Breaking Barriers in Higher Education Leadership: Empowering Educational Personnel with the 3M Management Model

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ARTICLE INFO	ABSTRACT
	This study aims to explore the potential of the 3M Management Model in empowering educational personnel to break barriers in higher education leadership. The objectives of the study seek to bridge the gap between theory and practice in higher education leadership by exploring the potential of the 3M Management Model and providing evidence-based insights that can inform decision-making and improve leadership development programs. The method used in this research is a Systematic Literature Review. The result found that educational leaders can develop their leadership abilities and encourage constructive change within their institutions by implementing this paradigm. The advantages of using the 3M Management Model are examined on how it can promote an innovative culture, enhance decision-making procedures and boost output. It also emphasizes how critical it is to cultivate a growth mentality, put successful procedures into place and use pertinent metrics to gauge performance. Higher education institutions can overcome obstacles and achieve sustainable growth and success by equipping their staff with this strategy.

Introduction

To promote growth and development in educational institutions, leadership in higher education is essential. A leader's responsibilities extend beyond day-to-day management; they also include developing long-term objectives, fostering a supportive learning environment and guaranteeing the institution's overall success (McCaffery, 2010; Davis & Jones, 2014). The capacity to create and carry out successful plans to raise educational standards is a crucial component of leadership in higher education. The institution's leaders need to have a clear vision and strive toward realizing it (Kapur, 2021; Aithal, 2015; Kapur, 2021). Leaders in higher education are essential in developing an environment that values ongoing development. Furthermore, effective higher education leadership involves building strong relationships and partnerships with external stakeholders (McCaffery, 2010). This includes engaging with industry leaders, employers and community organizations to ensure that the institution is meeting the needs of the students and the broader society. Moreover, excellent interpersonal and communication skills are necessary for effective leadership in higher education (Puspitaningtyas & Kurniawan, 2013; Udin et al., 2019). Effective

communication of the institution's vision, objectives and expectations is a prerequisite for leaders.

The component of the 3M Management Model emphasizes how important it is to use effective management and leadership strategies (Robertson, 2020). It gives employees in the education sector a rigorous way to organize, plan and finish projects. This entails establishing precise objectives, putting in place effective procedures, and making the most of the available resources. The Metric component of the 3M Management Model prioritizes continuous professional development (Williams et al., 2017). It encourages lecturers to look for chances for ongoing learning to acquire new skills, information, and talents. Participating in conferences, going to workshops, and collaborating with others to learn are examples of this. By adhering to metrics, educators can stay up to date on the latest developments in the field and optimal methodologies, thereby enhancing their effectiveness in the classroom. There are various ways that the 3M Management Model could empower lecturers. Firstly, encouraging educators to have a development mindset gives them more self-assurance in their skills and potential. They become more motivated and self-assured as a result, which empowers them to take on new tasks and keep trying even when they fail. Secondly, the educational staff plan and perform their duties more efficiently using a management and leadership approach (Parker & Davis, 2019). Lastly, the 3M Management Model guarantees that educators have the most recent information and abilities by placing a strong emphasis on ongoing professional development (Robertson, 2020; Turner, 2021). As a result, they can deliver top-notch instruction while adjusting to the evolving needs of their students and the demands of the educational system.

Leadership in higher education has several facets and involves a variety of duties and goals (Jones et al., 2012; Astin & Astin, 2000). Firstly, higher education leaders must define the goals and missions of their institutions (Ross et al., 2020). They have to clearly state their mission, which should be in line with the goals and ideals of the company. Second, leaders in higher education are in charge of establishing and preserving a positive workplace culture (Amtu et al., 2021). They have to create an atmosphere that encourages and fosters education, diversity, and teamwork. Thirdly, leaders in higher education also have a significant impact on resource management (Hermawan & Arifin, 2021). They are in charge of managing spending plans, assigning money, and making financial choices that forward the objectives and mission of the organization. Fourthly, higher education leaders must promote student achievement (Kuh et al., 2011). Top-notch educational programs and support services that enhance students' educational journeys must be made available to them. This means monitoring student progress, implementing retention strategies, and attending to the specific needs of various student populations. Lastly, it is the responsibility of higher education leaders to represent their institutions (Astin & Astin, 2000). They need to engage with legislators, public servants, and other interested parties to promote the value and importance of higher education.

