisation and law. Leadership of HEIs thus includes management and administration regarding a multitude of topics. However, when leaders act in relation to external and internal actors to the organisation, these leaders aim to influence the others' practices. In other words, this influencing is essentially pedagogical. Yet, such a language of pedagogical influencing has been lacking in educational leadership research. A language of education also has bearing on HEI leadership as these organisations are doing education. Thus, one could argue that an essential dimension of leaders' professional capability consists of understanding the nature of the practice they are leading. In the case of universities, rectors ultimately lead university teachers' pedagogical activities. This is perhaps a self-evident insight but has come to the foreground with recent policy changes, according to which rectors do not necessarily have to have experience from teaching at universities. Against such a background, education theory, in principle, may offer us a possibility to deepen the idea of leadership, especially its pedagogical dimensions of leaders' work aiming at supporting learning among individuals and development in and of organisations.

As pointed out above, the construct specifically contributes to a nuanced understanding of the multi-faceted or multi-levelled educational leadership practice, as these core concepts are derived from education as an academic discipline. Here, the concepts *Bildung* and *Erziehung* (pedagogical influence, teaching) both have a central role. The constructs pay attention to how the leadership practice needs to make sure that the enactment and the self-governed actions are made possible by allowing for a non-hierarchical and non-affirmative position in the discussion and understanding of educational leadership in HE. The theory also relates to and completes the previous discussion on enactment and implementation and the moving between these as the leadership is practiced.

With the help of Figure 8, we can show how and where the implementation is taking place and how this can be considered affected by relations in the context. The mediating role of the rector is mostly prominent in (1) and (2) in the figure.

	Constitutive basic concepts of the individual aspect	Regulative basic concepts of the social aspect
A *Theories of education* (*Erziehung*) (2:3)	(2) Summoning to self-activity .	(3) Pedagogical transformation of societal influences and requirements
A *Theories of Bildung* (1:4)	(2) Bildsamkeit (*Bildsamkeit*) as attunement (Bestimmtsein) of humans to receptive and spontaneous corporeity, freedom, historicity and linguisticality	(4) Non-hierarchical order of cultural and societal practices
	C Theories of educational institutions and their reform (1/2:3/4)	

Figure 8. Four basic concepts of pedagogical thinking and acting with associated theories of education and Bildung (*Erziehungs- und Bildungstheorien*) and institution theories (Benner, 2021, in press).

In short, Figure 8 incorporates the inner and outer arenas. It shows where the leadership is practiced and points us to the important relations between the inner and outer arenas in terms of different types of relations that have to be considered and understood.

The figure describes the core of the non-affirmative theory of education, which may be used to explain different dimensions of educational leadership including HEI leadership and the rector's leadership practice. This can be done with the help of the four principles of NAT, which are explained in the coming section in more detail.

Two regulative principles or concepts describe educational leadership and its relation to cultural and societal practices and to transformation on societal influences and practices such as policy and legislation. Two

constitutive principles or concepts describe the pedagogical interaction, which is something that is always seen as present in educational leadership practices. Position 3 in the figure can be related to the implementation of new policy or legislation in HE, and position 1 can be related to the mediation role (or task) of the rector where the leadership practice is being more of either the implementative or enacting kind. This can be investigated through the concept of *summoning on self-activity (Anerkännung/Erziehung, Ge.)* and *Bildsamkeit* and enhanced by a non-hierarchical view on the relation to society (position 4) where HE is neither seen as above nor below the state but instead seen as being in a constant dialogue where mutual influence is recognised. The position where the dialogue takes place has also been called an arena of tension in this research. In this thesis, it is position 1 where the discourses are formed and maintained by the rector and where we can observe the mediating role of the rector, or the leadership practice, through the forming and maintaining of certain discourses in the given social space within the HE context. Given this description of NAT, we locate educational leadership primarily as a dimension between position 3 and position 1, partly covering aspects of both.

Why do we need a theory of education for studying educational leadership? An argument for including NAT as a part of the conceptual framing in this thesis is that this theory explores the role of education in society and how educational or pedagogical activities, including leadership, may be understood. First, as all leadership is contextual in character, we need a theory of the institution in question wherein this leadership is practiced. Second, leadership of *educational institutions* like schools and universities involves many dimensions related to, for example, organisation, law, economy, communications, media and labour market politics. HEI rectors handle all of these when they lead. But a part of the rector's leadership is pedagogical. Pedagogical leadership refers to how leaders think and act in order to support the growth of the professional teachers' and researchers' competencies. As mentioned, it is a value-based leadership practice that is framed by the educational institution. We need

conceptual tools and theory that are purposeful from a pedagogical perspective.

Uljens and Elo (2020) argued that NAT can provide a theoretical framework and language specifically for education as a societal practice. The constructs take into consideration political, cultural and societal dimensions, and the nation-state relations to education are not overlooked. A non-affirmative theory describes characteristics of leadership enactment and leadership policy as enactment. A non-affirmative approach offers analytical tools for handling or understanding how policies are enacted. They can be enacted in an affirmative or non-affirmative way.

The notion of non-affirmativity refers, on one hand, to pedagogical influence that is always mediated by the leaders' own activity – leaders (also teachers) can only invite the other to engage in a pedagogically designed process. On the other hand, non-affirmativity refers to pedagogical influence that recognises the lifeworld of the other, pays attention to others' interests and is aware of how they operate and understand the world. Pedagogical influence is about disturbing, questioning and provoking the learners' experiences in order to motivate the learner to transcend her present state. In this sense, the pedagogue recognises but does not affirm the learners' experiences. The same holds true given the task of education in respect to external expectations. If these expectations and learning goals are spelled out in terms of, for example, performative competencies, there is not much room for education other than bringing the learner from point A to a given point B. However, a feature especially of HE is to lead the learner or the co-worker to insights, allowing them to transcend existing knowledge, thereby to an understanding that knowledge is provisional. Validity of existing knowledge is and must be questioned. The idea of HE is further that there is not national curricula developed outside the institution. This is a task for the faculty. In other words, academic teaching is non-affirmative in nature with respect to given knowledge. The students are led to the world of knowledge in question, but this is done in a problematising way. Higher

education does not affirm existing knowledge; it is non-affirmative in nature (Uljens, 2015).

Non-affirmativity as a reflective attitude to interests eternal to the HEI
In this dissertation, a non-affirmative attitude is relevant for understanding leadership in HEIs. The HEI leaders take a critical approach to external steering of the universities. They defend the freedom of research. Given that the role of HE has become more important in knowledge economies, there is a global tendency to increase external steering of universities. Knowledge produced is increasingly expected to be of instrumental value. Applying a NAT as a lens for interpreting such developments helps us to see that leadership in HEIs has increasingly developed in a managerial direction. The number of students, exams, study points, degrees and publications have all become equipped with a price tag that directs the leader's attention to numbers instead of content or societal needs, which often, by definition, are difficult to predict in a longer perspective. In such a light, we could claim that more recent HE policies, not the least in Finland, require an affirmative approach from leaders.

A non-hierarchical approach to HEI leadership
The principle of *non-hierarchicality* means that societal education is dependent on and framed by political decision making, but the political system is also simultaneously dependent on education. The reason is that educational institutions prepare individuals for future political, cultural and economic citizenship. The principle of non-hierarchical relations between different societal forms of practices means that education is both sub- and super-ordinate in relation to these other practices (Uljens, 2002, 2015). These interdependent and non-hierarchical relations amongst politics, economy and education are seen as a fundamental feature of Western education systems, resulting in a continuous *dialogue* between, for example, politics and education. We call this dialogue emanating from a non-hierarchical relation – i.e. an unclosed or aporetic (or perplexed) relation between societal practices (e.g. education, politics, economy, healthcare) – *discourse*. The discursive nature of these relations means that they are constitutively open. The openness means that there will be an ongoing negotiation of such things as meaningfulness, values, knowledge

and politics behind and overt in various initiatives. This is why a fundamental feature of HE leadership is discursive in character (Tigerstedt & Uljens, 2016).

At the same time, the non-hierarchicality resonates well with a discursive approach and relation between society and HE. This is seen in the enactment processes. In other words, different discourses do exist and do occur, and they are formed to different extents to show the degree of enactment, and by doing that, they confirm the non-hierarchical relation and, in a sense, the two-way relation between the external arena and the internal arena of tension. In this case, this occurs between the policies coming from the government and being interpreted and discussed in the HEIs by the leaders – the rectors. The non-hierarchical education theory will therefore help to answer how the interests are transformed and put into practice, which means that educational leaders and education itself can take a critical standpoint when reviewing politics, culture and the economy. At the same time, it allows the freedom to reflect on education and educational leaders (Uljens & Ylimäki, 2017). For example, in HE, this can become visible in the discussions and predictions about the future working life and skills needed.

The non-hierarchical perspective in educational leadership can be understood as being a means to explain that educational leadership is a mediating practice. Educational leadership is a mediating force when it comes to balancing complex networks and balancing between political interests and educational practices. In HEIs, this can be understood in a concrete way, such as in the agreements and discussions that every HEI has with the ministry. Educational leadership can then, from this perspective, be defined as a mediating practice between different epistemic practices and value spheres (Uljens & Ylimäki, 2017, p. 9). In HEIs, epistemic practices or knowledge practices are more often related to the created knowledge and the content of the education, to the degree programmes offered or even to the employment record after graduation. Different value spheres can be more about the balancing between quality and quantity and the ethical and moral discussions that this brings

forward, especially in HEIs where the number of degrees and credit points per year matter.

A non-hierarchical perspective also highlights the co-dependent relation amongst democracy, an agile culture and education, including the specific pre-conditions that these come with. Educational leadership, according to Uljens and Ylimäki (2017), is seen simultaneously as a dynamic institutional, multi-level, diagonal, horizontal and vertical process that operates between different epistemologies and value spheres, where the intersections between levels and interests may be viewed and understood as negotiated discursive spaces. This again leads back to the non-hierarchical relation to politics, culture and economy that education is involved in.

Non-affirmative approach to HEI leadership
As a theoretical construct, non-affirmativity asks to what extent a given practice or policy allows for teachers and learners to co-create spaces for critical reflection – not only to substitute one ideology with another. Although education is always political, the task of education is also to prepare for political participation the forms and aims that are not determined in advanced education.

Affirmative education theory means that a theoretical position for curriculum, education or leadership is ideologically explicit regarding what interests and aims practitioners should affirm, regarding the present situation or regarding aims considered important for future needs of society (Uljens & Ylimäki, 2017, p. 10).

In HE, policy steering and the enactment processes are both top down and bottom up (Saarinen, 2008). This is why university leaders' discursive relation to national authorities can be explanatory when understanding the leadership. However, this matter is lacking a more theoretical or conceptual approach. As part of this research, a number of concepts that may be beneficial to this end have been proposed (Tigerstedt & Uljens, 2016). In other words, it can be fruitful to approach the top-down and bottom-up enactment and construction processes by using a non-

hierarchical understanding of the relation amongst national policy, HE and the leader. This then enables a non-affirmative view of leadership practice within HEIs. It also makes the transition to the theoretical concept of non-affirmative action natural since one can then ask if the policy within HE creates a space for non-affirmative actions.

In education contexts, transformational leadership has, as mentioned above, been popular (Ärlestig, 2010; Kezar et al., 2006; Leithwood et al., 2003). Uljens and Ylimäki (2017) have pointed out that, in non-affirmative theory, one can realise how this transformational approach can be somewhat counterproductive, too normative and even manipulative in its aims of intentional transformation. It can make the leadership into a technological and/or instrumental profession, and this is not a view that is being considered here. Predetermined values and non-affirmative theory do not go hand in hand because a non-affirmative position is never value neutral.

When talking about non-affirmative processes and understanding, Uljens and Ylimäki (2017) emphasised that norms, regulations and principles need to be discussed from a critical point of view, and they need to be questioned and understood if one desires to be able to truly relate to them. In this sense, one can also say that non-affirmative theory is critical but not affirming. This can be understood as the process of recognition. Norms are to be recognised but not affirmed if they are to leave or create a pedagogical space for the educational leaders, the teachers or the learners. In terms of HEIs, this can be translated and understood as the enactment and the discursive space that the rector needs to have and to have when leading.

The enactment can suffer in the process, and there will be too little room for any individual's intention and interpretation leading to a self-governed action. Thus, as a solution to this and as a theory that can explain human beings' ability to make their own decisions and interpretations that lead to actions, the non-affirmative theory of education can be useful. Earlier, transformational and transformative leadership were discussed. We could see from the theories by both Burns (1978) and Shields (2010) that the transformative leader sometimes was described as being more affirming in

their actions and/or intentionally wanting to set the scene or lead the way in the sense that gives very little space for the individuals' self-governed action or own intention. Therefore, the non-affirmative approach delivers a useful and necessary complement for the understanding of educational leadership practices.

Is there room for an interpretation that enables actions to differ? Is there enough room for enactment(s)? Moreover, can one think the NPM and management will see that the space is minimal and that the rectors are not allowed to or do not experience the leadership as enactment but rather as implementations? Non-affirmative theory can be used to highlight the extent that leadership is governed or not. One can expect leadership to be a mediating practice and to contain and work with different degrees of freedom or different degrees of governance or steering. In the HEI, one can say that the rector has, to some extent, recognised this freedom when making decisions, when leading and so forth. Uljens and Ylimäki stated that the concept of summoning self-activity can explain how the principal, or the rector, has a mediating role when it comes to the relationship between the culture and the individuals in the maintenance and development of that relationship. Here, the context and the others in the context become relevant (Uljens & Ylimäki, 2017). In leadership practice, the others and the context will always play a role in how the recognition of the free discursive space can and will be used.

Research indicates that HEI policy documents address social actors differently depending on who has produced these documents and for whom these documents are intended. Looking into the view of discourse as texts in policy, Saarinen (2008) observed this in terms of the transnational documents HE actors often are referred to in an indirect way. In addition, in national documents discussing transnational topics, such as the Bologna process, HE actors are seen as rather passive receivers. Institutions are mentioned but not the actors themselves: co-workers, leaders and students. In contrast, documents primarily directed towards the national arena address actors in a more direct way, especially if national issues are discussed. In these documents, actors (staff, students,

leaders) are considered much more active than in the transnational ones. If one sees the policy steering and enactment processes as both top down and bottom up, one may assume that this holds especially true for the national policy processes (Saarinen, 2008; Tigerstedt & Uljens, 2016). HEI leaders' leadership can therefore be said to include a discursive relation to national authorities. This can then be related to the way one ought to think of the relation between 1) national authorities and 2) actors inside HE (co-workers).

In this thesis, the non-affirmative can be of help when trying to understand how open or closed the leadership actions are – closed actions will have predetermined goals to live up to, are top down and do not usually include the other actors (co-workers) in a dialogic relation. This is why it is relevant to discursively study non-affirmative leadership on a micro level: How do the rectors talk to their co-workers? Are they included in the processes of, for example, policy enactment? How do the rectors, when they practice leadership in their own institutions, discursively affirm or not affirm the externally formulated policies?

The rectors are thus seen at the same time as being active contributors. They have a certain degree of freedom when formulating their own discursive actions or practices, which, in turn, will be maintained in the context of their HEI. They can also look to their own or to the HEI's interests. Hence, an educational leadership theory that identifies recognition and affirmation as crucial analytical concepts can provide analytical tools for examining these discursive practices. What is it that the rectors recognise as legitimate interests? How are these affirmed or not affirmed? To recognise governing interests formulated as part of the political agenda and interests that are stressed in the discussions between HEIs and the ministry means that they are identified as real or crucial factors to relate to. These are factors that cannot be excluded from the HEI's agenda without risking the activities inside the HEI. These external interests, which are more or less determining the policy texts, do also, to a certain degree but not completely, dictate the rector's or the HEI's leadership practice. The rectors and the boards in the HEIs can affirm the

recognised external interests. The way in which they do this becomes visible and maintained in the discursive practices. The same process occurs when it comes to internal interests in their own HEI. Some interests will be recognised, and others will not. The discursive practices will therefore become communicative fields and arenas of tension where and through which the leadership is practiced.

2.6 A summarising note on the rector's educational leadership

The leadership or, more accurately, the rector's leadership in HE has been discussed in the form of a field of tension, consisting of an outer and inner arena of tension. The outer arena of tension consists of tensions from outside: trends, policy (national and transnational) and changes. This could also be seen in Benner's model (Figure 8) where the relations between society, policy, economy and HE were illustrated. The inner arena is about how the rector and the co-worker relate to each other, but this has not been investigated here in detail. The outer arena has instead been of special interest because the enactment processes have started in that arena, especially if we think about the big contextual and structural changes affecting HE (Tigerstedt, 2014). Education is contextual, cultural and societal.

Therefore, the inner arena is also relevant. The enactment is, in this research, made visible through talk. Moreover, the arena, with its culture, communication codes and stakeholders, affects and enables the enactment, as well as creates the scene for some discourses to be used and constructed as the rector gives a speech, for example.

In light of the discursive character discussed in this thesis and the enactment processes that are recognised, HEI leadership can be defined as follows:

- A non-affirmative, critical interpretative, cultural-historical and institutional practice carried out on and across different levels of the educational system as discursive and non-affirmative enactment practices. These practices are made possible by non-

hierarchical relations between societal forms of practices, where professional actors, through their roles (tasks), relations, persons and professional identities, based on recognition of the other's potentiality, reality, and possibility, aimed at supporting teachers/principals/students by summoning (inviting, intervening, demanding, supporting, provoking) them to engage in the transcendence of one's current pedagogical work (Tigerstedt & Uljens, 2015, pp. 160–161; Uljens & Ylimäki, 2017).

3 Higher education in Finland – a contextual and descriptive approach

HE has expanded in the past five decades in the Western world. In Finland, the number of students within the sector has grown remarkably since the 1960s (Välimaa, 2018). In Finland today (2021), there are 35 HEIs, universities and UASs. In this section, I discuss the context of HEIs in Finland. The aim is to create some understanding of this specific context. The history, the thinking and the culture are important in achieving this understanding (Tirronen, 2006). Because the thesis has a discursive approach, the contextual understanding has to be substantial. Without the context, the discourse loses meaning, and the discourses are not formed or maintained in a vacuum (Burr, 1995).

3.1 HEI paradigm as seen from a more philosophical and historical point of view

When investigating the leadership practice in an HEI, one needs to take into consideration the roots of the modern university and its role, as well as how it has changed over time, what it is today and why it exists today. Rider (2012) said that it is not easy to define HE or the existence of HE. This is because every attempt to define the meaning of HE and its existence is rooted in a specific time in history with each specific time's possibilities or opportunities, ways to think and talk and underlying assumptions. HE and its existence are related to how we think that the following generation should live. However, depending on what values dominate the field and what material and social circumstances prevail, one can see that HE can have very different meanings and aims. We can mean stately governed professional education institutions, the whole HE system or a traditional university. The aim of HE and its existence is therefore not a technical, economic or political question. It is a philosophical question, according to Rider (2012). The university has had different roles over time. We have seen education in classical ideals, basic disciplines and professional ideals for priests and medical doctors, and in more recent times, we have seen terms such as *employability* and *societal gain* occurring more often in policies. The role of the church, the state and the society and their relation

to education has shifted. Currently, the societal good has, at least according to some researchers, become more important. What we can consider being the modern university or the modern HEI has its roots in the mid-19th century. This was a time when societal needs were brought forward and seen as more relevant in an HE context. Humboldt discussed the state's role, and it is said that he formed the ground for the modern university. He saw the necessity of increasing the state's role in HE. Until the beginning of the mid-19th century, the classical ideals for education (Bildung) had been dominant, and today we can see a discourse where the economic and political interests have become increasingly dominant (Välimaa et al., 2016, 2018; Klinge 1987).

3.2   The role of the HEI

Based on the introduction above, the intention is to now discuss the emergence and the role of the HEI from the Finnish perspective.

HE and its relationships with the church, society and culture have always been balancing. As noted, the so-called societal gain has over time taken a more evident role in setting the terms for the relationship between the HEI and the nation state (Schaffar & Uljens, 2015; Tirronen & Kivistö, 2009).

The development that established the basis for this was the creation of the modern nation with the help of education. In Humboldt's Germany, this was emerging in a more structured way at the beginning of the 19th century when Fichte and Schleiermacher were active. Fichte, for example, saw that you could build the nation with the help of HE. These influences later on spread, and in Finland, Humboldtian ideas have definitely been an important part of developing the HE sector. Humboldt saw the state's role in creating HE as well as HE's role in developing the society (Klinge, 1987; Tirronen & Kivistö, 2009; Uljens & Nyman, 2013). This was the starting point for the university's role in building the nation state. At the same time, many started to think more about the needs of society (Uljens & Nyman, 2013). Historically, in Finland, the shift in the relation between the church and the state could already be seen with the establishment of Åbo Akademi University in 1640. This was an important time, and

universities in Lund and Dorpat were established at the same time. It was an indication that the state, with the help of the king, took a stronger position and responsibility for education of the people. New kinds of structures started to take form to advance education (Klinge, 1987; Rinne, 2008; Uljens & Nyman, 2013).

Other critical steps in the Finnish context in respect to the relationship of HE to the state, society and the economy took place around the start of the 20th century when technical universities were established separately from traditional universities. They were to be considered as separate entities for a specific reason. Their task was related to the development of the society and the needs that came with that (i.e. labour and technical skills/knowledge). This can be seen as the first steps taken towards a more market-driven view on education in Finland.

