

Nevel Vassel<sup>1</sup>  
Birmingham City University, UK

## Education Management

**Abstract:** In order to successfully promote and sustain the magnitude of leadership in educational organisations and to appreciate the complexity of this role within the organisational structures and its diverse models, the theoretical concepts of this phenomenon must be fully understood by people who are delegated with this responsibility. However, given the changing pluralistic disposition of society in which educational institution operates, call for a more radical thinking behind the art of leadership, leadership roles and how they are implemented and managed in the organisations. This paper concentrates on the importance and the intricacy of leadership roles within an educational organisation. It examines the application leadership hypothesis from a theoretical and practical view point and discusses through a case study the effect of distinctive styles of leadership performance, strength, weakness and the impact it has on staff development, self esteem and mental health and wellbeing. The paper concludes with key successful thoughts of an expert leadership roles within an educational setting.

**Key words:** leadership, globalisation, transformation, learning environment.

### Introduction

*Educational Leadership refers to the leadership that provides direction and expert or development of learning, teaching curriculum, emphasises relevant to education in Management diagnosis problems and encourage professional development and teaching improvement. (Bush and Bell, 2002)*

Many academics have written extensively on the theme of leadership and its theoretical and realistic role in educational organisation. The above quotation serves to remind educators that leadership is about identifying and providing guidance in academic development, conducting establishment portfolio of educational services and to implement strategies to improve organisation perfor-

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<sup>1</sup> Dr Nevel Vassel is a senior lecturer at Birmingham City University, United Kingdom He has 25 years of lecturing experience in Further and Higher Education institutions.

mance in the educational environment. Robertson (2009) expound that educational leaders are leaders who no matter what level in the institution, focus on improving learning opportunities as their main function and work to develop their own educational leadership capacity and that of their institution. In addition, Dimmock and Walker (2005) see education leadership as a 'socially bound process'. These processes are integrated within fluid factors such as culture, politics, moral, values, ethics and religious or spiritual issues in humanity. The educational leader should fully comprehend these variables and the impact they have on the organisational ability to perform and apply them to improve organisation efficiency and to be an effective educational provider. These changeable themes are permeated throughout the complete organisational structure, from a strategic, functional, operational or unit's perspective.

Within these structures and diversified roles, Tomlinson (2004) noted that leadership is about inspiring and winning commitment. Also leadership is more about personal authenticity and at times recognising personal fundamental flaws which limit leadership capacity. Furthermore, Davies and West-Burnham (2003) elucidate that leadership is spiritually purposeful and must be value driven in order to accomplish purposeful learning amongst participants. The authors suggested that the process of leadership must provide and provoke us in to new actions to challenge old assumptions about who can learn, how and why. Such provocation is initiated through inquiry, reflection, dialogue and focus on results. More to the point Bennett (1994) voiced that leadership is a 'sophisticated concept with as many definitions as people who have attempted to define it as for example, a focus of group process, personality and its effect, the art of inducing compliance and exercise in influence, act of behaviour, a form of persuasion, power relationship, an instrument of goal achievement and a way of defining an individual role'. On one hand, the above arguments from the writers, bequeath an unambiguous indication on the authentic nature and complexity of leadership roles in educational organisation. While on the other hand, such byzantine leadership roles within the educational institution embraces various organisation activities personified in a social structural sphere of power, authority and morality, styles of management, bureaucratic or democratic structures, sensitivity, organisation vision, missions, objectives, products or curriculum, staff and student population, cultural, socio- behavioural demeanour and accomplishments.

External environment factors such as globalisation, pluralistic society, technology in teaching and learning has had a significant effect on how the leaders execute their leadership role within the establishment, achieve organisation goals and to remain competitive in the educational market environment in which they operate. An educational leader consequently needs to have the skills, knowledge,

attitude, habits and competency to absolutely manage, direct, motivate and influences those individuals and teams who are delegated with various tasks and responsibilities in an educational setting. From this perspective, effective leadership means being aware of the internal organisation factors that can have an impact on students and staff performances and how to use plan tactics to overcome issues in the teaching and learning environment. As noted in the diagram (F1) below, internal pressures can have a significant consequence on the performance of the leaders who are not up to date on the contributory agents that can affect productivity, performance and moral of staff and students in the teaching and learning milieu.



