Leadership Today and Tommorow in Education Institutions

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ABSTRACT *leadership today and tomorrow for educational institutions. Leadership has been and continues to be a topic of considerable interest in the management of educational institutions. While there is universal definition of leadership, there is agreement of the fact that leadership involves an influencing process between leaders and followers to ensure achievement of organizational goals (Lotechem, 2001). There is probably no topic more important to business success today than leadership. The concept of leadership continues to evolve as the needs of organizations change. Among all the ideas and writings about leadership, three aspects stand out: people, influence, and goals. In reviewing the literature it is apparent that many different types of leadership have been identified. In this paper, I briefly summarize 14 different strains of leadership which have been identified; the shelves are so crammed that this is not an exhaustive list, but rather one that is representative of the literature. I then suggest that to adopt any one of these forms is, in itself, not a means to achieve success as a principal. Rather, it is necessary for the administrator to select from a variety of leadership styles as the situation permits*

LEADERSHIP

There is probably no topic more important to business success today than leadership. The concept of leadership continues to evolve as the needs of organizations change. Among all the ideas and writings about leadership, three aspects stand out: people, influence, and goals. Leadership occurs among people, involves the use of influence, and is used to attain goals. Influence means that the relationship among people is active. Moreover, influence is designed to achieve some end or goal. Thus, leadership as defined here is the ability to influence people toward the attainment of goals. This definition captures the idea that leaders are involved with other people in the achievement of goals. Leadership is reciprocal, occurring among people. Leadership is a 'people' activities. Leadership is dynamic and involves the use of power to get things done. Leadership is not so simply learned in schools, leadership is a concept both multidimensional and multifaceted, where the values, goals, beliefs and decision-making skills of the principal give purpose and meaning to the policies and procedures which she or he is duty-bound to implement. These policies and procedures, however, together with the norms of the school context within which they are implemented, are not set by the principal or the school but rather are established and affected by national, provincial, divisional and local pressure groups.

Here follows a description of 14 styles, identified from the literature. The list is neither exhaustive nor prescriptive.

Situational Leadership

The work of Hersey and Blanchard (1977) has been expanded to embrace the tenets of contingency theory. Through boundary scanning and the judicious development of contingency plans, the effective leader utilizes the situation to gain power, control and influence over the actions of subordinates (Fieldler, 1993). Such negotiation, compromising, coalition building and resource allocation are the hallmarks of the political actor (Bolman and Deal, 1991). Situational leadership requires administrators to fully immerse themselves in their school community and be intimately knowledgeable about the context within which they work.

Managerial Leadership

The managerial leader focuses on the maintenance of a system. She or he puts great effort into planning and organizing the day-to-day operations of the school. Budgets are carefully constructed and rigorously monitored, resources are located and allocated, subordinates are coordinated and controlled, strategic and tactical plans are designed , prioritized and implemented. The focus, as Bolman and Deal (1991) have observed, is on the rationally, efficiency, structure and policies and policies of the structural frame. Drawing on the writings of business and public administration (e.g., Hales, 1993; Simon, 1960), such a techno-rational or 'scientific' approach has been embraced by educational administrators since the middle of the twentieth century.Although this approach often results in a hierarchical and bureaucratic structure that is anathema in these postmodern times, there is still the need for such diligence. Teachers do not want to spend their lives making decisions about which company provides the best deal for buying photocopier paper or what colour the paper clips should be for the office. There is a need for managerial leadership in moderation, and moderation in management. To determine the overall budget parameters may be within the purview of the administrative team of the school; to involve teachers in the process of deciding how that budget is expended is good management practice.

Instructional Leadership

This style of leadership was very popular in the early 1980s. The focus of the principal was seen to be on the promotion of an effective instructional climate, on providing teachers with advice and support as they delivered the curriculum. On such understanding were predicated the efforts of the effective schools movement (e.g. Edmunds, 1979; Lezotte, 1989) as attempts were made to develop a menu of strategies from which a principal could draw.It rapidly became apparent that headteachers were not able to be curriculum experts in all fields. Some teachers became disgruntled when principals were perceived to be overstepping their professional boundaries. What the heck does he know about teaching the sciences? Its facts, it's real learning, not touchy-feely like the humanities stuff exclaimed one teacher. This was after a principal with a background in English language arts had critiqued a high school physics lesson as being 'rather boring' and 'quite teacher focused, not utilizing the more modern collaborative learning techniques' (John MacDonald, personal communication, 16 March 1999). Although instructional leadership has become less common as a declared priority, responsibilities for many instructional decisions have been divisionalised (Hales, 1993) to the department level.