After the Second World War, the rise in educational level was obvious, especially during the 1960–70s when HEIs saw a great expansion and increase in their number of students. It was no longer unusual to continue into the field of HE or tertiary education. Another significant intersection in the relationship amongst the market, state, education and society took place in 1979 (Klinge, 1987) when Finland's HE was reorganised to provide degree programmes. Before that, the studies had been divided into academic disciplines and studies per discipline or field. The degree programmes were better able to serve the needs of the society in a more direct way. They were the result of a demand from the market and the surrounding society. Tirronen and Kivistö (2009) consider this a typical trait showing the market-bureaucracy view on the university and, at the same time, moving away from the academic-traditional view on the university. The degree programmes were designed to be in accordance with the labour market needs. Fifteen years later, we could see another reform in the same area. This was the establishment of the polytechnics or the UASs. Their purpose was to improve the general educational level and to be a flexible HE form, serving the needs of society by providing education that was highly relevant for employability (FINLEX 351/2003; OPM, 2012). Slowly, the focus on being part of building the nation state

changed, and more focus was put on the development of society and the needs related to employability, i.e. a new kind of societal gain. In the mid-1990s one could see forms of NPM emerging in Finland. Another indicator of this was the legislation for HEIs in 2010–2014. First out was the legislation for the universities in 2010, and this was later to be followed by legislation for UASs. HEIs were at this point separated from the state and were encouraged to extend their financial sources beyond their normal financial sources, even though the main source of funding still came from and was controlled by the state. This could be called a hybrid model, indicating that the relationship was complex since the HEIs were still strongly controlled by the state but had to operate to some extent under what can be called marketisation frames. The accountability and responsibility had new meaning. Private funding and new managerial models have been introduced. Thus, the question became how we can understand the role of modern HEIs in Finland. The so-called societal gain has over time become a more evident factor in setting the terms for the relationship (Schaffar & Uljens, 2015).

To summarise, the timeline in Figure 9 illustrates the way HEIs developed over time in the Finnish context.
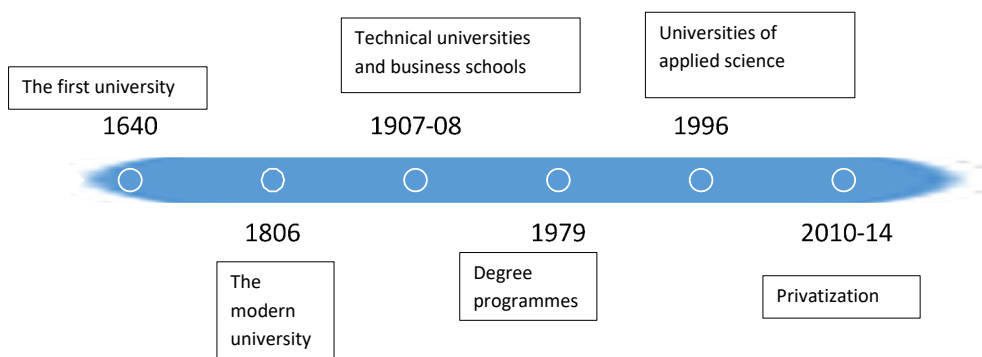

Figure 9. Timeline of HEI developments in Finland.

Finnish HEIs and changes in current times
The Finnish HE sector has been facing many changes for a long time and more can be expected. One can assume this because of the fast-changing

world that we live in. We can see that changes are continuing in the form of new funding structures and a continued sense of the need to be effective. In general, one can note that the HE sector has expanded a lot, especially after the 1950s (Aarrevaara & Pekkola, 2012). We still have fairly many HEIs in Finland, and the need to show effectiveness remains present. Finland's 35 HEIs can be considered a big number for a country with 5.5 million people.

HEIs have been working on profiling, specialising within selected areas and restructuring, with HEIs merging and forming alliances. They are also subject to internationalisation, including student migration and an increase in ranking, accreditation and transnational evaluation.

Ainamo (2012) has made a description of the development within the HEI sector in Finland as taking different forms or ways: 1) (*Tieteen ylevyyden*[13] *tie,* Fi.) the academic greatness way, 2) the nation-state way and 3) the market-driven way. Ainamo noted that we can start looking for a new form that will come out of the change, a fourth way that can be seen as a fusion of the other ways, where previous ways of viewing or working were all necessary and dependent upon each other in order to handle the new context (Ainamo, 2012). Rinne et al. (2015), on the other hand, have described how the university's position and role have changed by citing four historical doctrines: The Academic Tradition doctrine (*Akateemisen perinteen doktriini,* Fi.), the State Government doctrine (*Valtionjohtoisen kehittämisen doktriini,* Fi.), the Result, Steering and Competition doctrine (*Tulosvastuullisen ja ohjauksen ja kilpailun doktriini,* Fi.) and the New Liberal doctrine (NPM) (*Uuden julkishallinnan neoliberaali doktriin*i, Fi.).

Generally speaking, the Finnish HE system can be said to be a mixture of the so-called dual and binary models. The binary model sees the UASs as having a role to prepare the students for university education and/or for the labour market. The dual model considers the institutions as being

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[13] The word *ylevyys* (Finnish) can also be translated as nobility and is used here to describe itself as worthy and great in terms of its status in science and academia.

parallel educational paths with different functions. The dual model was developed when the UASs were established (1996–2000), and it was a step towards modernising Finnish HE and, at the same time, a way to fulfil the needs of society (FINLEX, 932/2014; Tirronen, 2006). The universities are still in charge of all doctoral education in Finland. Today, the research role is present in both kinds of HEIs, and this has been a major change, and it is seen, for example, in the funding model that was mentioned earlier. The different kinds of HEIs are getting closer to each other as a part of the ongoing structural reform (Tirronen, 2006). The common goals for HEIs for 2025 are the following:

- Strong HE units that renew competence
- Faster transition to working life through high-quality education
- Impact, competitiveness and well-being through research and innovation
- The HE community as a resource (OPM, 2016).

Looking further back, one can agree that the HEI sector has undergone a shift from being an important actor in the forming of the nation state to becoming an institution that should focus more on innovation and research, i.e. in forming the knowledge society (Välimaa, 2004; Välimaa et al. 2018). The shift has created somewhat of a conflict between the traditional ideals in the classical university and the new political intentions with HEIs (Fransson, 2012). There has been resistance to change, and for example, accountability and academic freedom have been discussed together with a sense of increased control over HEIs (Vuori, 2009). It is not surprising that resistance to change exists – it is a common feature occurring in all branches or sectors. However, the NPM forces have been moving more slowly into the education sector and the HE sector (Kezar et al., 2006; Vuori, 2009), even though today we can see NPM traits in Finnish HEIs as well. Välimaa et al. (2016) stated that the ideology of neoliberal, transnational, academic capitalism now also legally frames Finland's HE sector, and they note that this is not always taken well in the HE context.

From 2010 onwards, we implemented a new legislation for both universities and UASs. The main idea behind the university law of 2010 was to strengthen the Finnish universities' premises for success in an international surrounding. Because of the new autonomy that the law imposes, the university has to act much faster in respect to occurring changes (FINLEX, 558/2009).

The Ministry of Education and Culture is continuing to see the HEI system as too scattered and in need of more profiling and consolidation. This has been mentioned frequently, and the term *restructuring* of HE is not something that could have been missed by anyone. The labour market should also be taken more into consideration when offering education in a certain field, according to the ministry. They believe that reform set the groundwork for further restructuring in the HEI field (OPM, 2012.).

The process of focusing the education and the demand of creating fewer and bigger units have been implications of what is occurring. In autumn 2012, the Ministry of Education and Culture published recommendations on how the UASs should reorganise. This has been a hot topic in Finland, and it will have an impact on what HE in the different regions will look like in the future.

The UASs' new structures affected education on many levels (during 2014–15). One important gain from the changes was to allow students to enter HEIs earlier, as well as to allow them to enter their working life earlier (more effective studies while in HEIs) (OPM, 2016, http://www.minedu.fi/OPM/Koulutus/koulutuspolitiikka/vireilla_koulut us/opiskelijavalinnat/index.html?lang=sv). The entire sector implemented new models for state funding during the period of 2013–16 (Koulutus ja tutkimus 2011–2016. Kehittämissuunnitelma. Opetus- ja kulttuuriministeriö. http://www.minedu.fi/export/sites/default/OPM/Koulutus/koulutuspolitii kka/asiakirjat/Kesu_2011_2016_fi.pdf) (Figures 10 and 11).

In this thesis, it is stressed that the leadership practice within the sector has not gone unaffected by all these things that happened in the context. The

history matters. The leadership has become more decentralised over the years, but in Finland, as well as in other countries, one can see that certain processes have been introduced when it comes to accountability and evaluation. A more decentralised model has led to more structured leadership in HEIs (board-rector-dean/head of department/faculty) and an increased ministerial steering in the form of different measures. The university rector is also being held more accountable today because of the new university law where they are now more responsible to the university board. The NPM-related processes are occurring, and one can see that our educational institutions and our Ministry of Education and Culture are starting to use features that are more readily recognisable in the private sector. Some researchers even say that Finland has been very keen on implementing these (entrepreneurial) ideas coming from transnational agents, such as the EU or OECD (Saarinen & Ala-Vähälä, 2007; Treuthardt, Huusko, & Saarinen, 2006). Clarke and Wildy (2009) talked about Europeanisation, and they have called for more research showing how the phenomenon is influencing educational leadership on different levels. There is a power shift within the HEI sector. Decentralisation is clearly visible, but at the same time, accountability has taken over the scene, meaning that increased control mechanisms are added to the HEI system. Both institutions and leaders within the sector are held more responsible for their actions and need to prove their effectiveness in certain ways. The rector's power has changed and increased. The rector of an HEI today is an important actor and strategist both inside the institution and outside, vertically as well as horizontally. The leadership within HEIs seems to have become more decentralised, and one can see a greater freedom to act. Responsibility was delegated, but at the same time, new ways of measuring results are imposed. The leaders when practicing leadership are in a challenging and new position: the rector's role has changed.

3.3   The Finnish HEIs

The HEI should be seen as an organisation of so-called loosely coupled systems, which Vuori (2009) explains as an organisation where the sub-

systems[14] are a less common variable binding it together. As a result of this, HEIs cannot be led as other organisations. For example, goal setting, follow-up and decision-making procedures and processes usually differ from business organisations where departments are more tied to the management and goal (increased profit) (Vuori, 2009). Lampinen (2003) has investigated these loose couplings and concluded that UASs seem to be less loosely coupled than traditional universities.

The Nordic countries have had a strong tradition of democratic education and a curriculum based on equal education for all. There have been, however, arguments that this is changing and that we have seen a recent move towards more individualised thinking, which does not always reflect very well the concept of the same and equal education for all (Möller, 2007; Moos, 2009). Hence, the Finnish HEI is a very Nordic institution. It is mainly funded by the government, and it democratically offers free education to all[15] (Välimaa & Treuthardt, 2008). As mentioned, the HE system consists of traditional universities and UASs. According to the law, the mission of universities is to conduct scientific research and provide instruction and postgraduate education based on this research. The UASs are supposed to train professionals in response to labour market needs and conduct research and development (R&D), which supports instruction and promotes regional development in particular [Polytechnics Act 351/2003 and 932/2014, Universities Act 564/2009 (FINLEX)]. Consequently, the former is more geared towards traditional academic research, while the latter concentrates more on applied research and a close relation to professional working life.

The role and task of the universities are described as follows (University Act, FINLEX, 558/2009, § 2):

The universities' task is to promote the freedom of research and the scientific and artistic education, to conduct higher research-based education and to foster the

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[14] Sub-systems are to be understood as different departments or faculties.
[15] Tuition fees for students outside of the EU were implemented in 2017 after they had been tested and evaluated in previous years.

students to serve the nation and the humanity. In doing this, the universities should promote lifelong learning, collaborate with the surrounding society and strengthen the impact of scientific research and artistic productions. The universities should provide education in such a way that high international quality is guaranteed in research, artistic education, education and teaching while following good ethical and scientific principles.

The role and task of the UASs is presented here (UAS Act, FINLEX §4, 932/2014):

The UAS's task is to provide/maintain HE, which is aimed to prepare the student for professional expert roles. It is an education that serves the need of the labour market and the development of the same. It is also both research- and culturally based and aims at developing the students' professionality. The UASs should be active in the area for applied research and take part in innovation and development work that contributes to the education in UASs, promotes the working life and the regional development, as well as taking part in the renewal of the sectorial mix of the region. The UASs should also conduct artistic education.

3.4 HEI funding structures

If we briefly examine the new funding structures (Figures 10 and 11), we can see that the models for the universities and UASs look similar. In both cases, the newest feature is the increased proportion of funding based on strategic projects. This can be understood as a way to prescribe certain activities in the institutions by promoting certain initiatives over others. From the university perspective, the reform has been criticised for not acknowledging the research factor enough. In the UASs, on the other hand, the acknowledgement of the research activities has increased (Tekniikka ja Talous, 2016, http://www.tekniikkatalous.fi/paivan_lehti/yliopistojen-poliittinen-ohjaus-voimistuu-6546435, retrieved 4.8.2016).
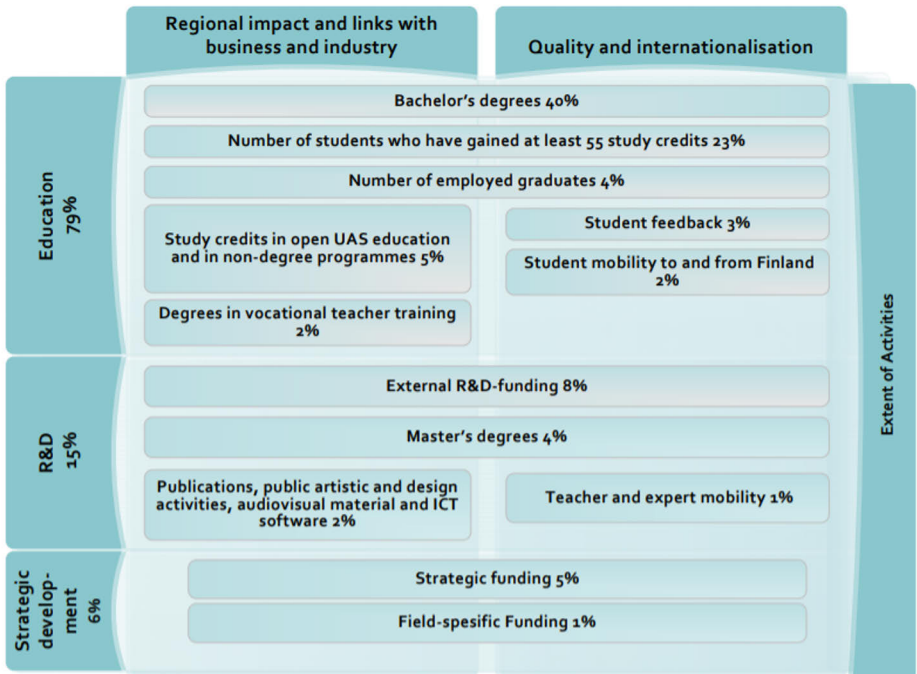
Figure 10. 2017 UAS funding structure (OKM, 2021).
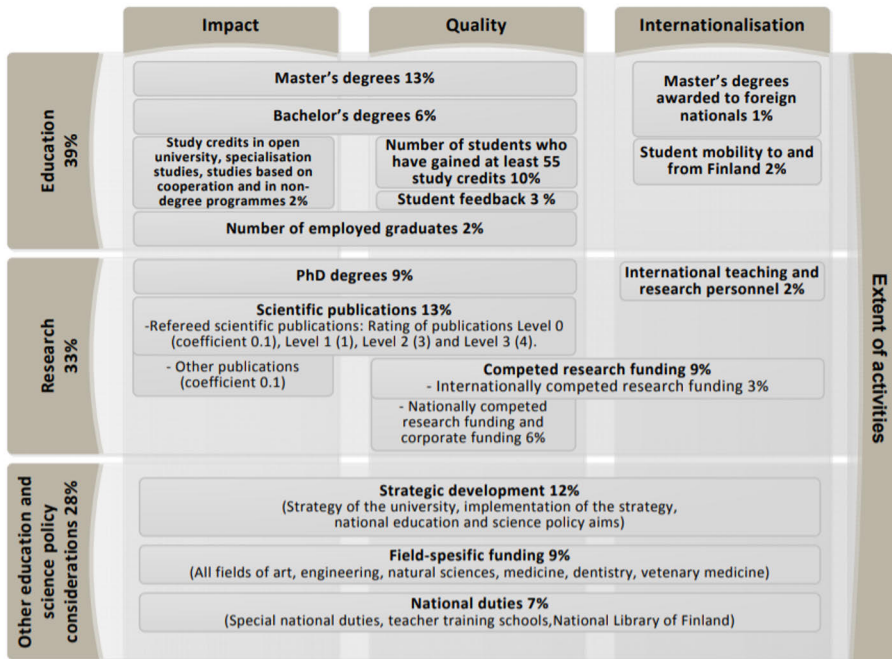

Figure 11. Funding structure for universities in 2017 (OKM, 2021).

All HEIs got a new funding structure again in 2017 in order to better support employability and, in general, strengthen cooperation with society.[16]

3.5 HEI rector's roles and tasks

The rector's role has been identified as very complex and, in many ways, challenging. Hence, the focus was almost immediately directed towards the difficulty of serving both the organisation with all the co-workers and the surrounding society. This is illustrated in Figure 12.
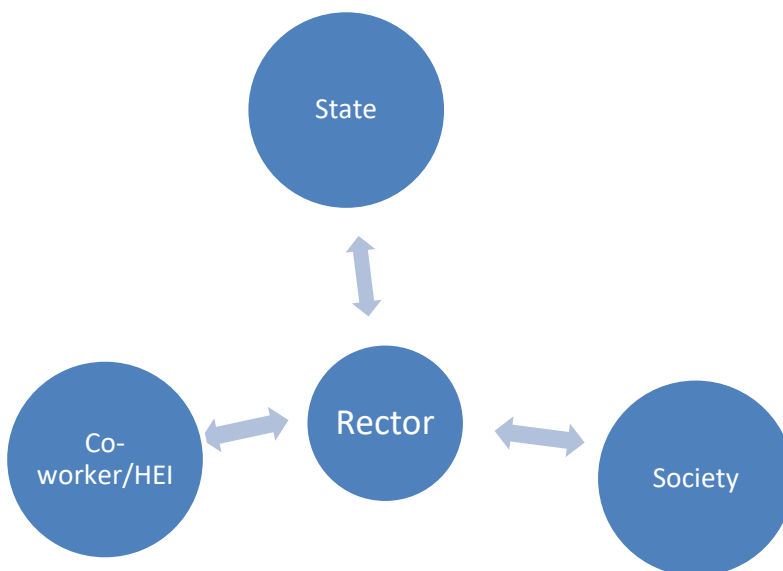
Figure 12. Expectation arrows: the rector and the expectations towards three main stakeholders.

Both internally and externally, rectors are under a lot of pressure, and they have many expectations to live up to. Rectors work with or in many functional areas within their institutions. Internal tasks include academic affairs, teaching quality, curriculum quality, admissions, student affairs, facilities, economy, HR, IT, legal issues and PR. This is accompanied by

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[16] http://okm.fi/OPM/Tiedotteet/2016/07/rahoitusmalli.html?lang=fi, retrieved 17.8.2016. http://www.minedu.fi/export/sites/default/OPM/Koulutus/Liitteet/rahoitusmalli _2017_fi.pdf, retrieved 17.8.2016.

accountability to many stakeholders. In the past years, tasks related to funding and economic issues have generally increased (Tigerstedt & Uljens, 2016).

From an institutional perspective, the following describes the university rector's assignment:

'The rector manages the operations of the university and is responsible for the efficient, economic and effective completion of the university's duties' (University of Helsinki, 2013, http://www.helsinki.fi/administration/rector/index.html, retrieved 15.11.2013).

In addition, the UAS rector's task is described as follows (from a legislative perspective):

'The rector shall direct the operations of the polytechnic and deliberate and resolve matters relating to its internal administration, unless otherwise provided by an act, a Government or Ministry of Education Decree or the regulations of the polytechnic' (FINLEX, 953/2011, http://www.finlex.fi/fi/laki/alkup/2011/20110953, retrieved 15.11.2013).

Juppo's (2011) research on university rectors more specifically investigated the new roles of the rector. The rector, for example, was not a member of the board but a presenter. This meant that the autonomy of the rector had changed. The rector had now a decreased autonomy when it came to the relation to the state, and, at the same time, there was a more market- and result-driven steering where the board with external members got a crucial position. The departments were, because of this, considered profit units (centres). Furthermore, it has become obvious that the rectors have had to deal with many expectations (related to the changes) from both outside and inside the organisation.[17] Therefore, the role of the rector has come to be one that balances between a hard-core decision maker and a listening negotiator. A change in leadership culture was noted in the research by

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[17] The tasks have generally increased as have the globalisation and new funding structures (Välimaa & Treuthardt, 2008).

Juppo. A move from a more bureaucratic and hierarchical one towards a more discussing and participatory leadership culture became visible (Juppo, 2011). The rectors that dealt with the changes saw a need for more preparation for the new leadership tasks. Experience was not enough (Juppo, 2011). Some rectors in Juppo's (2011) research showed an uncertainty of what was coming and said that not all final stages of the reform were thought through in a very detailed way.