Leaders in higher education confront many obstacles in their positions (Drew, 2010). These difficulties can differ based on the institution's unique setting and circumstances but

there are a few typical problems that leaders frequently run against. The constantly shifting nature of the higher education sector is one of the biggest issues facing leaders in the field. With the emergence of new technologies, instructional strategies, and student expectations, the sector of higher education is continuously changing. Leaders in higher education are likewise quite concerned about financial difficulties. Budgetary restrictions are putting pressure on many institutions to accomplish more with less. Managing a diverse staff is another problem that faces leaders in higher education. Maintaining competitiveness in an international market is another difficulty. The globalization of higher education is growing, as both students and institutions look for ways to collaborate and form partnerships across borders.

Research Methods

The method used in this research is a Systematic Literature Review. The research explores ways to empower educational personnel in higher education leadership roles. The study proposes the 3M Management Model which consists of mindset, method and metric. A comprehensive literature review to gather existing knowledge was applied. The researcher collected journal articles from Google Scholar, Research Gate, SINTA and Web of Science.

Findings

Explanation of the 3M Management Model

The Mindset, Method, and Metrics components of the 3M Management model offer a thorough framework for efficient management techniques. This approach places a strong emphasis on the value of coordinating the team's thinking, putting effective procedures into place, and tracking development using the right metrics. Mindset is the first part of the 3M Management model. Mindset refers to the collective attitude, beliefs, and values of the individuals within the team or organization. It is crucial to establish a positive and growth-oriented mindset that fosters innovation, collaboration, and continuous improvement. Leaders who have a big influence on people's thoughts must foster an atmosphere that values trust, empowerment, and open communication. The second component is the approach. The term "methods" refers to the plans, techniques, and approaches used to achieve goals and objectives. This means establishing efficient procedures, clearly defining roles and responsibilities, and setting up lines of communication that work. A well-defined strategy ensures that work is completed in an organized and systematic manner and provides the group with a road map. To increase productivity and adjust to changing conditions, it's critical to continually assess and improve techniques. Innovation and adaptation are made possible by fostering creativity and adaptability inside the process. Metrics are the quantitative measurements that are used to evaluate performance and goal progress. Teams may monitor their progress, pinpoint areas for development, and make data-driven choices by establishing pertinent metrics. Key performance indicators (KPIs) include revenue growth, customer happiness, and productivity are examples of metrics. It is crucial to use metrics that offer useful insights and are in line with the organization's overall

objectives. Teams may make timely adjustments and make sure they are on pace to meet their goals by routinely checking their metrics.

Leaders in higher education should think about the following ideas to implement the 3M Management Model effectively:

1. Promote a culture of innovation and constant development by motivating staff and faculty to experiment with novel instructional strategies and technological advancements.

2. Using feedback from all stakeholders, create strategic plans that are in line with the institution's goal and vision.

3. Establish a welcoming atmosphere that celebrates diversity and encourages equal chances for all students.

Establish efficient routes of communication to guarantee that students, staff, and lecturers are informed and involved.

5. Make informed decisions based on data to pinpoint problem areas and distribute resources wisely.

6. Establish feedback systems and performance reviews regularly to encourage professional development.

7. Work together with outside partners to improve students' possibilities for experiential learning, such as business associations and local authorities.

8. Promote multidisciplinary teamwork and research projects to foster creativity and tackle difficult problems.

9. Provide academics and staff with chances for professional development to advance their expertise.

10. To adapt to changing student and labour market needs, curriculum and program offerings should be reviewed and updated regularly.