Servant leadership

Greenleaf (1997) argued that the legitimate power of the leader only develops if the leader sees himself or herself as a servant of those being led. Leaders have to achieve balance between their operating and conceptual talents: the former carries the organization forward in its daily tasks and objectives, and the latter permits leaders to see the whole within the perspective of time, both past and present. The leader is not so much a charismatic visionary preacher as a cloistered monk or nun, one who views the role as a vocation where the desire to serve outweighs any need for peer recognition or professional advancement.

This approach has touched a chord with those (e.g., Thom 2001) who see authenticity in simplicity. To have the leader as servant of the people calls to mind some of the graet religious teachers of the past, for example Mohammed, Buddha or Christ. If the leader has no personal gain from her actions, it is argued, then the cause must be just and right for no ego or benefit is satisfied. this notion of stewardship resurfaces in contemporary discussions of community.

White knight and black hat leadership

Sometimes , a leader is 'parachuted' in to a school to 'fix' real or perceived problems. Often dubbled a 'white knight', she or he brings rescue to those isolated in the dragon's cave. No matter how tense the situation or how hopeless the odds, such a 'super head' will be able to save the day. If wholesale staff transfers or redundancies are required, however, the metaphor changes from chivalry to the Wild West, and the new leader is said to 'wear a black hat' as she or he cleans up the lawless town. Incompetent teachers tremble as she or he comes stamping down the corridos, clipboard in hand, ready to assess and judge.

Such perspectives assume that schools are tightly coupled organizations within which the actions of one person, who embodies all the leadrship qualities in that school, might have a significant and lasting impact. As murphy, Hallinger and Mitman (1983) observe, this perspective also assumes that the principal can control her or his own work flow.

Indirect leadership

We recognize that not all leadership is embodied within an individual. strategies to facilitate the empowerment of all staff to provide leadership focus on the human and symbolic frames of the organization (Bolman and Deal, 1991). it is recognized that the 20-year veteran teacher may be a more pewrful leader than the person with their nameplate on the office door.

The indirect leader often leads by example. Rather than making a big fuss over teachers not being present to welcome children to the scool in the morning, for example, she or he may take to being prodly visible in the entry way and the corridors. to encourage support for social or sporting events, the indirect leader is present at many of theevents andmakes friendly contact sith any colleagues encountercounterd. Teachers are usually quick to pick u on such messages.

Collaborative leadership

Lugg and Boyd (1993) suggest that the principal esatblish external and internal linkages for the school. Externally, these linkages require better communication, co-operation, collaboration and co-ordination with social and community agencies, initially, trust and collegiality must be established between teachers, students and administartors. the principal must facilitate this collaborative process if leadership is not to be effective

The establishment of external linkages is intended to establish much closer relationships between the school and other societal institutions and organizations. It goes beyond the identification of a local business that might sponsor certain events in order to be proclaimed a 'partner' in the education process.

Ethical leadership

There is a growing recognition that the work of leaders is predicated on the value and brief systems they hold. Notions of caring, justice and ethics are the foundations on which observed behaviour is constructed. the works of Greenfields (1993) and Hodgkison (1996), for example,address these issues. the actions of the leader cannot be separated from the value positions held, for understanding of 'right', 'wrong', or even '(not) appropriate', held, upon recognition of individual world views and beliefs.

Dialogical leadership

Freire (1970) suggested that those with whom the leader was interacting often had a more complete understanding of their situation than did the leader. thus, it was incumbent upon the leader to establish a dialogue with those whom she or he wished to lead. only through discussion could truth be determined and appropriate action developed and implemented- action appropriate not only to the leader but to the followers as well.

There is a need for leaders to immerse themselves in their community of learners, to understand how certain actions are perceived and understood. For those in marginalized communities, school leaders are predominantly outsiders (Goddard and Foster, 2001). These principals must recognize that there will be attempts to mislead and misguide, and that not all actions will ever be fully understood by those who do not share the cultural heritage from which the actions emerged.