4   Method

The overall scientific and methodological approach in this thesis is inspired by DA and more specifically by DP, developed mainly by Potter and Wetherell (1987).

Furthermore, the thesis is of an inductive-abductive art and generates insights into an understanding of the leadership discourse(s) within HEIs in Finland. An inductive approach means that one does not verify or falsify earlier theories but comes up with new theories and insights rather than enhancing the previous understanding (Alvesson & Sköldberg, 1994). This creates an in-depth and accurate approach according to the researcher. Inductive-abductive is here to be understood as the approach that helps the researcher go back and forth between the theory and the data (material) in order to gain deep understanding. The aim with research like this one is to develop the concepts related to the phenomena and to gain a holistic understanding of the researched phenomena (i.e. the leadership practice) (Halvorsen & Andersson, 1992).

As mentioned in Chapter 2, an overall post-structivist and/or post-modernist approach to leadership limits this research in relation to certain theoretical and analytical inputs. This means that some psychological explanations and models where the leader and leadership are closely connected to the person or the personality of the leader have to be rejected (Burr, 1995). However, the socio-constructivist approach is also found in the thesis, and some researchers say it is purposeful to combine different paradigms for novel, relevant and interesting output (Bolman & Deal, 2015; Kezar et al., 2006). Social constructivist and post-modernist approaches are said to be distinctive lenses that help reshape and complicate our views, and they might therefore help us to come up with new ways for understanding HE leadership (Kezar et al., 2006). In fact, DA is rooted in the socio-constructivist paradigm. This means that the ways we view and understand the world are not unfiltered or objective but are essentially made possible and also limited by the frames for interpretation and understanding in a certain social context. These frames are, in turn, non-static and constructed, and they are a result of language in use

(Svensson, 2019). The constructivist paradigm has also been proven popular in HE leadership research. It has highlighted the role of the leader as a meaning maker, rejecting the more fixed and predicable models of leadership. Leadership is seen as a social construct where the context matters (Kezar et al., 2006). This view is common as well in the post-modern paradigm (Burr, 1995), but here the contextual interest lies in the dynamics of the local context, while at the same time, the connection between the local and the larger trends (outer arena) becomes highly interesting because of the role of the rector and the related changes in the context. In this thesis, this can be seen through the way the models of the theory of leadership are discussed and as connected to national policy and legislative changes, transnational agents and, in general, to NPM in the HE setting.

In this chapter, the motives for choosing the distinct DP approach are discussed. I also touch upon the ontological matters related to the choices. The chapter presents the data and process (model and analytical concepts) used for analysing the data. Finally, before outlining the results in the coming chapters, the ethical considerations and trustworthiness of the study are discussed.

4.1   DA – a method and a theory

DA can be viewed as both a method and a theory (Börjesson & Palmblad, 2007; Hardy & Phillips, 2002; Svensson, 2019; Winther-Jörgensen & Phillips, 2002). This means that DA does not only contain a set of techniques to conduct qualitative investigations of texts, but it also contains assumptions about the very constructive effects of language and a frame for observing social reality (Phillips & Hardy, 2002). This means that DA is a theoretical perspective with assumptions about the function of the language and that it is a method suitable for researching the language and how its meaning has an impact on action in everyday life. It means that it is a method (Svensson, 2019). Here, the main interest lies in the will to see how the leadership talk – the language – is produced, formed and maintained, as well as the need to see what this can mean in terms of leadership practice in the HE context.

DA has many branches or schools. For the purpose of this dissertation, there were a number of reasons for choosing Potter and Wetherell's DP approach, the social psychological approach. All branches are influenced by socio-constructivist thinking and can, to some extent, be linked to other thinkers, such as Foucault. This thesis's relation to Foucault is mainly on an inspirational level. Thus, the way Foucault explained the meaning of DA as the intent to study language as a social practice and as a means to construct and maintain relationships is useful. Also, the way Foucault saw the discourse as productive and variation as necessary is a common idea I draw on here. Foucault's notion of genealogy is one that recognises context and where and when a discourse is constructed and maintained. This is something linking this thesis to Foucault. Context is of great importance in DA, and the way the context is made central and the way one can think of how to build analysis have clearly inspired the social psychological branch of DA – DP. However, it has to be mentioned that Foucault worked mainly with bigger discourses, and this thesis looks at smaller ones (Burr, 1995; Foucault, 1993; Svensson, 2019). A focus on smaller discourses is more typical among DP researchers (Potter and Wetherell, 1987).

This thesis does not have a main focus on power struggles, or at least the original intention was not to focus on this even if power is present at all times in leadership (management) and governance and therefore cannot totally be neglected. This means that Fairclough's, Laclau's and Mouffe's discursive approaches are not to be used in this research. During the process of reading, these approaches have helped to better understand DA and how discourse can be looked at and processed in the analysis.

Potter and Wetherell (1987) explained their view on DA as follows:

1. Language is used for a variety of functions, and its use has a variety of consequences.

2. Language is both constructed and constructive.

3. The same phenomena can be described in a number of ways, and accounts will have variations; there is no one sure way to deal with these in order to be able to say which ones are accurate, rhetorical, etc.

4. The central topic of the study should be the flexible and constructive ways in which language is used.

DA is a method that essentially lacks its own tools for analysis. Seldom have researchers of DA described their method in depth, and this is also true for the DP branch of DA. Often, one can see how DA research applies tools such as content and text analysis for the analysis of their material. This is where I have gotten both inspiration and help when it comes to analysing my empirical data. In this thesis, I treat the material, the data (i.e. the talk), as a text, going through the content more or less according to qualitative content analysis principles, which are explained in detail in the section on data analysis.

Discourse is often described as a way to talk about something or a way to understand the world. Our language is structured according to patterns that our talk follows as we act and do things in differing contexts (Winther-Jörgensen & Phillips, 2000). According to the post-structural perspective, it is common to include and reflect on the meaning of what is said and how it affects our actions. Discourse is therefore crucial to how we constitute ourselves and our surroundings in certain situations. It is through discourse that we speak, understand and construct meaning. It enables and limits the understanding of ourselves, the way the world is understood and lived, how we speak, who can speak, who we want to be, who we can be and what we can say and think. Discourses have an impact on our practices. This means that a discourse is enacted/materialised through and in our actions. These ways to act are called discursive practices (Lenz Taguchi, 2004).

In my art of working on this thesis, I can recognise hermeneutical traces, and I believe I use this way of thinking as a means of support, especially when working with the empirical data. A hermeneutic way of working means that one uses qualitative systems for interpretation and that the

researcher's role is to be open and engaged. It is typical to point out the importance of the researcher's own understanding when approaching the researched phenomena (Patel & Davidsson, 1994, pp. 24–26). Hermeneutical traces are mostly found in my attempt to describe the talk as action, as being part of the rector's daily work, and the rector's lifeworld as a part of the HEI. To achieve this, I have imagined the hermeneutical circle where I see myself as a researcher moving between the whole and the parts (Jones, Torres & Arminio, 2006) in order to identify the discourses (*subject positions*, *positioning*, *identity constructions* and *interpretive repertoires*) and again to gain more understanding of what is being researched. This is also a way of describing my abductive manner of moving forward in my thesis work in general. This comes very close to what Alvesson and Sköldberg (1994) described as abduction (the inductive-abductive approach was mentioned earlier in the chapter as well). Furthermore, hermeneutical thinking is useful when researching (understanding and interpreting) social phenomena (Patel & Davidson, 1994). Hermeneutics is relevant for the affirmative approaches to educational leadership for three reasons (Uljens & Ylimäki, 2017): 1) education is seen as a subject's dynamic relation to the world, and it holds a reflective and experiential as well as communicative dimension; 2) it is an interpretive process that is valid for the leaders of education; and 3) educational leaders are supposed to interpret the world and communicate their understanding when leading, i.e. they are mediators enacting policy.

The socio-constructivist paradigm

The methodological, ontological and epistemological approach should be understood within a socio-constructivist paradigm influenced by post-structivist and post-modernist thinking. Reality is continuously constructed, and we are all part of this construction based on our own history and context, as well as our understanding of these. Furthermore, there are always several realities or perceptions of realities that constantly change (Alvesson & Sköldberg, 1994; Hatch, 2002; Pietikäinen & Mäntynen, 2009). Juuti (2001) wrote about the interconnectivity between socio-constructivism and post-modernism and the way that they both

focus on the world as a social construction where the context is highly relevant to the written or spoken language. I see constructivism as an epistemological and ontological pillar upon which post-structivism and post-modernism are built (Jones et al., 2006). Post-structivism is, in terms of this thesis, seen as a theoretical perspective that supports me when crafting the thesis methodologically and theoretically. It is sometimes used interchangeably with post-modernism. Also, DP is a branch of DA developed by social constructionists such as Potter and Wetherell, whose ideas form the basis for the DA thinking described in this thesis (Burr, 1995).

Specific traits from socio-constructivist thinking that help to position this thesis are the following: the need to be critical of taken-for-granted knowledge, culture and history specificity (also Foucault); knowledge is a social action; and knowledge is maintained by social contexts (Gergen, 1985). Therefore, the inclusion of some HE history and previous processes in the work has a significant function.

The view on identity and personality in this thesis is in line with the view adopted and developed by socio-constructivists and is different from the traditional psychological view on the same. This means that when identity is talked about in this thesis, it is to be seen as something non-fixed and continuously developed in its context – thus, in interaction. Traits, on the other hand, are usually considered to be something fixed in relation to a person or the personality. In this work, identity constructions are far from the idea of personality and are seen as constructed and constituted in a certain context with the help of the discourse in use (Burr, 1995). Therefore, personality is socially constructed, and the words describing a person or a personality would be meaningless if a person is removed from the relationships with others in a certain context (Burr, 1995, p. 27). Therefore, it is better to talk about identity according to Burr – that it is a constructed concept. In this thesis, identity constructions are used to investigate and explain how different discourses are used and maintained in a specific context – that of HEIs. Having said this, it becomes clear that the subject in the research is not the rector per se, nor a certain rector's personality or

identity, but rather the talk revealed certain identities and interpretive repertoires. Identity is a concept frequently used by discourse analysts (Burr, 1995). Our identities come out of actions with other people and are formed by language. Furthermore, identity is constructed by the discourses we have at hand and which we decide to use in our interaction with others (Burr, 1995, p. 51.) This was discussed in the theory chapter as well (Chapter 2). There, the focus was on theoretical models or explanations related to identity that are of interest for the discursive researcher. In this chapter, I discuss them again but now more in terms of how they are related to the empirical part of the research and in direct relation to how the data can be looked at and analysed.

4.2   Empirical data

The main empirical data, or primary data, in this thesis are the written inauguration speeches ($N = 64$). This is so-called naturally occurring data and typical data in DA research (Svensson, 2019). As primary data, I have also used transcribed interviews or in-depth thematic interviews with the HEI rectors ($N = 8$). These kinds of data, called researcher-generated data, are not typical but can be used if one is clear and recognises in what context (e.g. the interview situation) the data are produced (Svensson, 2019). I must be aware that the discourses about leadership (identity constructions, Paper 3), the ones that emerge in the interview data, have a different function. Also, if the talk about leadership by the rectors would have happened in a more official context and not as it did during a confidential interview session, it would most likely have differed, and different discourses might have dominated. This reflective insight is important to note when working with the data. The main data are, however, the inauguration speeches, not the interview data, where the rectors talk about leadership practice and what is happening in the HE context.

The process
All empirical data were collected from 2008 to 2012, before and during major legislative changes in HE, i.e. at a specific point in time. The empirical data are illustrated below and are described in the following section. Figure 13 shows that the main data, the inauguration speeches, are

at the core. Moving outwards, one sees the interview data, which were the other kind of primary data used. The interviews were both a source for studying the discourse on the leadership that was used, formed and maintained during the interview and a tool to gain contextual understanding for the researcher. In addition to this, the researcher used different strategic documents and a pilot study to gather more understanding about the HE context and the leaders. Gathering information from several types of data strengthens the findings of the research.
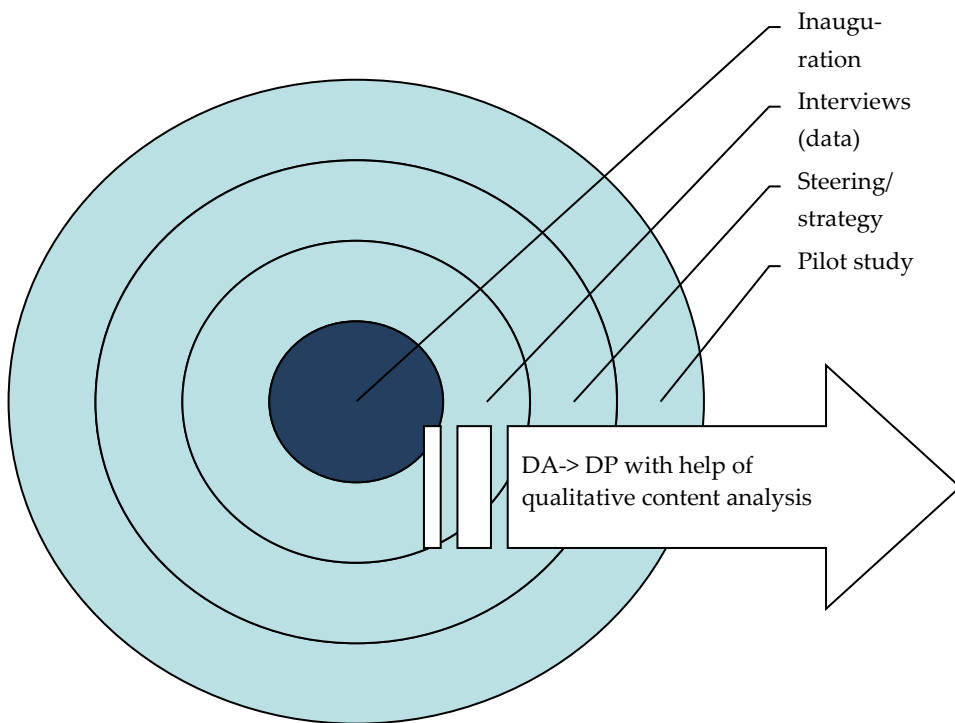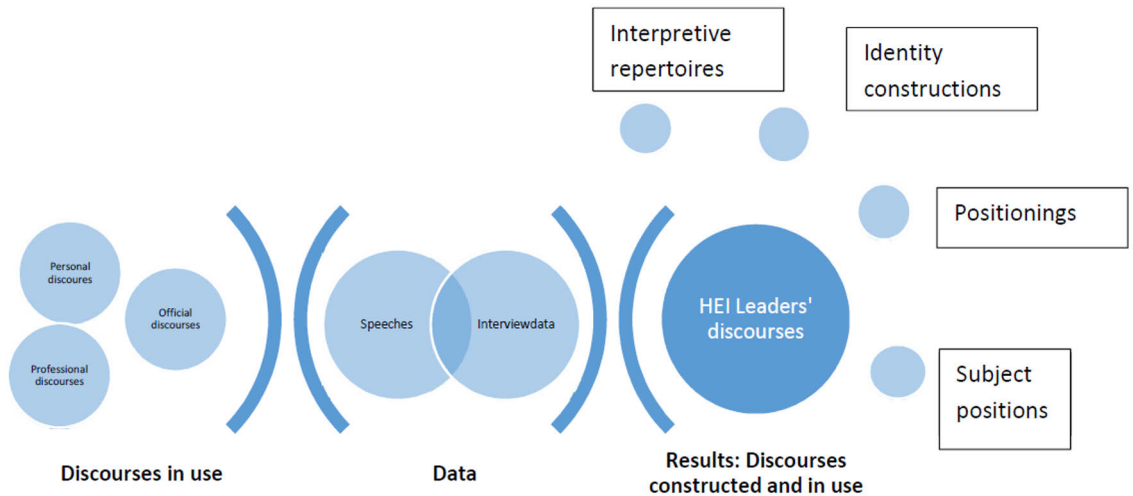

Figure 13. The empirical data.

Figure 14. Personal and public discourses and the analysed data. Different sources can and will often give you renewed discursive variety and meanings.

Figure 14 illustrates the data connection between different types of data used, as well as the analytical concepts used in the analysis. The figure also highlights the different kinds of contexts in which the talk was produced and maintained: a public discourse and a more personal discourse (interviews).

The inauguration speeches
An inauguration speech is the speech held by the rector at the beginning of each academic year or at the opening of a new academic year. These speeches are considered official documents and are often found online. The inauguration speeches are also so-called 'naturally occurring material'. This means that they already existed when the research project started or that they were naturally produced during the thesis process. This is typical material for a DA (Pietikäinen & Mäntynen, 2009).

Two sample speeches are included in Appendix 2, and a table showing themes that were noted in the speeches is found in Appendices 3 and 8.

The thematic interviews
The second type of primary data consists of transcribed, in-depth thematic interviews with the HEI rectors (*N* = 8). Interviews are not always

considered typical DA data. However, when thoroughly transcribed and turned into a text, they can be viewed as and used as DA data (Wetherell, Taylor, & Yates, 2001). The interviews, as mentioned, are not my main source of empirical data, but they do confirm, strengthen, support and add new insights, both when it comes to contextual understanding and the use of discourses.

I have chosen the thematic interview because I consider this as the form that will give me the best insight into what is relevant. This kind of interview has a discussion-like interview format, which can be of help when attempting to obtain rich data. Thematic interviews give the researcher a certain freedom to create the necessary pace and flow (Hirsjärvi, Remes, & Sajavaara, 1997). However, it must be mentioned that this kind of interview makes it very difficult to foresee the respondent's answer (Hirsjärvi et al., 1997; Lundahl & Skärvad, 1992; Patel & Tebelius, 1987). Also, the ability to standardise questions is very limited, which among other things, can mean that questions may have to come in a different order for different respondents (Hirsjärvi et al., 1997; Patel & Davidson, 1994). Nonetheless, it is important to get answers that fulfil the needs of the study, so flexibility and situational or contextual issues matter (Lundahl & Skärvad, 1992; Patel & Davidson, 1994; Patel & Tebelius, 1987). From a DA perspective, this is important because one is obliged to be open to the new insights and shifts that will occur when the analysis is moving forward. Thus, openness and flexibility are central to the discursive way of working (Alvesson & Sköldberg, 1994).

Pilot interviews
To build on pre-understanding and to test concepts in real discussions (thematic interviews), five pilot interviews were conducted in 2010. They were conducted with educational leaders of different kinds (including a provost, a vice-rector, a dean and faculty heads) in an international setting. The HE leaders came from different HEIs from around the world. The sampling method used was convenience sampling. The interviews were recorded and lasted for about an hour each. The interview languages were English, and all interviews were transcribed (word by word) afterwards.

The pilot interviews focused on the role of the educational leader in HEIs, current challenges, economic issues, leadership issues and globalisation (internationalisation).

Pilot interviews, in general, increase the validity and the reliability of the research. In this particular case, it was good to test the concept and to test the interview topics and flow of dialogue beforehand. One concrete thing that came out of the piloting was insight into the complex issue of leadership in HEIs. The interviews increased the contextual understanding and helped to understand how leadership can be discussed in a research interview, as well as how different aspects of leadership can be understood from a leader's point of view.

Other material

The researcher also used supporting materials or documents from HEIs. This included policy documents, strategies and other kinds of steering documents found online. These were mainly used to create a better pre-understanding.

4.3 Model for analysis

DA does not use one typical or specific method or model for analysis (Potter & Wetherell, 1987). Instead, researchers seek help from conversation analysis, text analysis and content analysis (Svensson, 2019; Wetherell et al., 2003). Qualitative content analysis can be described as a strategy used when searching for themes in the data. The themes found in the initial phases of this research are listed in Appendices 5 and 8. The process of qualitative analysis involves coding and searching for themes (or concepts) that may be developed into categories. Typical to the process is constant movement (Bryman & Bell, 2015). In this research, the process involved several readings of the data for different purposes and confirming the different findings. The data were studied several times and the process was circular, which is typical for DA (Edley, 2003). I see this as connecting to the hermeneutic way of working, as well as a sign of my inductive-abductive approach and the moving back and forth process.

Qualitative content analysis helped me to eventually structure the analysis and begin working with the data. It is an approach to analysis that recognises the importance of context, for example, by placing a focus on who is producing the data (i.e. talk) and where, in terms of what situation or surrounding. This indicates that the approach also has hermeneutical influences as it provides a way to work with and interpret the data (Bryman & Bell, 2015). In this case, a more inductive content analysis, wherein the idea was to let the speeches (transcribed speeches) talk freely, was useful in gaining relevant insights (Bryman & Bell, 2015). This approach was chosen in order to be more open to the discourses that occurred.

I looked for help from DP or Potter and Wetherell's stepwise guide to analysis. I did not, however, follow this guide strictly but used it more as a framework to help me to maintain a DA focus. They talked about 10 steps, especially steps related to coding and analysis, that were insightful and supportive:

'It is important to stress that as coding has the pragmatic rather than analytic goal of collecting together instances for examination, it should be done as inclusively as possible. …At this stage in the research, we are in the stage of producing a body of instances - not trying to set the limits to that body' (Potter & Wetherell, 1987, p. 167).

and

'There is no analytic method. …Rather, there is a broad theoretical framework, which focuses attention on the constructive and functional dimensions of discourse, coupled with the reader's skill in identifying significant patterns of consistency and variation' (Potter & Wetherell, 1987, p. 169).