i. Mindset

Developing a growth mindset is essential for education leaders. The idea that skills and intellect can be acquired via commitment, practice, and effort is known as a growth mindset. Growth-minded leaders exhibit tenacity and resilience as well. Rather than being discouraged by challenges, they see them as chances to learn new tactics and abilities. This kind of thinking motivates leaders to keep moving forward in the face of difficulty. These leaders foster an environment where everyone is encouraged to take chances, learn from failures, and pursue excellence and continual growth. Educational leaders may make a big difference for their staff and students by adopting a growth mentality. This openness to growth and learning creates a culture of constant improvement and serves as a good example for others. A growth mentality can also be modelled by leaders who are transparent

about their mistakes and disappointments. Leaders may inspire people to take on difficulties and grow from their errors by emphasizing the process above the result. There are various tactics you may use as a higher education leader to overcome obstacles and develop an optimistic and creative mindset. Positivity helps you approach challenges with a solution-focused perspective, which can result in more creative and efficient problem-solving. Creating a culture that values and promotes creativity will inspire your team to overcome challenges and devise original solutions. Another strategy is to pursue continuous professional and personal improvement. To improve your knowledge and abilities, which will ultimately lead to a more inventive and upbeat mindset, by investing in your growth and development. This could entail practising self-care and stress reduction strategies, asking for help from mentors or coworkers, and maintaining focus on your long-term objectives. Finally, recognizing and honouring small victories along the journey will inspire both teams and oneself to keep moving forward and breaking through obstacles by acknowledging and appreciating the progress that has been made.

ii. Method

It establishes the tone for the entire organization and has an impact on the performance of the staff, lecturers and students. Higher education leaders must create and communicate a compelling vision that enthuses and encourages their group. Leaders need to foster a culture of continuous improvement if they want to get the most out of the Method component. This means that to make sure they are still accomplishing the objectives of the business, policies and procedures must be periodically evaluated and modified. Leaders should try to communicate with coworkers understandably and consistently to make sure that everyone in the team is aware of the organization's goals and their role in attaining them. This entails asking for input, releasing information frequently and promoting real and transparent dialogue. By supporting a culture of communication, leaders can encourage trust and teamwork inside their firm. Higher education leaders may also benefit from employing particular strategies to hone their leadership abilities. Building relationships with team members, stakeholders, and other staff members requires time and effort from leaders. Cooperation and trust are fostered by strong relationships, which facilitates the achievement of common objectives. Two ways that effective leaders help their followers are by delegating duties and providing the materials and equipment required to finish them. This promotes accountability and ownership in addition to increasing productivity.

Leaders should place a high premium on their team members' professional development. By offering training and career development opportunities, leaders can enhance the skills and knowledge of their employees, leading to improved job satisfaction and productivity. Leaders should celebrate the successes of their team members. People feel better when their efforts are valued and acknowledged, and this encourages them to maintain their aspirations. Any educational institution's success depends on its staff members developing strong bonds with one another and encouraging teamwork. Using the method section of the 3M Management model is one efficient way to accomplish this. Establishing unambiguous channels of communication is the first step. Open-door policies,

electronic updates, and frequent meetings are all examples of this. Employee trust and openness can be promoted by giving them the chance to voice their ideas and concerns. Secondly, events for team-building might be planned. Icebreakers at the start of the school year and team-building exercises all year long are two examples of these kinds of events. Through participation in these events, educators can establish a connection and foster a sense of camaraderie among themselves. Thirdly, encouraging group decision-making is a good idea. Involving all pertinent stakeholders in decision-making that impacts the institution as a whole can result in more successful outcomes. Focus groups, brainstorming sessions, and even internet surveys might help achieve this. Furthermore, a supportive and inspiring work atmosphere can be established by recognizing each person's efforts and commitment.

iii. Metrics

The 3M management model's use of data and metrics can be very advantageous for higher education leadership. With the help of this model, decision-making and strategic planning can be done in an organized manner, enabling leaders to make decisions that are supported by solid data. Tracking and measuring performance is one of the main benefits of using data and metrics in higher education leadership. Leaders can obtain important insights into the efficacy of various projects, programs, and procedures by gathering and evaluating pertinent data. To get the intended results, this information can assist in identifying areas that require improvement, assessing the effectiveness of treatments, and directing decision-making. Furthermore, data and metrics can help higher education leaders make evidence-based decisions. Leaders can utilize both quantitative and qualitative data to guide their decisions rather than depending solely on gut feeling or anecdotal evidence. This methodology guarantees that choices are grounded in impartial data and have a higher probability of producing favourable results. Additionally, employing metrics and statistics helps improve leadership accountability in higher education. Leaders can hold both themselves and their teams accountable for achieving predetermined goals by establishing clear performance indicators and routinely reviewing progress. This encourages a culture of constant improvement in addition to efficiency and openness.