Transcultural leadership

The recognition that contemporary workforces are not culturally homogeneous has led to the development of the notion of trans cultural leadership (Simons, Vazquez and harris, 1993). there is a need for leaders to be sensitive to, recognize and accept different cultural values and beliefs. the leader must recognize both the emic (perspective of self) and etic (perspective of the observer) in every situation. thus, when someone of an ethno cultural background different from that of the principal behaves in a certain way, the effective leader is able to not determine her or his own perspective but to recognize the underlying values and meanings of that behaviour from the perspective of the person making the action

The notion of trans cultural leadership embraces issues of communication. It has been suggested that 55 per cent of communication is through non-verbal cues (Barbour, 1998). This can lead to confusing and contradictory situations. The effective administrator must be aware of, and react appropriately to, non-verbal interactions with the staff, students and parents in her or his school.

Influencing leadership

The purpose of this leadership style is to organizational goals by enhancing the productivity and satisfaction of the workforce. Such a person must be sensitive to the issue of the day, know the source of those issues and be able to recognize what vales are involved (Miklos, 1983). In maintaining a balance between contradictory forces, the leader can use these tensions to bring about change in practice.

Influencing leadership differs from indirect leadership in intentionality that is involved. An indirect leader often leads by example, but her or his actions are granted in its nature. The influencing leader, however, is purposive in using the influence. The distributed nature of influence is such that this strategy, perhaps more than the others, is often demonstrated by those who have no formal leadership role.

persuasion leadership

The principal cannot act alone in achieving the goals and objectives she or he has set for the school. The micro-politic interactions that exist among any staff provide opportunities for an alert administrator. Recognizing that there are class distinctions within the staff, student and parental bodies, the principal uses persuasion and exchange to manipulate the allocation of resources (Goddard, 1993). The subclasses of gender, ethnicity, age, socio-economic status, and so forth, are played off against each other so the goals of the organization can be better achieved. Resources are allocated to the area where they might best serve the long-term needs of the organization.

It is sometimes necessary for the head to make strategic alliances with groups of teachers within the school. These groups have their own agendas in play, and it is up to the head as to whether she or he ought to accept their ideas or not. The timely distribution of scarce resources might assist here.

Transformational leadership

The principal is not content with being the only leader in the school. Rather she or he facilitates the development of leadership abilities within all staff.*She or he does this by identifying and articulating a vision for the school, conveying expectations for high levels of performances, and providing both intellectual stimulation and individualized support (burns, 1978; Leithwood, 1994). The staffs are transformed from followers to leaders within the organization.

Such a transformation requires a heavy investment in the professional development of teachers, enabling and mobilizing them to act as change agents in their own professional development. However,as hales (1993,p.217) observed,'the mobilization of employees is only a powerful managemenr force in the mobilization is in a positive direction'. Such a direction might be found in the'reculturing' (Hargreaves, 1997) of schools.

It must be recognized, of course, that a collaborative and professional school culture will not arise from the ashes of current

practice without a major influx of resources. Of these, perhaps the most critical is time. It is through the allocation of time that a principal can facilitate the spaces necessary for teachers to talk to teach each other, to observe each others' lessons, to provide support and encouragement as required.

Constructivist leadership

Lambert et al. (1995) suggest that leadership is not learned but, rather, is made by the leader and the followers, working together. They argue that traditional models are male-thinking and need to be carefully analyzed, as women's ways of knowing may lead to different leadership methods. In constructing what leadership is, and, perhaps as importantly, agreeing on what it is not, all members of the staff participate in both its development and practice.

It is through the construction, deconstruction and reconstruction of meaning that a school might develop its own understanding of effective leadership. In this way it becomes possible for a school to determine a less hierarchical and more collaborative approach to 'the way things are done around here'. In this manner the lines of demarcation between 'leadership' and 'followership' are blurred and, in some cases, erased. The skills, abilities and knowledge of all individuals are accepted in the decision-making process. The role of the formal leader is to ensure that all constituents are involved, to the extent that they wish, in the construction and enactment of leadership within the school.

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