The structure I followed looked more or less like the following and is described with the help of Svensson (2019, p. 132):

1. Get familiar with the data
2. Organise the data
3. Close reading

4. Thematisation
5. Contextualisation

This was basically how I proceeded with the analytical work within the different sub-studies. However, the results from all studies are altogether contributing to answering the synthesised research questions. This means that the studies also have built on each other, and the steps for analysis can be seen as a process where results and insights from one article form the pre-understanding and guide how the analysis of the next sub-study is dealt with. This is perhaps most visible in the first publication or sub-study where themes from the inauguration speeches are revealed (*what* the rectors talk about). In the later sub-studies relating to the inauguration speeches, these themes from the first sub-study contributed valuable pre-understanding, insight and a starting point for further analysis (*how* the themes are talked about). This is illustrated in Appendix 5 where different contributions are linked to each other to help understand the process of evolving results. Steps 2–4 above can be seen as the coding phase of the broader categories, such as in the fourth study about identity constructions. Step 5 was important in order to validate the broader categories, and this meant that I had to carefully read the interviews and inauguration speeches to check if what I found could still be seen in the original talk. This was important to do because there is also a risk of misinterpretation due to subjectivity. Subjectivity is always present and seen as one major risk to be aware of especially in qualitative research where much is 'left in the hands of the researcher' (Bryman & Bell, 2015).

In Figure 15, an analytical model is illustrated, and we can see how the model includes the themes from a previous sub-study in 2014. This specific model for analysis was inspired by Söreide (2007), Willman (2001) and Nordzell (2004). It reminds the reader of the importance of contextualisation, and in this research, it meant that the understanding of the HE sector and the role of the rector, including the changes in society, were crucial.
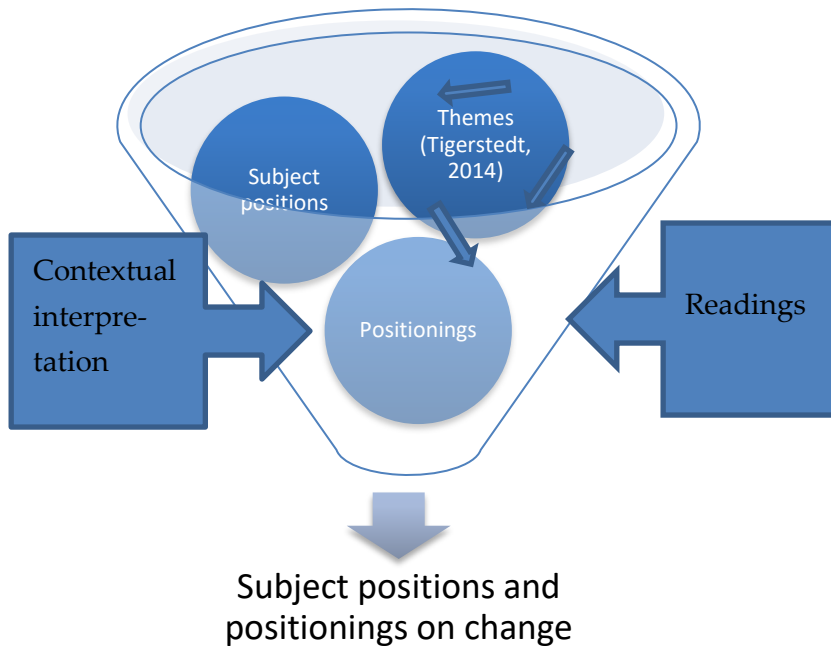
Figure 15. The applied analytical model (developed from Paper 4). The categorisation work served as a sort of filtering method when reading the material over again.

In general, my way of working with the data was data-driven. This is what Hsieh and Shannon (2005) referred to as a kind of conventional content analysis. The abductive perspective was adopted more towards the final stages of my analysis (the contextualisation or re-contextualisation step).

In the coding and analysis phase, I used both Excel and NVivo to help structure the data.

Conceptual framework
To help the analysis, the most relevant analytical concepts have to be selected. Thus, I selected concepts that were mainly developed and used in DP. These concepts formed my conceptual framework, and at the same time, they were used as my main analytical concepts or tools:

✓ Interpretive repertoires
✓ Identity constructions

- ✓ Subject positions
- ✓ Positioning

Interpretive repertoires
The concept of interpretive repertoires was first mentioned by Gilbert and Mulkay (cited in Wetherell et al., 2001) and can be described as a way to talk about something. The concept was later adopted by Potter and Wetherell (Wetherell et al., 2001), and they described it as '…*a register of terms and metaphors drawn upon to characterise and evaluate actions and events'* (p. 197). I see interpretive repertoires as a sort of cluster of subject positions (i.e. the same way I more or less see and understand identity constructions). They are somewhat coherent ways of talking about things and consist of building blocks in conversations. They are part of a community's common sense and provide a basis for shared interaction. Metaphorically, they can be seen as books in a bookshelf permanently available for borrowing.

To identify interpretive repertoires, one needs to know the material very well, and, for example, the metaphors that are used can help in this. The critical input comes from looking at what and how it is possible to talk about different things and what is not possible. It can be seen as a smaller discourse (Winther-Jörgensen & Phillips, 2000) but puts more emphasis on human agency within the flexible deployment of a language. The term discourse is often used in the more Foucauldian way as being more suitable and applicable to bigger discourses (Burr, 1995; Svensson, 2019).

Subject positions
Subject positions can be related to the term *subjectification* used by Althusser, who saw a dual sense of people as both being subjected to ideology and produced by the ideology. Subject positions can be perceived as locations within a conversation, and furthermore, they are identities made relevant by certain ways of talking. The important thing in the identification of subject positions is to determine who is implied by the discourse or interpretive repertoire and what the statement says about the person who utters it and how the person is positioned at that moment (Potter & Wetherell, 1987; Wetherell et al., 2001).

Identity constructions

The identity constructions are composites comprised of the talk of multiple actors (in this case rectors). The construction of HEI leadership identity in this thesis is considered a process where narrative resources (subject positions, identity constructions) are combined, recognised, rejected or redefined in different ways in the narratives that are told about HEI leadership. When talking, the rectors naturally use several discourses, and they switch frequently amongst these. Thus, the rectors can find themselves as being part of several of these constructed identities.

An identity construction emerges partly with the help of subject positions. Of special interest when constructing the leadership identities are the identity markers. These are important in identifying talk related directly to a specific identity. Typical identity markers are *I* and *you* (Edley, 2003, pp. 189–228; Wetherell et al., 2001, p. 118).

Potter (2010) argued that there is not oneself to be discovered but several, depending on the context (the history, the past, the culture), where subject positions and/or identity constructions are combined, recognised or rejected. These are discussed specifically in Paper 4. Also, it is important to note again that all identity constructions contain the voice of multiple rectors. Thus, the idea is not to describe a certain rector's profile or voice. The identity constructions are merged with and evolved from the talk of all rectors. For this reason, the rectors are not being seen as the unit of analysis but, rather, the talk is.

Positionings

Positionings can be understood as 'doing identities' in the talk, and Langenhove and Harré (1999) described them as an alternative to roles or personhood. Furthermore, they can be considered a tool for making sense of the world. At the same time, they always include the notion of the other and the relation to the other and the surrounding world (Andreouli, 2010). In this research, this can be connected to the amount of recognition and the non-affirmative theory of educational leadership.

Positioning can be intentional and unintentional. It includes a power dynamic, and thus, some voices will be more legitimate or be believed to produce more valid discourse due to this (Langenhove & Harré, 1999). This can be understood as identity positions, as well as sets of rights and duties connected to a certain moral order (Andreaouli, 2010).

To be able to go deeper into the occurring discourse, in the following section, I will look at the positionings related to change. This is achieved by reading the material once again (with an open mind). It is essential to understand that the themes and the subject positions are integral to the search for positionings related to any change in the material. Positioning is something that an individual is constantly involved in; however, individuals are sometimes effective or sometimes not so competent at positioning themselves or being positioned. This is because of the individuals and their social attributes (Langenhove & Harré, 1999).

4.4 Ethical considerations and trustworthiness

In qualitative research, the concepts of validity and reliability have to be discussed in a different way and not in quantitative terms. Golafshani (2003) concluded from his investigations that the key factors related to achieving validity and reliability in qualitative studies are trustworthiness, rigor and quality. In this thesis, I consider the number of speeches included and the in-depth discussion-like approach in the interviews to be a good starting point for this trustworthiness. However, in qualitative research, the aim is not to generalise, and the sample size is not the issue per se. I mainly consider my pre-understanding of the field and of leadership as being a strength when it comes to the specific topic of HEI leadership. This is specifically the case when it comes to interpretation and understanding the context. I have myself been active and working within the HE sector for a long time, and this has its benefits when doing research. For one thing, being from the same sector (HEI) can be seen as a positive bias when power issues are not present (Wetherell et al., 2001). I believe that my knowing the field, structures and arenas increases the trustworthiness, the analysis and eventually the conclusions.

Trustworthiness here is also strengthened through systematic work and multiple readings and reviews of transcripts and interpretations. I have asked for feedback on my way of working and selected interpretations.

Furthermore, Golafshani (2003) mentioned truthfulness in respect to the elimination of biases. Subjectivity is to be considered carefully and thought of in all qualitative research. Thus, I am aware of the insights into the context, the field and the issues these might cause when it comes to subjectivity. When interviewing, I have therefore carefully left out some HEIs – that is, I have tried to eliminate biases.

Another ethical factor that I have considered in this research concerns the use of good ethical practices according to the Finnish Advisory Board on Research Integrity and UNIFI (2012). All interviews have, for example, been carefully transcribed. In all interviews, I collected written informed consent from the interviewees. Every interview ended with a question that solicited any needed clarifications or additional issues to ensure a clear understanding of what was contained in the interview. Interviewees have been kept anonymous, and all revealing words or sayings in the interview citations have been omitted. The interviewees did not, however, emphasise that they necessarily desired to remain anonymous, but that was more my decision and the promise that I made when I went into the interviews. The interviewees were informed of this, and I believed this would have a positive effect on the discussion and increase trust and the depth of the discussions. Looking back at the interviews and the field notes, I believe it did.

In qualitative research, the role of the researcher is very important. As noted, discussion and awareness of the subjectivity in qualitative research is necessary (Bryman & Bell, 2015). In discursive research, this role is even more notable and relevant, and one can even say that it is impossible to separate the researcher from the data. The DA-focused researcher influences the selection of the topic, and the researcher's identity influences the data collection, especially if discourses are produced during the research projects, such as with interviews (Wetherell et al., 2003). In this thesis, therefore, as the researcher, I carefully selected the interview

persons and contexts. I avoided collecting interview data from anyone I personally might know or from a context that I know very well. In this thesis, I have dealt with and analysed my role continuously and many times reminded myself to stay focused and open.

The data and the sub-studies included in this thesis have on several occasions been put before an academic audience, in smaller seminar sessions and at conferences in Finland and abroad. This can be seen as strengthening and proving the openness of the research, as well as the trustworthiness of the findings and ideas presented in this thesis.

5 Summary of the studies (papers)

This compilation includes five sub-studies, and three of these are related to the main empirical material that I have been studying, i.e. the inauguration speeches. One article looks at discourses from interview data obtained from HEI rectors. The last sub-study (book chapter) is a theoretical and indicative article that connects discursive approaches to educational theory and leadership research. The three articles coming out of the data extracted from the speeches increase our understanding of publicly occurring discourses, and the article based on the interview data sheds light on more personal discourses formed and maintained by HEI rectors. All sub-studies heavily stress the role and context of the rector and the importance of understanding this. Notably, all these articles discuss discourses from an enactment point of view. Discursive variations are seen as possible ways to act, i.e. practice. This means that, when talking, there is a possibility to choose, form, maintain and constitute a different discourse, which can then lead to a different outcome, impact or action.

The sub-studies with the respective research question(s) and analytical tools are found in Figure 16. Each study or paper had one or more research questions to answer. The first study, Paper 1, was a thematic paper that mainly aimed at looking into what themes or topics can be found in inauguration speeches. This paper, therefore, was also a base for the other articles, which used the same empirical data coming from the written inauguration speeches. The thesis, as a whole, set out to answer the following synthesised research questions:

How can the HEI rector's leadership practice and especially the mediating role and discursive positioning be understood?

How can the rector's leadership be understood through a discursive lens?

These questions are answered with the help of all the different sub-studies. The articles together contributed to and made it possible to find answers to the main research questions of this compilation thesis.
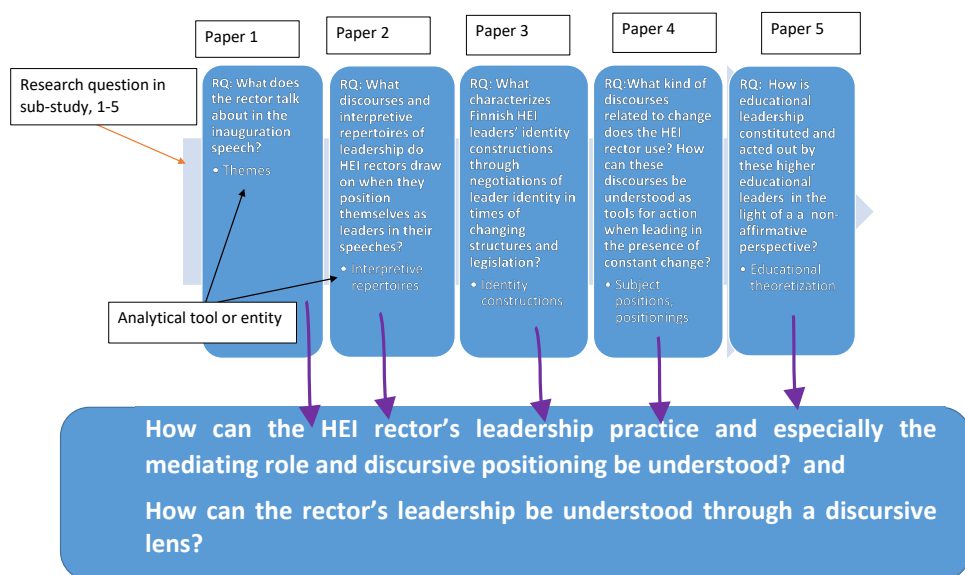
Figure 16. Sub-studies, their focus and research questions.

The discursive approach (DP), being the common theoretical and methodical perspective in all articles, connects the sub-studies to one another. The theoretical article is also an attempt to underline this notion. Having said this, I will continue with a brief presentation of each sub-study.[18] The full texts of the sub-studies are found at the very end of this compilation.

Paper 1: Educational Leadership in HEIs in Finland – a Thematic 'What' Insight into the Rectors' Speeches (Book Chapter, Published 2014).

The paper focuses on HEI leadership in Finland and, more specifically, sets out to look at what HEI rectors talk about in their inauguration speeches. Talk is considered an essential tool and action of the rector, the leader.

HE is a field wherein many changes have occurred and are still occurring. Certainly, this has had an impact on the leadership and how such leadership is being practiced today. Some of the changes, which apparently

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[18] Some articles are chapters in books or a part of peer review reports or similar.

are of importance, include the following: the recent university law, internationalisation, restructuring, roles and tasks of the HEIs and the fact that everything has been occurring at a transnational level. Furthermore, it is the rector's leadership that is in focus. Rectors at both traditional universities and UASs are included in the study. A micro-perspective is applied in this article in order to put more focus on the rectors. However, the interaction with the wider arena or the HE context is still very important as every action is connected to the wider context.

This sub-study forms the base for the other sub-studies. In order to look at how leaders talk, one must first to focus on what they talk about. In particular, this sub-study has the following RQ: *What do rectors talk about in their inauguration speeches?*

This I investigated by looking at inauguration speeches made by HEI rectors between 2008 and 2010. My main findings thus far are reported in the form of occurring themes. The paper uses an explanatory/explorative approach and is a starting point for my research on HEI leadership. This study shows that the speeches fill an informative function. A total of 25 clustered themes were identified, and out of these, six themes occurred frequently in the speeches: regional cooperation, internationalisation, the role and the task of the HEI, culture, strategy and vision and the university reform.[19]

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[19] Keywords: discourse, leadership, speech, HEI
Published in: Tigerstedt, C. (2014). Educational leadership in HEIs in Finland – a thematic insight into the Rector's Speech. In T. Aarrevaara & E. Berg (Eds.), (pp. 41–52), *Higher education and research in academe – who should pay*? Luleå: Luleå Tekniska Universitet.

Paper 2: Interpretive Repertoires of Transformative Leadership Represented by the Finnish Higher Education Institution Rectors (Published 2015).

In this paper (book chapter), DP is used as a tool to understand how leadership discourses are maintained, constituted and constructed in Finnish HEI rectors' inauguration speeches.

The HEI rectors' leadership is discussed in relation to four approaches to leadership: transformational, transformative, transactional and pedagogical, with a main focus on the transformative approach. The transformative approach has become a highly interesting part of the study as it offers an opening towards the educational sphere wherein the focus must be on something more than profitable outcomes. Compared to previous leadership research, which often focuses on leadership style, this study aims at a renewed approach in which leadership is understood as a holistic, contextual and flexible phenomenon wherein interaction and context play a central role.

It is important to state that the rectors are not the unit of analysis in this work but the speeches that they make are.[20] In a discursive study, the subject is not in focus; who is talking is not the main focal point but rather what is being said and how is important.[21] That is not to say, however, that we consider irrelevant who is talking about what and in which context. This has an impact and must be kept in mind throughout the work on the analysis. The context and the language in the leaders'/rectors' speeches together form the discourse. The discourse is explained as interpretive

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[20] The attention is no longer on the subject, the self, as an entity. There is not one self to be discovered but many selves and subjects (leaders/rectors in one speech, authors comment).

[21] The 'how' questions are crucial in the analysis. By asking 'how', one can pass official descriptions about how something should be and instead shift the focus to viewing the talk as an action that takes place there and then, thus allowing us to obtain a picture of the rules and cultures that are constituted, constituting and constructed in the talk (in interaction) (Nordzell 2007, in Börjesson & Palmblad, 2007; Potter, 1996).

repertoires. I examine how the leaders talk about different themes that reoccur and how these ways of talking about things indicate certain possible discourses or interpretive repertoire(s) of the rector. Against this background, the paper looks to answer the following question: *What discourses and interpretive repertoires of leadership do HEI rectors draw on when they position themselves as leaders in their speeches?* Aside from this, I also try to answer the following questions:

Will there be an interpretive repertoire called transformative leadership?

How are the transformative aspects of leadership visible in the rector's leadership when they talk about the role of the HEI?

What other interpretive repertoires occur?

Which interpretive repertoires are dominant in the leadership discourses that can be identified in the HEI rectors' speeches?

The paper has four main parts. First, I contextualise HEI and university leadership in the current Finnish context. Second, I present and discuss various approaches to educational leadership before (thirdly) moving on to the empirical part of the text and presenting the analyses and findings. Finally, I discuss the findings in relation to the idea of transformative leadership – whether or not it is present among the discourses in use. The conclusions are that the rectors predominantly use any of the six interpretive repertoires: value-oriented, caring, strategic, facts-oriented, international or change-driven repertoires. None of these were seen as strictly transformative or in line with what previous theories say about transformative leadership in educational settings.[22]

Paper 3: HEI Leaders' Identity Constructions in Times of Changing Structures and Legislation (Published 2016).

The focus of this paper is on HEI leadership in Finland and, more specifically, on identity constructions that occur, are constructed and are maintained in the interview data. In this paper, discourses are described with the help of identity constructions.

In the HE field, the HEI sector has undergone many changes, and this has been the case for a long time. How, then, do the current changes become visible from a leadership perspective? The leadership discourse is investigated here by analysing rector interviews (rector's talk). The aim is to describe the leadership discourse with the help of occurring identity constructions.

Against this background, the main research question in the paper is as follows: What characterises Finnish HEI leaders' identity constructions through negotiations of leader identity in times of changing structures and legislation? From the findings, one can read that HEI leadership discourse is characterised by strategising, multi-tasking, communicating, focusing on people and lobbying. The five identity constructions identified are intertwined, and the talk about change has a rather positive nuance throughout. One conclusion is that the roles of strategising and communicating are of great importance. Lobbying and a need to balance between the inner and outer arenas stand out in the article's findings.[23]

Paper 4: A Discourse Analytic Perspective on the Rector's Leadership in Finland: Positionings and Change (Forthcoming).

This paper has a two-fold purpose: 1) to describe the discourse at a time when these changes take place and 2) to deepen the understanding of discourse and talk as an action for leaders in HEIs.

The main research question is: How is the discursive practice, the rector's leadership, formed and maintained in the context of change?

The research followed a discourse analytic approach and used data consisting of 63 inauguration speeches. The leadership discourse is investigated by analysing the rectors' inauguration speeches, this time with a specific focus on how the rectors talk about change. This is done by focusing on the occurring subject positions and the positionings related to change. Talk is seen as an action, and the speeches have an interesting role in revealing these actions. When looking into leadership discourses, it is important to highlight the intended and unintended mechanisms of talk and how the rectors 'lead' with the help of talk as a tool for action.