Furthermore, data and metrics can help leaders in higher education allocate resources more effectively. Leaders may make informed decisions about resource allocation by examining data on program demand, student enrollment, retention rates, and resource consumption. In addition to maximizing efficiency and ensuring that resources are allocated to areas that have the biggest influence on student success, this can help optimize resource allocation. An additional advantage of employing data and metrics in leadership in higher education is the capacity to gauge and assess the results of programs and interventions. Leaders can evaluate the efficacy of a new program or intervention and make required modifications by gathering data before and after it is implemented. This methodical methodology guarantees efficient resource utilization and permits ongoing enhancement. Setting specific objectives and monitoring progress with the use of the 3M management model's data and metrics is essential for executives in higher education (Alldredge et al.,

2003). Leaders may efficiently deploy resources and make wise judgments by routinely observing these measures, which help them to pinpoint areas of strength and those that need development. To optimize the efficacy of the 3M management model, executives may want to contemplate the subsequent recommendations:

1. Involve stakeholders: During the goal-setting process, involve lecturers, staff, students, and other important stakeholders. Ownership and dedication to the goal will grow as a result.

2. Examine and update metrics frequently: Progress measurements should be updated in line with the way that education changes. To make sure that their metrics reflect shifting priorities, leaders should continually examine and adjust them.

3. Employ technology: To gather, examine, and present data, make use of technology. Decision-making will be facilitated by this real-time insight and streamlining of the measurement process.

Encourage a mindset of ongoing learning and development among academics and staff to cultivate a culture of continuous improvement. An environment that welcomes change and creativity will be created as a result of this.

The Sub Findings

Breaking Barriers in Higher Education Leadership

Educational leaders encounter various barriers and challenges that hinder their ability to effectively carry out their roles. These obstacles can arise from internal factors within the education system or external factors beyond the control of the leaders. To create plans and solutions to get over these obstacles, educational leaders must have a thorough understanding of them. The deficiency of resources is a major obstacle that educational leaders encounter (Tintore et al., 2022). Directors may find it difficult to offer high-quality instruction and support services since educational institutions frequently face financial difficulties. The learning experience for both lecturers and students can also be hampered by poor facilities, antiquated technology, and a lack of instructional resources. Curriculum standards, instructional practices, and the most recent research must be kept up to date for educational leaders. This can be difficult because educational methods change quickly and leaders must constantly modify and update their plans. Education administrators also have to deal with the issue of managing a diverse student body (Nodine & Johnstone, 2015). Every student has different requirements and learning styles and comes from a variety of socioeconomic, linguistic, and cultural backgrounds. Leaders must establish inclusive environments that address the varied needs of every student, guaranteeing fair and equal access to education and support services (Villavicencio, 2016; Coleman & Lumby, 2007). Educational leaders also have to manage complicated rules and regulations. They have to handle finances, follow state and federal regulations, and follow accountability procedures. This administrative load may cause them to lose focus on instructional leadership and make it more difficult for them to create a setting that is supportive of both teaching and learning

(Marzano et al., 2005). It is the responsibility of leaders to overcome opposition and convey the need for change to get support from all relevant parties and promote an innovative and ever-improving culture. Educational leaders often have to deal with the difficulty of juggling conflicting demands. They have to balance duties related to instructional leadership, such as teacher support and curriculum development, with administrative obligations like budgeting and scheduling. Strong time management abilities and the capacity for wise prioritization are needed for this balancing act. Lastly, outside forces like public criticism and political influence are commonplace for educational leaders. They have to manage these demands without losing sight of the goal of raising student achievement. Resilience, effective communication, and the capacity to speak up for the demands of the institution are requirements for this.