The analysis reveals 15 subject positions and positionings related to change. The findings show that the ongoing processes in the context are influencing the discourse and how this is constructed in the form of subject positions and positionings. NPM-related mechanisms become visible in the constructed and constituted discourses of HEI leadership in Finland.[24]

Paper 5: Higher Education Leadership in the Light of Non-Affirmative Discursive Education – Theoretical Developments and Empirical Observations (Festskrift, Published 2016).

This paper starts from the observation that educational leadership is rarely a topic for HE research. In response to this condition, this article intends to

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[24] Keywords: subject positions, positioning, HEI, rector, speeches, change
Published in: Forthcoming. To be published in the International Journal of Leadership in Education.

understand educational leadership explored from a non-affirmative position in educational theory (Uljens 2002, 2015; Uljens & Ylimaki, 2015; 2017). This approach, which is coherent with the discursive institutionalism developed by Schmidt (2008), interprets the concept of *discourse* as emanating from non-hierarchical relations among societal practices. Further, educational leadership of and within universities in Western democracies is seen as a multi-level and multi-professional practice in historically developed, cultural and societal institutions organised as and within a multi-layered policy and governance structure. Educational leadership is considered an intersubjective activity between different epistemic practices and value dimensions. Finally, findings related to the HE rectors' (principals') educational leadership in Finland illustrate the approach.[25]

5.1 Summary of the results

In the following chapter (6), the synthesised results are discussed in relation to the research question, the sub-studies and the theories and models presented in Chapter 2. To summarise, the following summative, empirical findings were found:

- 25 themes and 6 main or big (frequently occurring) themes were found in the inauguration speech data: regional cooperation, internationalisation, the role and the task of the HEI, culture, strategy and vision, the university reform, Table 4
- 6 interpretive repertoires (and 31 subject positions): The Value-oriented Rector, The Facts-oriented Rector, The International

Rector, The Caring Rector, The Strategic Rector, The Change-driving Rector, Table 5
- 15 subject positions related to change, Appendix 9, Table 5
- 5 identity constructions (and 43 subject positions, Appendix 8) were found in the interview data: The Developing and Multi-tasking Rector, The People's Rector, The Strategising Rector, The Communicative Rector, The Lobbying Rector, Table 5

Table 4. Themes found in the inauguration speeches.

regional cooperation			: frequently occurring themes, ie themes in focus				
internationalisation			in the data analysis in paper 2, 3, 4				
the task of the HEI							
culture							
strategy and vision							
university reform							
restructuring							
ranking and evaluation							
finances and funding							
leadership			: specific focus in paper 4 (interviews)				
campus development and life							
pedagogical development			: additional themes in the analysis of paper 2				
sustainability							
history							
research							
profiling and specialisation							
agreements with the ministry (goals and results)							
interdisicplinarity							
effectiveness							
surrounding society							
students							
the past year :results, position							
accountability and freedom							
language questions							
politics							

Table 5. Themes found in the speech and interview data.

Speech data		Interview data	
Discourses (Interpretive repertoires)	Description	Discourses (Identity constructions)	Description
Publication 2		Paper 3	
Value oriented	The value-oriented rector discusses values in society, in political life as well as within the organisation.	Strategising	A rector who likes to think big, to be holistic and see the big picture.
Caring	A very human relations focused leader and rector who very much wants to see that people feel good and feel that they are appreciated.	Developing and multi-tasking	A rector and a with lot of different kinds of tasks: tasks at different levels, involving different persons and settings. The rector has to know everything and has to be everywhere and all matters can be brought to the rector.
Strategic	A rector who mainly speaks about the strategy, the vision, the task and what one ought to do throughout their speech.	Communicative	A rector who is also very delegating and on top of that interested in people and pays a lot of attention to communication.
Change driven	A rector who really tries to say this is the way we should understand and see the changes.	People-focused	A rector who likes to be surrounded by people inside the organisation and people outside the organisation.
Facts oriented	A rector who tries to be very neutral and could also be called the carefully interpretive and translating rector.	Lobbying	A rector who is spending a lot of time with different groups of people. The rector is directed more towards the outer setting.
International	A rector who talks about internationalisation, including culture and globalisation.		

Table 5 shows the discourses occurring in the inauguration speeches (Paper 2) and in the interview data (Paper 3). One could see a variation in the discourses over topics or themes. The primary aim of the research was not to discuss this variation in the speeches but to look into what discourses are used and, based on this, get new knowledge about the leadership practice. However, the variation over topics is not irrelevant, and context is always relevant in DA. The first publication was looking primarily at what the themes in the speeches were and to get an overview of the context and the understanding for the inauguration speeches. This thematical investigation helped when structuring the coming publications and

discourse occurring in relation to the main theme and was dominating the analytical work in Papers 2 and 3.

Paper 1 served as the basis for the following publications (Papers 2, 3, 4) where the discourses were analysed in depth. Paper 1, in other words, focused on finding the themes from the inauguration speeches. The way of working was inductive. Later on, a more abductive way of working was introduced. For example, Paper 2, with a focus on transformative elements of leadership, was more theoretically driven. Paper 4 was more focused on change and was in that sense thematically steered. The third publication derived from interview data and was also the result of a more abductive process. The interview guide was based on previous insights from the inauguration speeches, which guided construction of interview topics.

A list of results or implications can be found in Appendix 9. The implications are divided into three categories: leadership implications, discourse analytical implications and theoretical implications. In this way, one can also see and reflect upon the important components of the thesis: leadership, theory and the selected theory/method DA. Together, they will fill the research gap mentioned in the beginning of this work. However, the implications can be seen as learnings and insights that depend on the readers' interests and needs.

In the thesis, several analytical concepts were used. They were defined and discussed in Chapter 4. The motivation to use several concepts came from theoretical studies of DP and previous research usage of the concepts. Also, as the research evolved (through the elaboration of data) in different articles, the need to distinguish between the different analytical approaches and the thematical focus increased. Using different concepts offered a solution. Data were two-fold: speeches and interviews. In this case, it was natural to use different concepts even if discourses were the common factor. In the next chapter, I will mainly use the word discourse to make it easier for the reader.

These results are further discussed (in relation to theory) in the final chapter (Chapter 6). As the studies or papers build upon each other, they

also occasionally discuss similar things by adopting different perspectives or by using different analytical or theoretical concepts. The thought from the beginning was that the studies together can answer the synthesised research question of the thesis. After the theme identification, I continued to the *how* part of the empirical research. In other words, this was when the identification of the discourses in use started. The investigation into the social practice of leadership started in a more concrete way. In Papers 2, 3 and 4, I worked a lot with the discourses formed and maintained in the speeches (Papers 2 and 4). Paper 3 focused on discourses occurring in interview data. The studies or papers can certainly be read separately, but to have a full understanding of the researched topic and to find the fuller answers to the research question, one needs to understand the whole, i.e. all sub-studies plus this compilation.

6   Concluding discussion

In this final section, I discuss the empirical results in relation to theory. I will also discuss implications for leadership practice and methodological aspects of the study. Finally, I come up with possibilities for future research as well as consider the ethical aspects of this research.

The aim of this dissertation was to shed light on the leadership discourses among HEI rectors in Finland during a time when changes in legislation and structures were taking place. The specific focus was on how the rector's leadership discourses are constructed, constituted and maintained in HEIs in Finland (by the rectors themselves) and what we can learn about the rector's leadership practice by investigating these. In this dissertation, discourses manifest themselves in social actions. In other words, 'discourses in use' are actions or practices in themselves. This implies that the purpose was to describe the leader's actions or practice with the help of or through the discourses. The synthesised research questions did specifically relate to this aim and, therefore, had a clear focus on the rector's leadership practice:

How can the HEI rector's leadership practice and especially the mediating role and discursive positioning be understood?

How can the rector's leadership be understood through a discursive lens?

This dissertation also discussed how a discursive approach as a research methodology focusing on leadership may provide insights and increase awareness of how rectors practice leadership and how it can be studied discursively. Therefore, it does not just highlight the relevance of using 'talk' or verbal reports obtained by interviews as an object for investigation; it also demonstrates how the 'talk as action' *methodologically* may be applied when attempting to understand leadership practices.

The most concrete insights and conclusions as well as some reflective implications will be discussed below in relation to leadership theory, educational theory and ethics. It is worth stressing once more that DA is to be considered both as a general theory of social action and as a research

method in this context, meaning that it has implications for both theoretical and methodological choices (Potter & Wetherell, 1987; Burr, 1995).

6.1 The Finnish HEI rectors' leadership practices from a DA perspective

6.1.1 What are the themes discussed in the inauguration speeches?

The rectors' discourses draw attention to the very practice of leadership, and identifying the discourses in use can be the first step in understanding the practices. This is why the research began by determining what themes or topics occurred most frequently in the inauguration speeches. I found six frequently occurring themes (or big themes; see Appendix 9 and Table 4): *regional cooperation, internationalisation, the role and task of the HEI, organisational life and culture (culture), strategy and vision*, and *HE (university) reform.* The speeches' content led to the conclusion that the talk focused on the outer arena and changes in structures, policy and legislation (Paper 1). This was not a surprise as previous research has shown that the outer arena [i.e. the national level (ministry, society) or super-national level (OECD, EU, etc.] is often addressed in inauguration speeches (Rinne et al., 2015). Furthermore, the data were collected close to major HE policy reforms in Finland. Finally, also a part of the data, the rectors' public speeches at the beginning of the new academic year typically address larger societal changes and challenges for HE institutions and their students.

Content-wise, the big themes were in line with the themes identified as common by, for example, Rinne et al. (2015). Though the themes seem similar, the context and the discourse around them might change over time. For example, while the role of and relation to the state has been a frequently occurring topic in inauguration speeches, speeches' relationships to the state as well as the church in terms of influence have changed over time. There was a time when the state and university (HE) were more tightly knit together, and in more recent years we have seen decentralisation and a kind of separation from the state. However, HEIs are still controlled by the state because of, for example, funding structures and legislation (policy). The same change over time is there when it comes

to topics such as the task of the university. The themes are the same, but the how, i.e. how they are talked about and related to, differs since the circumstances are different.

6.1.2 Discourse and HE rectors' leadership practices

Enactment as a leadership practice
The view in this dissertation is that leadership is practiced by the rector through discourses. Talk, therefore, becomes a tool for enactment. Enactment of policy or the new legislation is seen in the rector's discursive talk/practice.

In the theoretical discussion, the concept of 'enactment' was introduced. Enactment is to be seen as something more than implementation. It is a kind of reflexive/reflective implementation. Enactment includes interpretation which, in turn, is socially constructed through interaction (Smirnich et al., 1985; Ball et al., 2012). Enactment processes include a varying freedom of choice in a specific social and dialogical context, while implementation points towards a more instrumental approach furthering interests of policies formulated at another level or decided by external actors. HE leadership is a complex phenomenon that must be interpreted from a more interactive perspective (Jäppinen, 2014). In this dissertation, enactment was offered as one way to recognise interaction, showing that leadership practice does not happen in a vacuum. Treuthardt and Välimaa's (2008) research on HE management highlights social space and interaction. It became clear, particularly in Papers 2, 3 and 4, that the dialogic, or discursive, elements of the leadership practices are present. It also became clear that the discourse varied. Throughout their practices (talk/speech), the rectors formed, used and maintained several discourses, sometimes with quick transitions between them, as they talked. The practices differed; they used different discourses as they talked and therefore acted very differently, meaning that the practices also differed.

Discourses in use in the enactment process
When talking about leadership in education in general, the transformative approach is often mentioned because education is not a value-free activity

due to the fact that education as an activity cannot foresee a more value-based approach (Shields, 2010). Hence, none of the discourses in this research were clearly seen as transformative in the way Shields (2010) describes the transformative leadership aspects. They did not feature value and ethical elements related to fairness and justice despite the fact that value talk did occur (value-oriented discourse, Paper 2). Based on this, it may be claimed that the rectors are stressing caring, culture, change and strategy in their leadership practices.

What conclusions can be drawn about the discourses used by HEI rectors? First, the rectors most often make use of six discourses in their enactment processes: value-oriented, caring, strategic, facts-oriented, international and change-driven (Paper 2; interpretive repertoires). Enactment seems mostly visible *in the neutral discourses but not only there.* In the neutral discourses, policy is presented or translated and interpreted in a neutral way. This means, as mentioned above, that freedom or space to interpret is given to the other. In Chapter 2, this topic is discussed – educational policy is enacted rather than implemented (Ball et al., 2012). However, to what degree varies, and this will be touched upon later in this discussion.

It is public discourse we look at when reviewing the inauguration speeches. The rectors are generally at a certain distance from both what they talk about and the people they talk to. They seem to want to establish neutrality in front of the inauguration audience, at least in the context of the location where the inauguration speeches take place. This became apparent in Papers 3 and 4, where specific focus was put on discourses related to change and where descriptive, neutral and explanatory discourses occurred, with the neutral discourse being the most common.

The neutral discourse
Previous research by Välimaa et al. (2008) shows that policy is typically implemented by leaders without reframing the policy when presenting it in their own institution. In the analysis of the speech data, a neutral discourse with a low degree of modification was identified. The impression was as if the rector giving the talk was more or less repeating the ministry's words or process inside their own HE. The rector even explicitly

acknowledged that they were repeating what had come from the ministry. When the neutral discourse occurred, the rector did not show any sign of being for or against the presented topic; rather, the goal seemed to be to repeat someone else's ideas, words or recommendations. However, it remains unknown if the intention behind using and maintaining a neutral discourse was driven more by principles of implementation or enactment, where the latter is a practice with less freedom and space for interpretation as well as room for the other.

Strategic leadership and policy enactment practices

Strategic leadership and working with strategy are frequently occurring themes throughout the empirical data investigated in this work. The rectors put considerable effort into strategy work, which can be seen as one change in the leadership practices or task composition of the HEI rectors (Juppo, 2011). The rectors do say (Paper 3) that they put more hours into strategy work than they used to. As their surroundings have changed, the requirements have changed as well, and their tasks have become more complex. Given the increased responsibility and drive to achieve economic results, perhaps this may be considered a necessary or logical step in leading an educational institution.

In this study, some speeches seem to integrate more 'private sector thinking' or NPM-influenced tactics to HEIs. This has been visible since the 1980s, according to Välimaa (various including 2004 and 2018). Again, this *can be seen in different discourses* identified in the empirical data. This, once more, confirmed observations made by Juppo (2011) as she investigated change and leadership in HEIs and by Kohtamäki (2017) when she studied middle-level managers in HE during the same period of legislative changes.

In the interviews with the rectors (Paper 3), discussion of strategies offered insight into the very nature of leadership and balancing within and between available space(s). The mediating role was visible and became especially evident in the interpretive dialogue wherein the rectors explain their new role, which they view as containing certain free spaces. What

rectors are expected to be engaged with is clear, but the way to meet these requirements is very much formed by the rectors in their strategy discussions; they experience a certain freedom of choice. For example, they may highlight certain points in the talk while leaving out or de-emphasising others. A discursive leadership practice was described as being dialogic (Ylimäki & Uljens, 2015; Jäppinen, 2014 etc.), and the discursive nature of the leadership practice as well as the possibility to practice enactment become visible. In this dissertation, the discursive approach specifically opens up the possibilities to adopt a relational approach to leadership.

Within HEIs in Finland, like elsewhere, complexity and freedom have both increased, but dependency on the state has remained strong at the same time (Välimaa, 2018). As shown in Paper 5, rectors experience universities as dependent on the state in terms of both funding and strategy. This relation or the balancing has been a dominant discourse in rectors' inauguration speeches throughout the 20th century (Rinne et al., 2015). In this sense, interview data worked well in making discourses visible and in offering additional understanding of the leadership practice.

The increased complexity in the rectors' tasks and roles is apparent in the multi-level and multi-professional nature of HEI leadership (Uljens & Ylimäki, 2017; Uljens & Elo, 2020). Different subject positions or discourses occurred flexibly side by side depending on the themes discussed and the audience. This was observed when examining the various subject positions found in the interview data (Paper 3). The rectors' leadership seemed to be both dialogic or discursive and distributed in nature. Hence, it happens in a dynamic context where the leaders practice leadership in a social context and where relations to both the own organisation and the outside are crucial for how it is being practiced.

Distributed leadership was originally connected with the educational context, as mentioned by Spillane et al. (2004). It is complex and dynamic in nature, as explained by Jäppinen (2014, 2017), who worked to demonstrate these dynamics and concluded that educational leadership is

too complex to be examined only based on what happens inside the organisation.

A non-affirmative and non-hierarchical leadership practice

The empirical analysis on enactment made hierarchical, non-hierarchical and non-affirmative perspectives on leading the HE visible. These enactment processes describe how rectors perceive the relationships between education and the economy (including the labour market/market needs), education and politics, and education and culture (and society). How can the ideas of non-affirmativity and non-hierarchical relationships be utilised in order to conceptually explain/describe leadership practices as they occurred in the data?

First, rectors perceive the relation between their own educational practice and other societal practices (policy, labour market, culture) as non-hierarchical. For example, they feel they have to recognise expectations expressed and conditions established of these external practices. At the same time, they influence these external practices by acting on the outer arena through, for example, their public speeches, as well as in many other ways both as individual rectors and through their associations. Also, because of the educational tasks of HEIs, leaders are required to operate so that the programmes prepare students for existing conditions and needs but in a way that equips the students with the capacity to transcend contemporary solutions to societal challenges. Stronger state-driven policies regarding, for example, financing and the need to specialise one's institution may lead to responsive tactics from the rectors. The data demonstrate the need to reposition themselves continuously in relation to changing challenges.

I argue that the non-hierarchical perspective, as an analytical lens, helps to reveal either the creation and use or lack of creation and use of discursive spaces. Leadership is a balancing act, 'a dance between discourses', meaning that the discourses varied and sometimes included fast transitions. Paper 5 (Tigerstedt & Uljens, 2016) focused specifically on this. The discursive approach opened up possibilities for looking at these

relationships (education and economy, education and politics, education and culture) in a way that highlights the necessity of considering the relationships and leadership in HEIs as non-hierarchical, or even non-deterministic. The relationships are not hierarchical, though they do contain hierarchical elements in both directions; mutual two-way dialogues are visible in the data.

The results indicate that stronger external steering limits rectors' degrees of freedom, forcing them to relate affirmingly to policies introduced. To rephrase the expression describing researchers' dilemma to 'publish or perish', the rectors face the dilemma to 'adopt or perish'. Policies requiring affirmative action put rectors in a difficult position given that universities by tradition are steered by experts from within. This again is connected to the fundamental and liberal idea of the freedom of research. A tendency towards a hierarchical relation between policymaking and the universities thus make non-affirmative leadership difficult. Non-affirmative leadership within the organisation would ideally be dialogical, invitational and inspirational, caring for the voices of the HEIs.

The recent policies more clearly make a distinction between aims and methods and contents of leadership. While aims (performance indicators) are increasingly formed external to the universities, for example in terms of the number of degrees or publications, the organisation-level leaders are expected to focus on the development of the most effective methods while teachers and researchers still are claimed to have the freedom of research. Yet achieving these results require both staff and leaders to actively apply for external directed funding, which in practice clearly limits the freedom of research.

This is theoretically related to the idea of either a non-affirmative or a deliberative relationship between the HEI and the state (Ylimäki & Uljens, 2015). This research was able to highlight these two elements that became visible in the identified discourse, resulting in a new theoretical application in both HEI and educational leadership. One can no longer consider only a single approach or a hierarchical and/or affirmative approach to be relevant. As both hierarchical and affirmative traits exist, the ultimate

process will balance them, eventually demonstrating that a non-hierarchical relation is occurring in the discourses, i.e. in the practice. This aspect has not, to my knowledge, been explicitly discussed in educational leadership theory to date. Thus, non-affirmative leadership practice (NALP) as a construct can be seen as a novel input from this research. NALP can be described as the non-affirmative practice of educational leadership developed from NAT (Uljens & Ylimäki, 2017; Uljens & Smeds-Nylund, 2021); at its core is the dialogic or discursive nature of the leadership practice. This means that there is space for the enactment and recognition of other potential points of view. NALP becomes visible through discourse, specifically through the balancing and emerging of neutral traits within the constructed and maintained discourses (Paper 5). Again, the social space discussed in Välimaa and Treuthard's (2008) research gets some support, and discursive approaches seem to be adding value to the understanding of how leadership is practiced through speeches (Rinne et al., 2015). We know that relationships to society, the state, the economy and the church have varied over time, which will have an impact on what discourse we see in the data. For example, the relationship to the church has more or less disappeared, and a focus on economic effectiveness and education for the benefit of society (or the economy) has increased (Rinne et al., 2015; Välimaa, 2018); non-hierarchical and non-affirmative leadership practices are present.

One way to deal with these external relationships is through non-hierarchical approaches to practice, i.e. applying an approach that supports reflecting on different relationships and social spaces. This means that the social space could be increased and enactment could be pursued. This, in turn, could guarantee and include the view on the different tasks of education: education for its own good or as something that society gains from not only in connection to market demands (Tigerstedt & Uljens, 2016; Uljens & Ylimäki, 2017). How, then, can this be handled theoretically and how can these relationships be understood? In Paper 5, it is suggested that the external relationships should be seen as non-hierarchical, thus pointing at relational reflections and dialogue. Leaders would see political frames that indicate what kind of HE is desired, and the HEIs would educate new

political actors. In the same way, one can view market interests in relation to educational imperatives or desired actions in HE to meet these needs. The relationships are not hierarchical, though they contain hierarchical elements at some levels and in both directions. Thus, a two-way dialogue becomes visible. This, in turn, is related theoretically to the idea of a non-affirmative relationship between education or educational leadership and society (or policy), which is a deliberative relationship.