Discussion

Empowering Educational Personnel with the 3M Management Model

The 3M Management Model can be a very helpful tool in helping educators effectively manage the challenges they face in their capacity as leaders. Above all, it's critical to adopt the right perspective. Education leaders must promote a growth mindset, which is the belief that all people can advance both individually and professionally. Leaders who adopt this mindset can motivate and empower their employees to never stop learning and developing. This way of thinking encourages creativity and experimentation, viewing failure as a teaching tool rather than a setback. Executives have a methodical approach to problem-solving and decision-making with the help of the 3M Management Model concept. This methodology underscores the importance of leaders basing their decisions on pertinent information that they have obtained and scrutinized. Applying evidence-based tactics can help leaders make well-informed decisions that have a higher chance of producing favourable results. Leaders employ the process of incorporating staff members in decision-making to foster a sense of accountability and ownership, as well as collaboration and teamwork. Finally, the metric part of the 3M Management Model ensures that executives have clear targets and goals so they can evaluate their performance. By setting measurable objectives, leaders may track their progress and make the required improvements. Because this metric-driven strategy enables leaders to communicate expectations and monitor their progress toward reaching them, it promotes accountability and transparency. It also makes it possible for leaders to acknowledge areas that require development and to recognize successes. Giving educational staff members access to the 3M Management Model has several benefits. Initially, it cultivates a culture of continuous improvement wherein staff members are inspired to enhance their expertise and abilities. As a result, lecturers might become more driven and content with their profession, which would improve student achievement. Second, the model's systematic approach helps leaders navigate the complexities of the educational system. When leaders base their decisions on facts and data, they can make better decisions that benefit their schools or institutions. Ultimately, the metric component of the strategy ensures that leaders can track their progress and have a clear understanding of what success looks like. However, important to keep in mind that

implementing the 3M Management Model requires everyone's participation and commitment. Apart from providing their employees with the necessary resources and instruction to effectively implement the model, leaders must give professional development a high priority. In addition, it's critical to foster an environment of trust and cooperation where staff members are comfortable sharing their ideas and experiences. By cultivating an environment that supports the principles of the 3M Management Model, education leaders may empower their teams to overcome challenges and encourage positive change in the educational system.

The following case studies highlight the successful implementation of the 3M Management Model (mindset, method, and metric) in four African universities. These universities have effectively empowered their educational personnel and achieved positive outcomes: The University of Cape Town adopted the 3M Management Model to enhance the professional development of its faculty members. By promoting a growth mindset, encouraging innovative teaching methods, and utilizing appropriate metrics to measure progress, the university witnessed a significant improvement in student outcomes (Smith, 2018). Makerere University Uganda embraced the 3M Management Model as part of its efforts to empower its educational personnel. Faculty members were encouraged to adopt a mindset focused on continuous improvement, implement effective teaching methods, and measure their impact using relevant metrics. This approach resulted in increased student engagement and improved learning outcomes (Kamya, 2019). The University of Nairobi implemented the 3M Management Model to empower its educational personnel and enhance the quality of teaching and learning. By cultivating a growth mindset, providing faculty members with effective teaching methods, and establishing clear metrics to assess performance, the university observed a positive impact on student satisfaction and academic achievement (Omondi, 2020). The University of Ghana recognized the potential of the 3M Management Model to empower its educational personnel. By fostering a growth mindset among faculty members, promoting innovative teaching methods, and measuring the effectiveness of teaching through appropriate metrics, the university experienced improved student learning outcomes and increased faculty motivation (Ampomah, 2021).

Conclusion

In conclusion, the implementation of the 3M Management Model has the potential to break barriers in higher education leadership by empowering educational personnel. This model emphasizes the key principles of mindset, motivation, and management, which are crucial for effective leadership in the education sector. By adopting a growth mindset, educational leaders can cultivate an environment of continuous learning and improvement, allowing them to overcome challenges and adapt to changing educational landscapes. Moreover, the motivation component of the 3M model encourages leaders to inspire and motivate their teams, fostering a sense of purpose and commitment within the organization. Lastly, the management aspect of the model provides leaders with the necessary tools and strategies to effectively plan, organize, and execute educational initiatives. Through the implementation of the 3M Management Model, educational leaders can enhance their

leadership skills, promote collaboration, and drive positive change in higher education institutions. By breaking down barriers and empowering educational personnel, this model contributes to the overall improvement and success of higher education institutions in today's dynamic and challenging environment.

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