Applying a discursive approach led to new insights when examining HEI leadership practice. These new insights, I argue, have contributed to a new way of understanding HEI leadership both theoretically and in practice. The discursive, and therefore linguistic, approach has been key. Once again, we can see that communication, when viewed as a practice/action, can offer important insights to help understand how HEI leadership as a practice affects the relationships inside and outside of it. This helps determine how such a leadership practice consequently forms, maintains and strengthens discourses, which, in turn, maintains elements of hierarchical and non-affirmative outputs to develop and sustain the previously mentioned external relationships as well. In other words, NALP is relevant for understanding the rectors' leadership in action. HEI external relationships are non-hierarchical, and their internal organisational positions can be described as non-affirmative in that they recognise but do not necessarily affirm existing needs. The rector has to recognise them but not necessarily affirm them. To what extent do the rectors affirm the needs of society in their discourses? The non-affirmative relationships and leadership can be understood as a primarily analytical category in NALP.

In this thesis, the NAT helped evaluate whether or not the discourses affirm something, and the talk has been a useful tool to reveal this. Every discourse has the possibility to be adapted or enacted (constructed, maintained and confirmed) differently, and the rector can form and use it in different ways. The discourses in use are a result of a choice being made. However, other researchers (Kezar et al., 2016; Northouse, 2015; Shields, 2010, etc.) have stated that the role of the rector is to adapt, for example, to the needs of the society.

Shields's research is affirming in the way it addresses the rectors' leadership methods in terms of how they actively transform, resulting in a decrease in space for enactment (Shields, 2010). The rector, therefore, can be said to have a role in which interpretation, re-interpretation and questioning are all present; it does not necessarily involve adapting to given circumstances and is not purely affirmative – it is formed dynamically. Therefore, the positioning is part of the formation of the discourse (Paper 4). The rectors will, presumably, transmit the interests of the state (the power), but to what extent they are affirming this is not known beforehand. A rector who has an affirmative relation to the state would be subordinate – an implementer. This thesis has instead applied a non-affirmative approach to this relationship by recognising the rector as more of an adaptor, one who practices enactment rather than implementation (Paper 5). As an example, the idea of implementation, or enactment, of the principles of marketisation, or NPM, is potentially related to both NAT and NALP, which have been visible in HE for quite some time (Maassen, 2003; Välimaa, 2018). This is well understood theoretically, but the discursive approach has shown it in action in this thesis. We can see the dialogic aspect of the discursive practice, which is something that Schmidt (2008) indicates but does not explicitly state in her theory on discursive institutionalism, where she says that discourse emanates from non-hierarchical relationships between social practices (Schmidt, 2008). Therefore, this thesis revealed how useful DA and DP can be when conducting research on HE leadership or educational leadership in general. It is possible to examine how discourse is developed, both externally and internally.

Transactional, transformational and transformative leadership practices in this study

To lead is to carry out a dialogue in social interaction, and discursive leadership is dialogic. This study connected the discursive approach to educational leadership and then to a discussion of the theories of transactional, transformational and transformative educational leadership (Paper 2). The aim with including these leadership perspectives was not to

identify leadership styles among the rectors nor determine the style of a specific rector but rather to discuss them as a point of departure for understanding educational leadership practices in general.

Transformative leadership, as explained by Shields (2010), is especially prevalent here for several reasons. According to Shields (2010), it includes the following values or ideals: democracy, social justice, fairness, care and concern for the so-called 'greater good', all of which are important in educational contexts. Previous research on HE discourses in Finland (Rinne et al., 2015) has also identified such values as one core discursive element. The idea with transformative leadership is to ensure that these values operate as guiding values. Educational leaders should try to transform society with the help of leadership following these ideals. Transformative leadership derives its mission from these values, especially in contexts that are not featuring, for example, social justice, fairness and care. In other words, these ideals are norms that leadership should make come true in its way of practicing leadership of educational institutions. Transformative leadership, as a school of thought, is thus ideologically loaded by affirming these values. When leadership models are ideological, building upon some pre-given ideals, these are often not problematised – leadership is turned towards making these ideals real. Compared to transformative leadership, NAT and related leadership are value-bound. NAT confesses to self-determination as a fundamental value in a democracy. NAT would therefore, to the extent that such values are expressed in HE policies, turn leaders' attention to a critical reflection on what these values represent, why they are promoted by policies and what implications they may have for the institution as a whole. Leaders would be asked to recognise such norms expressed in policies but not to affirm them just like that. NAT would ask educational leaders to relate to other policies in the same problematising manner, promoting an open dialogue around them within the organisation.

The first goal (in Paper 2) was to determine whether this transformative repertoire (or discourse) occurs in the empirical data. The second was to focus on transformative leadership, which has not been discussed as much

as other leadership perspectives presented in Chapter 2, i.e. transactional and transformational leadership, in the educational literature. Third, the connection between non-hierarchical and hierarchical perspectives started to become visible as work on the thesis continued; this connects to the core of transformative thinking and the key external relationships (Ylimäki & Uljens, 2014).

When examining the results, the rectors' leadership discourses described as *interpretive repertoires*, it became apparent that it was not possible to identify an explicit transformative repertoire. Instead, such a repertoire seems to be intertwined within other occurring repertoires. The values are mostly visible within the caring and value-oriented repertoires, which did not dominate the rectors' leadership practices in this research. In other words, it appears as if the transformative repertoire was not dominant in the rectors' speeches. It would indicate that the HEI rectors are not predominantly transformative in their positioning or their leadership practices.

In Chapter 2, features of transformative, transformational and transactional leadership thinking were all identified. Based on these data, transformational leadership behaviour becomes more visible than transformative behaviour, specifically through the change- and strategy-focused repertoires.

Transformational leadership has been significantly researched in the field of educational leadership (Hallinger, 2003; Mulford et al., 2004; Möller, 2009; Ärlestig, 2008, etc.). This research shows additional examples of how it works in practice. We can see active approaches to change and encouraging and positive tones transmitted while talking to co-workers or staff.

These data did not have discourses with pure *transactional* leadership traits or practices. Implications for transactional behaviour could, however, be connected to the pressure created outside the HEIs. The national policies express that HEIs need to produce more, be more efficient and achieve

better results (see Välimaa, various), which would eventually be rewarded with more funding.

Transformative thinking was primarily represented within the discourses of the value-oriented rector and the caring rector, who seem to be the most transformative in their leadership; they care for human beings and the community while also stressing sustainability and social responsibility. These values are made explicit and concrete in the sections of the speeches concerned with education for life, a good life for all people (students) and values like democracy and openness. The highlighting of openness and democracy is also related to the cultural repertoire.

As mentioned, a strong transformative leadership discourse, as Shields discusses (2010), was not found in these data. Shields (2010) emphasises the societal good aspect and proposes a transformative view that includes the concepts of moral and ethical good – in other words, a normative hierarchical view wherein the educational leader stands above the societal change. In comparison, transactional leadership can be seen as the opposite; the transactional leader answers demands from outside the organisation. This could be a rector adapting to demands and reproducing them in the organisation they lead. Conceptually, a non-affirmatively acting leader would recognise movement and be open to interpreting and maintaining a relationship that is both non-hierarchical and non-affirmative yet position-taking. This is a possible interpretation of the discourses identified in the research. The movement is visible, and the interpretive discourse is frequently occurring in the empirical material of this thesis. Transformational theories are about societal changes, while transactional theories are about societal adaptation; both views are hierarchical. In general, the non-hierarchical approach is less familiar and thus seldom connected to these theories by Burns (1979), Bass (1985) and Avolio and Bass (1999) that discuss leadership on an interpersonal (leader-follower) level. According to Ylimäki and Uljens (2015), educational leadership is a balancing act that must both adapt to and change society through re-interpretation and dialogue.

Neutrality – what it means for the rector's leadership practice

Neutrality, or neutral positioning, became obvious upon deeper examination of the rectors' leadership practices. A neutral leadership discourse was frequent (the informative aspects were mentioned already above). This should be understood as a neutral way of using language – also known as the third person passive voice. It has, therefore, been an interesting aspect to see in this research. However, it is important to remember that inauguration speeches are public. Therefore, their tone is naturally more formal in that context than it was in the interview data, especially when some specific topics were emphasised. The real reason for forming, using or maintaining a more neutral discourse is, however, not within the scope of this research. One cannot know if there was an active intention to choose a certain tone or discourse; it can only be confirmed that it was frequently used. This neutral tone, which we know is not unusual in official speeches, can therefore be connected to the very role of the HEI rector and the expectations thereof. Parallels can be drawn to Mintzberg's (1989) interpersonal and informational roles, including figurehead, monitor, spokesman and disseminator. For example, according to Mintzberg (1989), the ceremonial task is included in the interpersonal managerial role; the opening of the academic year is just that, a ceremony. A more informal and colourful tone seemed to be occurring in the interview data, which could indicate Mintzberg's (1989) more decisional roles; interpersonal leadership roles also became more visible. However, neutral discourse was commonly used and maintained, which means that it has implications for practice. It is a clear kind of leadership practice, and followers or staff will note it and will relate to the practice intentionally or unintentionally.

When moving away from role identification or recognition back towards discourses to determine what neutral discourses mean in relation to leadership practices, what can be determined? Interpretive repertoires (Paper 2) are useful for exemplifying the neutral aspects and what they imply. Once again, the discourses are not considered each other's opposites, but it was possible to identify a certain tension between the

value-oriented and the fact-oriented (neutral) rectors. Neutrality was more common when the speeches emphasised national goals, structures and the bigger picture than when they related to co-workers and students. This was observed in the usage of 'I' and 'we' in the value-oriented interpretive repertoire, in which people and culture are the focus and a more colourful tone closeness (also to the role) was visible in the speech in general. The interrelation between *the how* (how the rector chooses to talk or present/discuss something) and *the what* (the theme or topic of discussion) was present as well. This was seen, for example, when the rector spoke clearly to the students and a more caring leader emerged, one who encouraged others and had a positive attitude. In comparison, when the rector talked about new legislation or about numbers (results), a more neutral and distant leader appeared. The facts-oriented rector was represented in an explicit repertoire, which might lead to some rhetorical implications as well. It is common to create some distance and use neutral forms and words in official speeches; hence, a certain neutrality and facts orientation can be expected. However, this might also indicate that the rector wants to intentionally show a neutral standpoint (or no standpoint) or that they do not want to be held responsible for certain opinions.

Financial pressures were often discussed in a neutral fashion (*facts-oriented rector*; passive or third person was often used to indicate this), thus creating distance from the discussed theme. There is a purposefulness in understanding the rectors' positioning in their speeches within the current policy context of HEIs; neutrality can be interpreted as a necessary rhetorical strategy. Nevertheless, the occurrence of neutral speech remains interesting, and rectors choosing to speak in a more neutral fashion is one of the many ways for them to position themselves and their HEIs and use the discursive space. This means that actively choosing a neutral discourse implies that one is not willing to use the discursive space at hand. However, it can also mean that one is giving space to the receiver. Possible variation of choice and neutrality and the intention behind this choice was not specifically investigated in this thesis. As previously mentioned, a certain amount of formality is needed and expected, which will automatically result in neutral discourses.

Neutrality and its variations – that is, the grade or amount of neutrality – can reflect a non-affirmative attitude, as discussed in the previous section. This is because choosing neutrality can render the non-affirmative approaches of the leader more visible. Focusing on the language in this way and examining how discourses emerge and are used and constructed in speech means that questions regarding how certain language or discourse choices are made are not relevant and would not fit the DA foundation of this thesis. Instead, speech, the way it comes out, was of interest in terms of the practices of the leader and the actions that will be implied and lead to further actions (or not) within the HEI. This is the core of the discursiveness, *talk as a social action or practice*.

6.1.3 What does a discursive approach offer the leadership practice research?

The discursive approach (DA/DP) was applied throughout the study to investigate the rectors' leadership practice.

The general features of DA research are as follows: first, language is seen as something that varies and leads to a variation of consequences because of its action-oriented (and social) nature; second, language is constructed and constituted in a context; third, multiple true descriptions of one phenomenon are commonly possible; and, finally, a wide variation in the data is to be expected and appreciated (Alvesson & Sköldberg, 1994; Burr, 1995). The very nature of the data analysed in this thesis highlighted this. In fact, multiple discourses appeared simultaneously in the same speech. When examining what discourses are used in the speeches, variations in theme and relationship to the receivers became visible. This would not have been possible without the DA approach, as the analytical focus would have been different. The variation in theme was not the main priority and remains outside the scope of this research. In DA, and in socio-constructivist research in general, context is key; the specific rector and its role and tasks were considered in the research. Therefore, the *what* was studied more in depth in the first publication, adding both the contextual understanding of the inauguration speeches and the HEI and HEI rector. In the latter studies, the focus was more on the *how* but also on the *where*

since DA can never foresee where, in what context and in which relations a discourse is formed and used.

It is worth discussing whether the method can provide novel insights into rectors' leadership practices as a discursive practice. Nokkala (2007), Saarinen (2012, 2008) and Rinne et al. (2015) suggest that a discursive approach might open some interesting doors in HEI research. Spillane et al. (2004) discuss the necessity of examining the practice, i.e. how things occur in the doing. In other words, we need to look beyond the tasks of the leadership. What was considered to be more important for future research was examining how the role and the tasks of the rector are enacted. This thesis applied the DA approach to meet these expectations. DA also offered a method that clearly focused on the *how* in the speech and simultaneously took the focus away from the *who* and *what* without forgetting the context. DA helped take the focus off the rector as the subject of analysis, focusing instead on the speech itself.

The data from the speeches have been useful for looking at leadership from a discursive perspective. To be able to do this, one needs to look beyond the rhetoric and focus on the actions that the rhetoric leads to or should lead to and see discourses as an actual and active leadership tool. One also needs to look beyond the person. Putting the focus on the person would have rendered a focus on the processes and actions impossible. Speech (both formal and informal) is seen as action, and the processes explained by the rectors are descriptions of these actions. The discourses used by the rectors put the focus on the actions (the speech), which provides interesting insight in terms of seeing and understanding how things happen the way they do within HEIs. Social actions or social practices that emerge from speech have not always been discussed in the literature; therefore, this approach can be considered both enlightening and novel. Jäppinen (2014) says that we need to focus more on approaches beyond the traditional if we want to understand the complexity of educational leadership. The discursive approach automatically turns the focus away from the individual person, the rector, and puts the focus on the practice; therefore, it can be stated that this research makes it possible to further understand

the complexity of educational leadership practices. Jäppinen (2014, 2017) uses collaborative leadership as a tool to both understand and cope with changes in the educational context; discourses were chosen to the same purpose here. While Jäppinen (2014) refers to attributes as agents, as both the source and the outcome, I turned to discourses and saw the speech of the leaders, their discourses, as the main subject of analysis and as the tools for enactment and mediation in the rectors' leadership practices.

This research discussed enactment and the degree of freedom to act, for example, in relation to policy implementation. Different discourses rendered different degrees of freedom to act visible. Sometimes the discourse was more neutral and gave room to both interpretation and implementation to the receiver. Other discourses were more precise, stating more directly how some things are to happen or using direct quotes from policy documents, leaving little room for interpretation. If the focus would not have been on the language, one could easily have accepted a result saying that the rectors talk about policy implementation or enactment and not necessarily added a reflection on the degree of freedom that now became visible.

The empirical data (the speeches, the main data), which have not to my knowledge been studied as a means to understand leadership practices from a discursive viewpoint, contributed novel understanding of the studied topic. In the research, speech was seen as a social action or practice; speaking is leading. It is worth clarifying that the results of the actions that stem from the speeches are outside the scope of this research. Studying this would require moving on from DA research, perhaps by researching leadership practices as they are perceived among co-workers and then returning after a period of years to check in. However, DA would most likely not be the first method or theory to apply.

6.2 Ethical considerations and trustworthiness

In qualitative research, the words 'trustworthiness' and 'authenticity' are often used to discuss validity and reliability (Golafshani, 2003; Bryman & Bell, 2015). It is also important to discuss the representation of the data

sampling. The inauguration speeches represent all different kinds of HEIs across Finland and should therefore offer a good range of different discourses in use. The interview respondents were purposefully chosen from different kinds of HEIs in terms of branch, size and type. In addition, gender representation among the respondents (rectors) was taken into consideration to ensure that different viewpoints from different settings would be included. Ontological and educative authenticity deals with how well the research manages to increase the understanding of and help appreciate different aspects of the investigated social milieu. The data used in this research have rarely been investigated for this specific purpose. It can, therefore, be expected to increase both ontological and educative authenticity. The increased insight will hopefully lead to understandings that, in turn, will lead to concrete actions within the field. DA, as a tool, has been fruitful, as it encourages the researcher to look for multiple explanations or possibilities, even for outliers in the data. Understanding the power of using discourse as a tool is another potential insight that can lead to changes in behaviour.

In terms of trustworthiness, full records of the data were kept, returned to and analysed throughout the process as needed using NVivo and Excel. Audio files of the interviews were also stored as full, detailed transcripts. The audio files were deleted after completed analysis. Using triangulation, i.e. including interviews, strengthened the research in this way by ensuring the inclusion of different viewpoints, materials and analytical approaches.

Regarding confirmability or objectivity, work was done to obtain as high a standard as possible in the qualitative research. For example, interviews were not conducted in HEIs where I, the researcher, have personal connections or have been working frequently or consistently.

I have followed the recommendations by the Finnish National Board on Research Integrity (TENK) (2020) for ethical guidance throughout the project.

6.3 Suggestions for future research

The need to change is always present in today's society. As of this writing, it has been 10 years since the University Act was implemented, meaning that the data collected at that time are unique and reveal discourses from a certain point in time. They were collected at a time of implementation when the new legislation had not yet been lived. It could now perhaps be fruitful to see how the changes are talked about in current times; is the discourse different? Are the rectors talking differently today in inauguration speeches? Are other discourses being used, and if so, can we obtain an answer to why?

Talk as action is still not commonly researched in education, and there is indeed room for further investigation as HEI leadership has not often been approached in this way. Communication remains a unique tool for rectors, for anyone practicing leadership and for humans, even in the digital age. One concrete next step could be in-depth case studies of how the discourses operate. What are the effects of certain discursive use, formation and maintenance in an HEI? What different outcomes follow certain discursive leadership practices? I was only able to describe the discourse formed and maintained and to connect this to existing theory. Another approach would be to see what implications the discursive choices lead to within the organisation, within the HEIs. Competition in the field of educational export has been challenging for the HE sector in many ways, and both the digitalisation and pandemics like COVID-19 can actively and significantly change the scene. The goal of increasing visibility and attracting more students might affect the leadership practices in HE on a broader level as well. Will there be a need for more rhetorical speeches, more marketing-like talks and so on? DA could be of additional use in answering these questions.

6.4 Final reflections

With the thesis, I set out to contribute to the understanding of higher education leadership practice in Finland at a specific point in time – namely, when legislation about privatisation was implemented in the HEIs in Finland. Today, the HEIs, universities and UASs are well established as

freestanding juridical units with management boards consisting of people from inside (academia) and outside. The rectors have been given the double role of being both the rector and the managing director, as CEO and reporting to the board. The thesis offers insight into the leadership practice when the leadership, the rector's role and the structure of HE were in the midst of a major change. Becoming legal entities affects many things. In hindsight, we see that the structures and responsibilities led to further tightening of control through different measures. In 2022 when the thesis was being finalised, there was a tight debate regarding big cuts in the budget for the whole education sector in Finland. One major concern that is currently being discussed in HE is related to research funding, which guarantees that innovation and development can be secured, and these, in turn, are important for the societal and economic well-being of the country. It seems that we have moved from a system that was admired and not strictly governed but supported by the state to a system that is still supported but very much governed by the state through measures and structural initiatives. This has impacted the need for constant reporting of results and increased competition, competition for better results, for more strategic funding and for external funding from, for example, the private sector. These developments have become more visible during the timespan of the thesis and can be interpreted as propelled by the legislational changes in 2010–14.

Since the legislational changes in the beginning of the 2010s began, we have seen another development in how leaders, including deans, prefects and department heads, are recruited to the HE sector. The rector is not necessarily coming from within academia or from higher education. Was it the legislation that made this possible, and was it driven by the increasing demands on the rector in the form of increased accountability as well as the concrete tasks that came along with the CEO-rector establishment? In relation to this, by applying the DA perspective, the thesis delivers unique insight into how the new model was practiced among the rectors. However, if we have new types of rectors today, it is an open question in what direction this will take the HEIs and what kind of leadership practice has evolved in the past decade.

By noticing these developments, the thesis, in my opinion, can offer a variated explanation about what we see today. We can connect the leader's action, the discursive choices, to what we see inside the HEIs. Together with the surrounding's developments, our insights from this thesis offer an understanding of how the leaders, the rectors in HE, practice leadership. The thesis, therefore, offers guidance or support when we want to empirically and conceptually understand the leadership practice and its connection to the outer arena and the developments on a national but also on a supra-national level. Both NAT and NALP have proven suitable for opening up the understanding of the relations and the process of enactment.

Furthermore, the thesis offers a particular *approach* to *how* the leadership practice can be understood. Two kinds of data were used in the research. The main data were the speech data. The second type of data, which were the interviews, played an important role when I, as a researcher, wanted to gain a deeper understanding of the leadership practice by talking to the rectors. The interviews offered a unique possibility to catch the discourses in the very moment or in the midst of the legislational implementation, i.e. the interviews offered upfront insights into a change that was happening and directly from the field – the rectors. In combination with the speech data, I consider the contribution purposeful.

The thesis framed discourse in use during a specific point in time. It has now been more or less 10 years since the changes in legislation (related to privatisation) were put into practice. This means that we are beginning to see an effect, a change in the HEIs, a change propelled by a change in legislation that was led by the rectors internally. Reflecting on the happenings in the field, I note that the rector as a CEO is a well-established phenomenon, the drive to attract external funding is growing and the result-driven thinking is still strong. The result drivenness is strongly present in HEIs, in universities and UASs.

Another observation is that COVID-19, digitalisation and new financial pressures will push HEIs to change. But in what direction? The increased freedom or loss of connection to the state in the form of privatisation does

not seem to have brought on the wished-for freedom. Instead, we have seen new ways to measure performance, and results discussions enter the arena. In the future, what can HE do to ensure greater freedom. Can the state provide this with the needed funding? State funding has been the core funding for the university so far. When it comes to research and development, the past 10 years show a movement further away from the state. This is because the funding for these activities does not necessarily come from the state. Can other actors and networks become more important for HEIs in the future and what actors are these? Are we entering a time when networks or ecosystems of different actors will become the core that ensures the freedom for HEIs? If this is so, how could this type of ecosystem and consortia be led and by whom? Do they require a leader from within academia or another type, and what kind of practice or discourse can be formed and maintained? The future is open for further investigations.

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Appendices

Appendice 1. List of inauguration speeches

HEI	RECTOR	YEAR
Aalto	Tuula Teeri	2010
Aalto - TAIK	Helena Hyvönen	2009
Arcada	Henrik Wolff	2008
Arcada	Henrik Wolff	2009
Arcada	Henrik Wolff	2010
DIAK	Jorma Niemelä	2008
DIAK	Jorma Niemelä	2010
DIAK	Jorma Niemelä	2009
Hanken	Marianne Stenius	2008
Hanken	Marianne Stenius	2009
Helsinfors universitet	Thomas Wilhelmsson	2008
Helsingfors universitet	Thomas Wilhelmsson	2008
Helsingin kauppakorkeakoulu	Eero o Kasanen	2008
Helsingin kauppakorkeakoulu	Eero Kasanen	2009
Hämeen amk	Veijo Hintsanen	2010
Itä-Suomen yliopisto	Kalervo Väänänen	2010
Itä-Suomen yliopisto	Perttu Vartiainen	2010
Itä-Suomen yliopisto: Joensuun yliopisto (Savonlinnan campus)	Perttu Vartiainen	2008

Jyväskylän amk	Jussi Halttunen	2008
Jyväskylän amk	Jussi Halttunen	2010
Jyväskylän yliopisto	Aino Sallinen	2010
Jyväskylän yliopisto	Aino Sallinen	2010
Jyväskylän yliopisto	Aino Sallinen	2009
Kajaanin amk	Arto Karjalainen	2009
Kymenlaakson amk	Ragnar Lundqvist	2008
Kymenlaakson amk	Ragnar Lundqvist	2009
Kymenlaakson amk	Ragnar Lundqvist	2008
Lahden amk	Risto Ilomäki	2010
Lapin yliopisto	Mauri Ylä-Kotola	2010
Lapin yliopisto	Lauri Ylä-Kotola	2009
Lappeenrannan teknillinen yliopisto	Ilkka Pöyhönen	2009
Lappeenrannan teknillinen yliopisto	Ilkka Pöyhönen1	2008
Laurea	Pentti Rauhala	2008
Metropolia	Riitta Konkala	2008
Metropolia	Riitta Konkola	2009
Novia	Örjan Andersson	2010
Oulun yliopisto	Lauri Lajunen	2008
Oulun yliopisto	Lauri Lajunen	2008
Pohjois-Karjalan amk	Vesa Saarikoski	2010
Pohjois-Karjalan amk	Vesa Saarikoski	2009
Saimaan amk, (Etelä-Karjalan amk)	Anneli Pirttilä	2008

Satakunnan amk	Seppo Pynnä	2010
Satakunnan ammattikorkeakoulu	Seppo Pynnä	2008
Savonia amk	Veli-Matti Tolppi	2009
Seinäjoen amk	Jorma Nevaranta (vara rehtori)	2009
Sibelius Akademin	Gustav Djupsjöbacka	2009
Sibelius Akatemia	Gustav Djupsjöbacka	2008
Sibelius Akatemia	Gustav Djupsjöbacka	2009
Svenska Handelshögskolan	Eva Liljeblom	2010
Tamperen yliopisto	Krista Varantola	2008
Tamperen yliopisto	Kaija Holli	2009
Tamperen yliopistp	Kaija Holli	2010
TKK	Matti Pursua	2008
Turun yliopisto	Keijo Virtanen	2008
Turun yliopisto	Keijo Virtanen	2009
Turun yliopisto	Keijo Virtanen	2010
Vaasan ammattikorkeakoulu	Jouko Paaso	2008
Vaasan yliopisto	Matti Jakobsson	2009
Åbo Akademi	Jorma Mattinen	2008
Åbo Akademi	Jorma Mattinen	2009
Åbo Akademi	Jorma Mattinen	2010

Appendice 2. Example of an inauguration speech

Rehtori Paason puhe lukuvuoden 2008-2009 avajaisissa

Opetusministeriö on laatinut koulutuksen kehittämisen suunnitelman vuosille 2007-2012; KESU 2007-2012 -dokumentissa tehdään monia Vaasan ammattikorkeakoulunkin tulevaisuuteen vaikuttavia linjauksia. KESUssa todetaan mm.: "Korkeakoulujen toiminnan laadun ja vaikuttavuuden vahvistamiseksi korkeakoulujen välisiä kansallisia ja kansainvälisiä strategisia liittoumia tuetaan." KESUssa sallitaan myös yliopistojen ja ammattikorkeakoulujen tiiviimpi yhteistyö, kun se alueellisista lähtökohdista on perusteltua. Edellytyksenä on, että korkeakouluilla on yhteinen strategia, jolloin yliopiston ja ammattikorkeakoulun keskinäisestä työnjaosta sovitaan korkeakoulusektorien profiilien mukaisesti - erityisesti ns. duaalimallista ei tingitä.

Keväällä 2008 käydyissä vuosittaisissa tavoitesopimus- eli TASO-neuvotteluissa OPM linjasi vuotta 2009 koskevaan sopimukseemme seuraavan tekstin: "Vaasan ammattikorkeakoulu uudistaa strategiaansa siten, että se on käytettävissä vuonna 2010 käytävissä tavoiteneuvotteluissa. Osana strategiatyötä ammattikorkeakoulu kokoaa koulutusohjelmatarjontansa suuremmiksi kokonaisuuksiksi." Edelleen TASO-sopimuksessamme todetaan: "Vaasan ammattikorkeakoulu ja yliopisto tiivistävät strategista yhteistyötä."

Hyvät kuulijat, Vaasan yliopistolla ja ammattikorkeakoululla on yhteinen strategia jalostumassa yhteisen neuvottelukunnan puitteissa. Yhteistyön oleellinen edellytys on maantieteellinen läheisyys; voimme muodostaa yhteisen kampuksen paljolti yhteisine tukipalveluineen. Työnjakokeskusteluissa lähtökohtana on omien korkeakoulu-profiilien säilyttäminen - työnjaosta sovittaessa ne itse asiassa tulevat vahvistumaan.

TASO-sopimuksessamme vuodelle 2009 todetaan edelleen: "Keski-Pohjanmaan, Seinäjoen ja Vaasan ammattikorkeakoulut selvittävät yhdessä opetusministeriön kanssa yhteistyön syventämisen mahdollisuuksia erityisesti korkeakoulujen vetovoiman, laadun, vaikuttavuuden ja kansainvälisen toiminnan vahvistamiseksi." Tämä

tarkoittaa, että opetusministeriön tavoitteena on rakennekehityksessä aikaansaada vahvempia ja profiloituneempia yksiköitä.

Miten tämä sitten tapahtuu? Nähdäkseni se vaatii lähiammattikorkeakoulujen keskinäisen työnjaon kehittämistä ja keskittymistä kunkin vahvimmille koulutusaloille. Koska lisää aloituspaikkoja ei nuorisoikäluokkien pienenemisen vuoksi ole ilmeisestikään saatavissa, on joidenkin alojen vahvistamiseksi, eli lähinnä aloituspaikkojen lisäämiseksi, luovuttava joidenkin muiden koulutusohjelmien aloituspaikoista. Lähtökohtana ammattikorkeakoulumme profiloitumisessa ovat luonnollisesti paikallisen elinkeinoelämän osaamistarpeet.

Vaasan ammattikorkeakoulussa nähdään tärkeäksi, että jo tänä syksynä aloitamme työnjaon parantamiseen tähtäävät aktiiviset yhteistyöneuvottelut Seinäjoen ja Keski-Pohjanmaan ammattikorkeakoulun kanssa. Luonnollisesti fokuksessa on erityisesti tekniikan koulutus, jolla rekrytointiongelmat ovat akuuteimpia, mutta muillakin toimialoilla työnjaossa lienee kehittämisen mahdollisuuksia. Neuvotteluihin tulee mukaan, OPM:n tahdon mukaisesti, myös Vaasan yliopisto, mikä on varsin luonnollista, koska kaikilla mainituilla korkeakouluilla on runsaasti keskinäisiä riippuvuuksia.

Hyvät kuulijat, tänä syksynä Vaasan ammattikorkeakoululla on erityinen positiivinen ilonaihe; läpäisimme Korkeakoulujen arviointineuvoston laatuauditoinnin ensi yrittämällä. Se ei ole mikään läpihuutojuttu; noin kolmasosa tähän mennessä auditoiduista kuudestatoista korkeakoulusta ei ole läpäissyt auditointia ensimmäisellä kerralla. Vaasan ammattikorkeakoulun osalta kuusi arvioitua aluetta arvioitiin joko kehittyviksi tai alkaviksi; yhtään aluetta ei arvioitu edistyneeksi tai toisaalta puuttuvaksi. Se, ettei yhtään puuttuva-arviota tullut, samoin kuin se, että kokonaisarvosana jäi kehittyvän puolelle, olivat auditoinnin läpimenon edellytyksenä.

Uskon, että läpimenneen auditoinnin ansiosta Vaasan ammattikorkeakoulu on entistä halutumpi yhteistyökumppani sekä työ- ja

opiskelupaikka. Mitä tapahtuu auditoinnin jälkeen? Miten pääsemme visioon, joka on olla viiden parhaan ammattikorkeakoulun joukossa OPM:n tulosmittareilla mitattuna? Auditoinnissa opetusprosessimme sai kiitosta, mutta tutkimus- ja kehitystoiminnassa sekä sidosryhmäyhteistyössä nähtiin tarpeita edelleen kehittämiseen. Näiden lisäksi toimintajärjestelmämme kaipaa edelleen kehittämistä. Erityisesti tarvitaan henkilöstön sitoutumista kehittämiseen ja uudistusmyönteisyyttä. Auditoinnin yhteydessä osoitetun yhteishengen ansiosta, en usko tässä olevan ylivoimaisia ongelmia.

Vaasan ammattikorkeakoulussa erityisesti tekniikan alalla ja tietojenkäsittelyssä riittävä opiskelijarekrytointi on haasteellista. Usein tuodaan pikaratkaisuna rekrytointiongelmiin esille mahdollisuus ulkomaisten opiskelijoiden osuuden lisäämiseen. Opetusministeriö on selkeästi ilmoittanut, ettei uusia kansainvälisiä koulutusohjelmia voi perustaa ennen kuin rakenteelliset haasteet on ratkaistu; keinoksi siihen esitetään tuo edellä esittämäni profiloituminen tehostamalla työnjakoa lähiammattikorkeakoulujen ja Vaasan yliopiston kanssa.

Lisäkeinona nuorisoaloituspaikkojen vähenemisestä seuraavaan opetuskysynnän laskuun on se, että, erityisesti tekniikan puolella, vapautuvat opetusresurssit tulisi kyetä suuntaamaan tutkimus- ja kehitystoimintaan sekä aikuiskoulutukseen. Houkuttelevuuteemme voimme vaikuttaa tarjoamalla opiskelijalle hyvää kokonaispakettia Vaasassa: korkeatasoista profiloitunutta koulutusta, joka johtaa hyvälle työuralle, hyviä jatkokoulutusmahdollisuuksia, viihtyvyyttä. Lisäkeinona parantaa sisään tulevaa opiskelija-ainesta on vahva yhteistyö 2. asteen kanssa, jota jatkossa edelleen vahvistamme vuonna 2007 solmitun yhteistyösopimuksen pohjalta.

Hyvät kuulijat, Vaasa on energia-alan keskus. Meillä on energia-alan Merinova-osaamiskeskusohjelma, kolme suurinta energia-alan yritystä Wärtsilä, ABB ja Vacon rekrytoivat 525 uutta henkilöä vuonna 2007, joista suuri osa ammattikorkeakoulututkinnon suorittaneita, mm. merkittävä osuus Vamk:n v. 2007 valmistuneista 167 insinööristä. Lähivuosina energia-alan osaamisen kehittäminen on VAMK:n tärkein strateginen

painopiste, ja tärkeässä roolissa Vaasan yliopiston kanssa tehtävässä yhteistyössä. Eräänä ilmentymänä toimivasta energia-alan yhteistyöstä on vuonna 2007 yhdessä Wärtsilän kanssa perustettu HALT-laboratorio Technobothniaan. Kyseessä on 500 000 euron yhteisinvestointi, josta molemmat kustantavat 50 prosenttia.

Tiedepuisto-konseptin konkreettinen eteneminen Vaasan kaupungin vetämän Merikampus-hankkeen puitteissa on ilahduttavaa. Konkreettisena lähivuosien tavoitteena on koko ammattikorkeakoulun toiminnan keskittäminen Palosaaren kampukselle, joka alkaa jo lukuvuoden 2008-2009 aikana, kun hallinto muuttaa Palosaarelle remontoitaviin tiloihin Raastuvankadulta. Palosaarelle muuton myötä, joka kokonaan toteutunee vuonna 2012, synergiaedut ja yhteiset tilajärjestelyt Vaasan yliopiston kanssa tulevat yhteisen kampuksen kautta helpommin saavutettaviksi, edellytykset tiedepuistoyhteistyölle paranevat oleellisesti sekä yhteiset tilajärjestelyt Novian kanssa, erityisesti hoitotieteisiin liittyen, mahdollistuvat.

Mina damer och herrar! Vasa yrkeshögskola vill behålla den svenskspråkiga utbildningen livskraftig också i fortsättningen, eftersom vi anser att det är av stor betydelse att stöda den tvåspråkiga utbildningen för den regionala effektivitetens skull, men också för att förbättra möjligheterna av resursfördelningen för de svenskspråkiga utbildningsprogram som är mindre till studerandeantalet. Jag tror att den redan tidigare påbörjade koncentrationen av svensk högskoleutbildning på språkliga grunder kommer att fortsätta och att de svenska utbildningsprogrammen vid Vasa yrkeshögskola åter befinner sig i farozonen. Vid Vasa yrkeshögskola tror vi att det är klokt att upprätthålla en tvåspråkig utbildning speciellt då den fokuserar på kundbetjäning, men det vore naivt om vi lugnt vaggade oss till ro i tron att vår svenskspråkiga utbildning förblir som den är. Det viktigaste är i varje fall att den svenskspråkiga utbildningen förblir stark i Vasa även i framtiden. Trots att de administrativa lösningarna går i sär är samarbetet med Novia allt viktigare i framtiden.

I Utbildningsministeriets planutkast för åren 2007 till 2012 konstateras följande:

"Utbildningsministeriet förbereder tillsammans med universiteten, yrkeshögskolorna och olika intressentgrupper en internationaliserings-strategi för högskolorna. Högskolorna gör upp språkstrategier för hela sin verksamhet under 2009. Högskolorna ska se till att utländska studenter under sin studietid får tillräckliga kunskaper i finska och svenska så att de kan anställas på den finska arbetsmarknaden." Utgångspunkten för det internationella studentutbytet är att i så hög grad som möjligt beakta yrkeshögskolestudenternas samt näringslivets behov och nytta. Det här innebär ett fördjupat samarbete, gemensamma projekt samt utveckling av lärar- och studentutbytet med hjälp av dessa.

Ladies and Gentlemen! We in Vaasan ammattikorkeakoulu, University of Applied Sciences, have many challenges ahead. In particular, special attention has to be paid to quality and flexibility in the educational process, reducing of dropout rate, increasing of volume and quality of research and development, in addition to development of international operations and improvement of its regional impact. The last one, for example, is focused in the development plan of the Finnish Ministry of Education for years 2007 to 2012. The language skills in Finnish and Swedish of foreign students in Finland should be improved in order to integrate the graduates better to the Finnish industry. Now that we have passed the official quality auditing in our university of applied sciences we have good basis to win the challenges ahead and to make use of our good image for example in the recruiting of foreign experts and students.

Hyvä Vaasan ammattikorkeakoulun väki, meillä on siis runsaasti yhteisiä haasteita, joista selviämme puhaltamalla yhteen hiileen ja sitoutumalla kehittämiseen kukin omalla osa-alueellamme. Toivotan kaikille voimia oman osuutensa hoitamiseen.

Hyvät Vaasan ammattikorkeakoulun opiskelijat, teidän roolinne ammattikorkeakoulumme kehittämisessä tulee tulevaisuudessa vain korostumaan, erityisesti opiskelijakunnan kautta. Laatuauditoinnin läpäisy on luonnollisesti hieno asia, mutta tärkeämpää on siihen liittyvä

ammattikorkeakoulun toimintaprosessien kehittyminen, mikä parantaa merkittävästi myös opiskelijan saamaa palvelua ja vaikutusmahdollisuuksia. Samalla se edellyttää opiskelijoiden aiempaa voimakkaampaa sitoutumista korkeakoulumme koulutusprosessin kehittämiseen, jonka olennaisia osia ovat toimiva palautejärjestelmä ja palautteiden pohjalta toteutetut kehittämistoimenpiteet.

http://www.puv.fi/fi/news/rehtoripaasonpuhelukuvuoden20082009avajaisissa/

Appendice 3. Themes and extracts

Theme	Extract 1	Extract2
Regional cooperation	If the leading companies do not find qualitatively good enough partners among the Finnish universities especially in the fields of…then they will look for partners from the international universities. You do not need to be a forseer to understand what happens to the Finnish knowledge, entrepreneurship, work opportunities and well-being in this case." (10)	"In order to fulfil the societal task the HEI need to maintain and develop a broad network of contacts." (39)
The role and the task of the HEI	"I see as a national project with an important mission in helping to implement the national reform of the education..." (46)	"...according to the mission of the university of applied sciences our task is to act as an internationally oriented institution that offers higher education and is involved in the development work that increases the region's knowledgebase in the work life and its competitiveness." (9)
Internationalisation	"A rapidly changing international surrounding requires that changes are recognised in the learning processes as well. The teaching and learning have to live up to tomorrow's needs."(13)	"The competition on the international education market requires that the internal management mechanisms allows the HEI within the frames of the strategy to have an strong role in the decision making when it comes to economical and academic questions. "(10)

Culture	A spirit where willingness to create something new and at the same time a positive spirit has been present among many in the staff as well as among the students. Hopefully this positive spirit will carry our whole higher education society in the future as well. " (15)	The future will show us if an American-minded culture, where especially private and corporate funding of HEIs will be the major part of the funding within the HEIs." (18)
Strategy and vision	We have this time decided to have an online strategy discussion. Everyone can who want to can familiarise themselves with the online drat material and comment on it. (26)	"The HEI is an up to date and international HEI where students and teachers succeed together." (31)
The university reform	"The separation from the role as the State's accountable unit (tilivirasto in Finnish) gave the autonomy to the universities, but the independence is never unidirectional but brings also some more responsibility and some obligations…" (26)	"The new university law does two things, it brings to surface and/or makes one think about the principles within the Finnish society of which the most important one maybe was the self-management or the question of autonomy…" (35)
HEI is here replacing the words university or university of applied sciences		

Appendice 4. Interview guide (Swe, Fi)

Intervjuguide för temaintervju om högskoleledarskapet

Inledning

Forskningsprojektet

Materialets användning och insamling

Respondenten

Vem jobbar du närmast med?

Hur ser du din roll i förhållande till ministerium och den egna högskolan?

Hur ser du din roll som en förmedlare och spridare av information

Mål och strategi

Vilken betydelse har strategiarbete för högskolan, för dig som rektor i ditt jobb?

Vilka mätare är centrala i verksamheten. Hur påverkar dessa?

Ledarskap och makt, utövar makt,

Utmaningar

Vad har varit speciellt lyckat?

Avslutningsvis

Vilka styrdokument är viktiga i Ert arbete?

Inskriptionstalen, åsikter om deras betydelse

Övriga teman som respondenten vill ta upp

Anonymitetsfrågan

Uppföljning och kontroll

Haastattelurunko

Korkeakoulun johtaminen rehtorin näkökulmasta globalisoituvassa maailmassa jossa jatkuvasti tapahtuu tosi paljon. Sektorin re-struktorointi, lait, taloudellinen vastuu, korkeakoulujen rakenteellinen kehittäminen

Johdanto

Tutkimusprojekti: aihe, aikataulu, koko korkeakoulusektori, amk yliopistot, mikrotasolla: rehtorin ääni, makro: policy ja kasvatussosiologia, koulutuspolitiikka

Aineiston käyttö: haastattelut ja avajaispuheet: miten R puhuu johtajuudestaan

Rehtori kertoo urapolustaan, koulutustausta

Konteksti

Kontekstin muutos

Tärkeät prosessit ja muutokset jotka vaikuttavat johtajuutesi

Laki, 2014, 2010, fuusiot, taloushallinta, alueellinen vastuu, yhteistyö, kolmas tehtävä, accountability, tulosjohtaminen, ranking

Tavoite- ja tulossopimus, mittarit

Mitä mieltä olet näistä?

Miten kansalliset ja ylikansalliset muutokset ohjaavat rehtorin, sinun toimintaasi

Kansainvälisyys ja globalisointi

Onko ulkopuolinen ohjaus muuttunut?

Rehtorin oma johtajuus

Miten johdat/johdit omaa korkeakouluasi/yliopistoasi?

Minkälainen rehtori olet ja minkälainen rehtori halusit olla?

Mitä oli/on sinun rooli rehtorina? Muita rooleja?

Korkeakoulun hallitus, miltä se näyttä ja mikä on oma roolisi siellä

Mitä on/oli tärkein tehtäväsi?

Onko tehtäväsi muuttunut viimeisten 10, 2 vuoden aikana. Onko muutoksia tulossa/näkyvissä?

Mitä ovat omat vaikutusmahdollisuutesi organisaation sisällä ja ulkopuolella?

Kuka ohjaa sinua ja miten?

Ketkä ovat lähimmät keskustelukumppanisi töissä, kenen kanssa teet töitä? Onko sinulla omaa tiimiä?

Mitkä roolisi ministeriöitä kohtaan on? Roolisi omassa organisaatiossasi? Ohjausryhmässä, hallituksessa.

Poliitikot, kunnat ja roolisi rehtorina?

Miten jaat tietoja? Miten kommunikoit organisaation sisällä?

Tavoitteet ja strategia

Mitä on suhteesi strategiatyöhön? Miten tärkeä strategia on rehtorin työssä?

Mitkä mittarit ovat tärkeitä?

Haasteet?

Mistä olet ylpeä? Missä tilanteessä olet ollut tyytyväinen

Onko tilannetta jossa toivoisit että olisit tehnyt kaiken toisin?

Lopuksi

Ohjausdokumentit

Avajaispuheet, niiden merkitys ja miten sinä näet niiden roolin

Haluatko lisätä jotain mitä olen unohtanut tai en ole ymmärtänyt kysyä?

Luottamuksellisuus

Seuranta ja tarkistus jos on jotain epäselvää

Appendice 5. Informed consent (FI)

TUTKIMUS: Johtamisdiskurssi korkeakoulussa – johtajan tehtävästä globalisoituneessa maailmassa.

Lupa keskusteluaineiston luovuttamiseen

Olen saanut, lukenut ja ymmärtänyt tutkimuksen tavoitteet. Olen saanut riittävän selvityksen tutkimuksesta ja sen yhteydessä suoritettavasta tietojen keräämisestä, käsittelystä ja luovuttamisesta. Tarkoitus on kerrottu minulle myös suullisesti ja olen saanut riittävän vastauksen kaikkiin tutkimusta koskeviin kysymyksiini.

Olen tietoinen siitä, että tutkija Christa Tigerstedt

on nauhoittanut _____ käymämme keskustelun.

Annan luvan siihen, että tämä nauhoitus luovutetaan tutkijalle tutkimustarkoituksiin.

Nauhaa ei esitetä julkisesti. Kaikessa kirjallisessa ja julkaistussa materiaalissa henkilöiden nimet ja muut tunnistamisen mahdollistavat tiedot on muutettu tai poistettu. Nauhaa säilytetään tutkijan arkistossa.

__ Olen käytettävissä mahdolliseen seurantahaastatteluun.

Päiväys: _____

Haastatteluhenkilön

allekirjoitus: _____

Nimenselvennys: _____

Yhteystiedot: _____

_____

Päiväys: _____

Tutkijan allekirjoitus:

_____

Nimenselvennys: Christa Tigerstedt

Yhteystiedot: Sähköposti/Puhelin nro

Kiitos yhteistyöstä!

Appendice 6. Subject positions and descriptions

When the rector talks about strategy

This theme includes talk about the strategy, but also about vision, mission, goals and prioritised areas. The rector talks on one hand about specialisation and on the other hand about values and the task of the HEI. Negotiations about goals and results with the Ministry of Education and Culture are often mentioned.

	Subject position	Description of subject positions
1	Interpretive leader	The rector translates the meaning of the strategy to the listeners. They want to give an interpretation. Values and the mission are related to these interpretive statements: why are we here, what is our task.
2	Stating/acknowledging leader	This rector is very much doing citation from policy documents and is repeating what can be read and what has been said by others.
3	Consolidative leader	The rector talks about the solid base for the strategy, it is well grounded from many perspectives. A reference to the strategies on a ministry level or to the performance negotiations is not unusual.

When the rector talks about the HEIs role and task

Here the rectors talk about the tasks they are given by the Ministry of Education and Culture, but also what task they see as most important strategically. The HEI's role in the society is discussed both from a national and a subjective viewpoint.

	Subject position	Description of subject positions
4	Change focused or transformative leader	The rector talks about the main task and that it is to develop the society: the best for the nation and the good. It is a responsible rector that feels responsibility for the whole. Talk about that this is changing also occur and then different variations on the change (big or small change).
5	The fostering and educative leader	The rector talks about the task to form the human being, to educate.
6	Regionally oriented leader	The rector cares for the region and the surrounding area. Development and support of the same is the topic here. The rectors mention the third task and an interaction with the actors outside the own institution.
7	The research leader	The task to do research and work for innovation and development is in focus. Discussions are partly related to globalisation. (Variations in if this is a must or something one wants to do occur.) This is also something that for some occurs as a natural result of the emerging of the knowledge society.
8	Ideological leader	This rector is showing which values they stand for and which ones are to be preferred. Political viewpoints are be addressed as well.

When the rector talks about internationalisation

Internationalisation means many things in the rectors' speeches. Globalisation, ranking and evaluation are mentioned quite frequently on the other hand this is also including aspects of culture (values). Other categories of discussion are student exchange, educational export, research and international degree programmes.

	Subject position	Description of subject positions
9	The international leader	Internationalisation is important for this rector. The national strategies for internationalisation are put forward when the rectors talk about internationalisation. Other things related are research (in research internationalisation comes naturally: "Research is valued by its international impact". Education needs to be international –we need to offer internationally competitive education. Effectiveness and competition (ranking) are other things talked about by this rector. The new university law is also seen as an enabler of internationalisation.
10	The competitive leader	International trustworthiness and competitiveness are a goal. The image and the brand building can be a part of this rector's viewpoint.
11	The possibilities' leader	Internationalisation opens up for new possibilities. Here the rectors say that sometimes one has less possibilities standing alone and therefore cooperation with others on an international level will create the possibilities need in order to develop as an HEI.
12	The networking leader	Networking in itself is worthwhile and what internationalisation is about. The rector talks about the different networks around the world and what these bring. Networks create value and innovations.
13	The open leader	An open climate (culture) and attitude towards each other is promoted. Diversity and cultural differences are good and healthy to experience. They are a learning possibility. The rector sees the openness and diversity as a crucial success factor in order to succeed with the tasks at hand. Personnel and students are encouraged to become international, learn from each other and strive to be in diverse contexts.

When the rectors talk about culture

This can include both an internationalisation aspect, but also talk about the own preferable culture and what one wants to maintain as a leader. Culture can also be seen as crucial for success. Furthermore, this theme comes close to internationalisation: different cultures, countries etc.

	Subject position	Description of subject positions
14	The cultural leader	The own culture is a base for internationalisation and for our competitiveness. The task of the HEI is to build and maintain a strong culture. This is related to the task of the HEI. Here the internal culture can also be in focus and seen as crucial for success.

When the rector talks about leadership

This theme is about leadership - talk about the leadership. The rector discusses changes, how it should be, how they acts out the own leadership etc.

	Subject position	Description of subject positions
15	The professional leader	The driver here seems to be changes and the result a more professional approach to the leadership. Ideas from the business sector occur and are to some extent even admirable and something to strive for to success in a changed climate.
16	A feel-good leader	The leader wants everyone to feel content. HR issues are on the agenda and the leader care for the personnel. Everyone is included. Students as well. (The rector talks in we-form and praise and solidarity are being emphasised).

When the rector talks about pedagogy

Pedagogy includes learning, examination, graduation and the physical learning context. Both tools, systems and roles of students and staff are discussed.

	Subject position	Description of subject positions
17	Efficiency leader	Efficiency and how to find systems for a higher graduation number: result oriented.
18	Learning leader	A qualitative learning culture and context: new didactic, counselling: student and learning orientation.
19	Contextual leader	Efficiency and how to find systems for a higher graduation number: result oriented. How do we structure the learning and teaching, how are we organised now?
20	Motivational leader	Why pedagogy is important: it is about motivation and reaching goals. The rector tries to be motivational in the speech: encourages students to learn.
21	Future and employability oriented leader	A pedagogy for life –transformative aspects occur. We educate not only for the exam, but for life and for a coming working life.
22	Action-oriented leader	Talks about what is done in the HEI, actions planned and taken; pedagogical innovations etc. What can we do and what have we done?
23	Visionary and strategic leader (planning leader)	Talks a lot about our vision and how we create a good pedagogy together. The rector also presents own pedagogical visions and innovations.

When the rector talks about sustainability

This is a theme where all forms of sustainability in different ways are included. Talk about environment and maintaining a good life for all humans are topics seen as equally relevant here. Many of the subject positions show a holistic thinking.

	Subject position	Description of subject positions
24	Green thinking leader	Environmental friendly thinking. They discuss what the HEI has done or stress the importance of the environment in his/her speech.
25	Socially responsible leader	Holistic viewpoints dominate and social democracy is important. A societal aspect is visible.
26	Business minded leader	Focus on how to reach good results. The rector discusses how this can be done for example by being a good model. Sustainable approaches increase gain.
27	Facts-oriented leader	This is a what do we know perspective. The rector lists facts and makes citations. This is a neutral position.
28	Value-oriented leader	Preferred values are presented. Subjective viewpoints are shared in the talk. For or against talk is not uncommon.
29	Visionary and strategic leader (planning leader)	The rector stresses the vision and the building of the vision together: our vision and building of a good pedagogy.
30	Caring leader	The rector show that they care for the well-being of people, all human beings, the world as a whole, everyone in the HEI etc.
31	Skills focused leader	Generic/soft/transversal skills are in focus. The rector discusses the responsibility to give the students skills that are needed in working life and how this is important. This is a holistic approach.

Appendice 7. Themes, descriptions, extracts

HEI LEADERSHIP, TRANSFORMATIVE ASPECT

Theme	Description	Subject position (example)	Extract
Internationalisation	talks about globalisation, competition, export of education, integration of students from other countries, networking.	The competitive leader	Suomen kansainvälinen vahvuus perustuu myös kansan keskimääräisesti korkeaan koulutustasoon ja vahvaan kulttuuriin. Yliopistoilla ja erityisesti Helsingin yliopistolla on keskeinen rooli tämän aseman ylläpitämisessä
The role and the task of the HEI	includes talk about both the institutional role and task as well as the role given by the ministry.	Ideological leader	Kun yliopistojen tehtäväksi on perinteisesti nimetty opetus, tutkimus ja yhteiskunnallinen vaikuttavuus, on Tampereen yliopisto ottanut tärkeimmäksi tavoitteeksi yhteiskunnallisen vaikuttamisen, johon se pyrkii laadukkaan opetuksen ja korkeatasoisen tutkimuksen kautta.
Culture	dealing with both institutional culture and the culture in the context.	The caring leader	"Hyvä Me" -hengessä, kuten rehtori Matti Pursula on kauniisti todennut. Muskettisoturien tunnus on yhä ajankohtainen: kaikki yhden ja yksi kaikkien puolesta! HSE ei halua eristäytyä, vaan luoda yhdessä uutta.

Strategy and vision	about the mission and continuous negotiations with the Ministry of Education and Culture. Culture and values are occurring here. Another aspect that is touched upon is how the strategy work is or was done.	The consolidative leader	Olemme päättäneet tällä kertaa kokeilla strategiakeskustelua verkossa. Kaikki halukkaat voivat tutustua luonnokseen verkkoalustalla ja kommentoida sitä. Osoite on julkaistu sekä äänenkuljettajassa että Sonetissa. Kommentointijakso alkaa huomenna, 2. syyskuuta ja päättyy runsas viikko myöhemmin. Kommentit käsitellään osastofoorumeissa syyskuun lopulla. Samalla menetelmällä tuodaan yliopistouudistukseen liittyviä kysymyksiä heti sen jälkeen. Syksyllähän on tulossa (varsinaisen) yliopistokollegion vaalit ja useiden johtosääntöjen uudistaminen. Jäämme jännityksellä odottamaan, miten tämä uudentyyppinen keskustelumuoto otetaan vastaan yhteisössä. Onko yhteisö hiirenhiljaa?
Leadership	Here the leader talks sometimes freely about how the leadership should work and also about the changes in the context and what this	The professional leader	Tyydytyksellä voimme todeta, että säätiömuoto, arvovaltainen ulkoinen hallitus ja hallituksen valinta kuulemisprosessin kautta ovat toimineet erinomaisesti. Toivomme, että ensimmäisen hallituksen valintaprosessi ja kokoonpano määrittävät vaativan tradition, jota

	implies for the leader.		myös jatkossa seurataan. Silloin ulkoinen autonomia ja akateeminen asiantuntemus kyetään turvaamaan.
Pedagogical development	here pedagogical developments are discussed as well as students generally and their skills. Another topic that comes up is of a more quantitative nature: we want graduates and a short study time for the students.	The efficiency leader	Uusi laki ja sen edellyttämät oheispäätökset eivät vielä ratkaise kaikkia korkeakoulutuksemme ongelmia. Opiskeluun pääsyssä ja opiskeluprosesseissa on paljon korjattavaa, ja korkeakoulujen duaalimall i herättää kysymyksiä. Myös kansainvälistymisen edellytyksiä tulee parantaa ja sen tavoitteita terävöittää.
Sustainability	this theme includes both green thinking and democratic values. A business minded aspect to this can however be seen, but generally one thinks in a holistic way and on how to make sustainable solutions for all.	The skills focused leader	Nyt meidän on yhä enemmän panostettava siihen, että opiskelijat saavat juuri sitä osaamista, mitä he tarvitsevat valmistuttuaan n. 4 vuoden päästä.

Appendice 8.

Implications from all five sub-studies
Here the results from all five sub-studies are summarised in the form of concrete implications. These can function as a concrete guide to the findings in the research.

Leadership implications

- ✓ Rectors have many traits in common with the transformational leadership thinking and the transactional thinking does not have a major position in the talk. (DA)
- ✓ Neutrality can be used to create space and practice enactment by the rectors.
- ✓ The rectors do practice balancing within the available space as they talk and as they lead through talk. The mediating role is more visible.
- ✓ External developments reconstruct the rectors' tasks and degrees of freedom, while the rectors themselves also contribute to the constructing and constituting of the leadership.
- ✓ The discursive nature of educational leadership is becoming visible. (DA)
- ✓ Rectors address certain topics that activities within these educational institutions should pay attention to. In doing so, they clearly contribute to constructing a space within the organisation.
- ✓ The rectors' positions vary to the extent that they affirm external interests. The internationally oriented rector, for example, affirms that success in the international arena is important. Other positions are less affirmative, e.g. the facts-oriented rector.
- ✓ The HEI rector constructs and constitutes such discursive spaces that invite co-workers to reconstruct themselves. This is an invitation to have a dialogue and shows that the leader considers the co-workers as entities that are free to act on their own volition.
- ✓ Leadership is enacted by the rector, and talk is a tool for enactment. This is one way of, for example, enacting a policy. How then can we, with the help of the identified constructions, look at and draw conclusions about the HEI leadership discourses? How can we answer what characterises the current leadership discourse in the HEIs?

- ✓ Internal non-affirmativity is the dialogical manner of approaching each other in a way that enables individual co-workers to make their own decisions and interpretations.
- ✓ The findings stress the increased importance of strategising and communicating in the rectors' work. Rectors are communicative and they like to be or need to be.
- ✓ Communication and the feeling of interpretation taking place can be interrelated in many cases. Indirectly, one can see that interpretation is part of the occurring discourses described herein. Communicative rectors in action interpret as they communicate. Is this a sign of increased discussion within HEIs and of a collegial style (Välikangas, 2012) of leading?
- ✓ The talk about changes has a more positive nuance in these data, while the changes are discussed in more neutral way in the inauguration speeches (Tigerstedt, forthcoming).
- ✓ The current HEI leadership discourse is characterised by leadership actions, such as strategising, multi-tasking, communication, people-focusing and lobbying.
- ✓ One can assume that these occurring discourses take place for better understanding and increase arenas for discussion, especially as they seem to be truly important for the rectors.
- ✓ Discourse can also be seen as connecting the inner and outer arenas in the rectors' milieu.
- ✓ The identity constructions are tool-like and put forward actions subsequently taken by the rectors. It is also possible that, on the basis of the occurring discourses (understood as actions), the space for policy enactment has increased due to these discourses.
- ✓ The steering of HEIs has become more visible due to, for example, funding mechanisms and the structured leadership (board-rector-dean/department head). The room for *how* things are enacted and done is greater at a time when the *what* has to be implemented is more fixed.

Discourse analytical or methodological implications
- ✓ There seems to be an open space that forms the discourse in the social context. The discursive nature of the leadership is present. Rectors reveal that *what* has to be done is often clear, but the way or *how* it has

to be done is left up to the rectors themselves. Here, the space and freedom to act and lead in a dialogical way is visible.

✓ No single hegemonic discourse or hegemonic identity construction dominates this research.

✓ In the progression of the research, it was relevant to start with looking at the initial WHAT (themes) in order to be able to come closer to the discursively relevant HOW. The themes found initially form the base for my upcoming view on the variations within the themes in order to find subject positions, among others. WHAT is needed in order to get to the discursive HOW, ie how the HEI leadership is constituted.

✓ Rectors do move around in their talk and they use many subject positions and sometimes even opposing ones during their speeches. For example, the rector can be very caring and talk about how everyone should be included and feel good and take care of themselves, and then in another sentence a few minutes later they would be talking about saving and budget cuts, hard work etc.

✓ It is common to create distance and use neutral forms and words in official speeches. Thus, a certain neutrality and facts orientation in official speeches can be discerned as the inauguration speeches are delivered.

✓ The financial pressure is often discussed in a neutral way (facts-oriented rector) and the third person is often used in the talk. This is possibly used to create distance from the discussed theme.

✓ There is a need to understand the rectors' positioning in their speeches within the current policy context of HEIs wherein the neutrality can be interpreted as a necessary rhetoric strategy.

✓ The occurrence of neutral talk is nevertheless interesting, and if the rectors choose to talk in a more neutral fashion, this is also a choice, as this is one out of many ways to position themselves and their HEIs.

✓ It appears that the identity constructions confirm the importance of the lobbying role and the strategising role wherein policy enactment and implementation are crucial.

✓ The rectors' talk in their speeches is constantly shifting among the identified interpretive repertoires (can also be understood as clustered subject positions).

- ✓ The rectors predominantly use six interpretive repertoires: Value-oriented, Caring, Strategic, Facts-oriented, International and Change-driven interpretive repertoires. None of these are clearly seen as transformative in the way Shields (2010) describes the transformative leadership aspects.
- ✓ One can find both open and closed positions, ie a variation of the degree to which a position is affirmative or non-affirmative. For example, within the *strategic* repertoire, the rector's position seems to be more closed.
- ✓ The five identity constructions are intertwined and support one another.
- ✓ There is a need to know how talk can be seen as actions by the subject. Here, one can argue that research that connects talk and action, by seeing talk as a form of action, can be helpful for actors in the HE sector and elsewhere.

Theoretical implications
- ✓ Discursive educational leadership can be used as a conceptual frame of reference in order to understand the very nature of HEI leadership.
- ✓ The idea that the educational discourse can be viewed as an *invitation to self-activity and self-formation* that creates spaces within and between institutionalised levels may open up further research into HEI leadership in new ways.
- ✓ In this research, invitations (summoning to self-activity) operate indirectly rather than directly as they do in social interactions that are typical, for example, in teaching situations.
- ✓ The findings show that there is a variation with respect to the degree of affirmativity, that is, as the rectors as individuals may represent several of the positions described above, the same rectors can sometimes act in affirmative ways and in non-affirmative ways in other situations.
- ✓ A discursive approach to HEI leadership is relevant as it corresponds to the non-affirmative and non-hierarchical nature of educational HEI leadership.