**Diagram F1:** Examples of internal organisation factors and their effects leadership in education

For example, leaders are accountable and responsible for creating the affirmative organisational culture. Observation from Kefela (2010) defined organisational culture as basically a system of shared beliefs that members of the organisation have, which determines how members in an organisation act when confronted with decision-making responsibilities. Additionally, Jarvis (2005) clarifies culture in organisational terms as broadly the social/behavioural manifestation and experiencing of a whole range of issues such as:

- a. the way work is organised and experienced
- b. how authority is exercised and distributed

- c. how people are and feel rewarded, organised and controlled
- d. the values and work orientation of staff
- e. the degree of formalisation, standardisation and control through systems there are/should be
- f. the value placed on planning, analysis, logic, fairness etc
- g. how much initiative, risk-taking, scope for individuality and expression is given
- h. rules and expectations about such things as informality in interpersonal relations, dress, personal eccentricity etc
- i. differential status
- j. emphasis given to rules, procedures, specifications of performance and results, team or individual working (Jarvis, C, 2005)

Hence, leaders creating an organisational culture need to have a transparent view of what they want to achieve and the strategies they will implement to accomplish educational goals. Anderson (2010) explains that leaders make a diminutive quantity of key decisions about the organisational structure and its staff, and by persistently and precisely informing their approach to everyday business activities with the view that all staff are capable of excellent performance when properly motivated. From this notion being a leader is how one sees their teams as a combined unit or as individuals with a diversity of skills. Such leadership calls for the development of transparent communication strategies, valuing each member of the organisation equally, provide opportunity where staff can engage in development programmes to improve their teaching competences, decision making, evaluating and monitoring skills of student achievements on an educational programme and projects. These expectations and operations must be clearly communicated by the leader in the vision and mission statements of the department or the organisational structure. Factors such as curriculum development, student attrition, collaboration and partnership activities, examination and awarding bodies and their effect on leadership in an education institution for profitability and productivity, should be clearly understood by the teaching and administration workforce. The leader is the key individual who has the task to inform the workforce of the economic importance of these factors within the institutions.

During the process of leading educational strategies for organisational performance, diversification and market positioning in curricula activities, some leaders may experience individual conflicts. Davies and West-Burnham (2003) documented that conflict is an inevitable part of life and can be a basis for change and growth which can be draining and painful. Nevertheless, the leader should

encourage participation, recognise staff efforts, be adaptable and flexible, demonstrate assertiveness, confident and verbally fluent, ambitious, driven and committed when leading organisational responsibilities. Still, Bush and Bell (2002) maintains that the leader should apply the domains of leadership which include affective behaviour, cognition and performance. Expanding on these three factors, the authors theorise that affective performance relates to personal commitment, attraction or charisma at the individual level, team spirit, social attitudinal norms and social intimacy at group level and institutional level. Behavioural performance also covers leadership behaviours including; consideration, initiating structures or management skills practice, for example, planning and supervision while cognitive performance involves looking at understanding ambiguity, building values and beliefs about education and management.

Leadership is not about making clever decisions as noted by Fullan (2007) cited in Miintzberg (2004). It is about energising other people to make good decisions and do the better things. In other words it is about helping people to release positive energy that is naturally within people. Moreover, Fullan (2007) asserts that effective leadership enthuses more than it empowers. It connects more than it controls and demonstrates more than it decides. It does all this by engaging itself above all and consequently others. Leadership in this sense means building shared vision for effective leadership styles. Since the educational organisation is a multi-complex operating environment, leadership roles and styles may vary. At this moment, Jameson and McNay (2007) reminded us that they are over forty eight theories of leadership in an organisation of which some are noted in the table (F2) below.

**Table F2:** Styles of Leadership in organisation Adopted from (Jameson and McNay (2007))

Authentic Leadership	Fiedler's L PC Theory Leadership	Path goal theory Leadership
Authoritarian Leadership	Four frame work model	Pedagogical Leadership
Autocratic Leadership	Great man theory Leadership	Person- Centred Leadership
Behavioural Leadership	Group Leadership	Post heroic Leadership
Charismatic Leadership	Heroic Leadership	Synergistic Leadership
Coercive Leadership	Institutional Leadership	Self- managed leadership
Cognitive – resource theory	Intellectual Leadership	Servant Leadership
Collective Leadership	Invisible Leadership	Shared Leadership
Community Leadership	Leader member Leadership	Situational Leadership
Consciousness Leadership	Living Leadership	Spiritual Leadership
Contingency Leadership	Managerial Leadership	Strategic Leadership
Creative Leadership	Moral Leadership	Systematic Leadership
Democratic Leadership	Organisation Leadership	Theory X Theory Y Model
Distributed Leadership	Participative Leadership	Toxic Leadership
Creative Leadership	Trait Leadership	Transactional Leadership
Vroon –Jago yetton Model	Visionary leadership	Transformational Leadership

It is well worth mentioning that Leaders in education do not depend on a single style of leadership to be successful or to be an effective leader of people. For this reason, Anderson (2010) remarked that leadership is an art that demands intensive understanding, development and practice across a wide range of essentially interpersonal activities. It is also about applying the different leadership styles paradigms which may include values, moral and ethics to support an academic activity or to solve an organisational problem. Importantly, Adair (1973) further noted that a leader needs to balance the needs of the task, the team and the individual and demonstrate appropriate behaviour and function in line with the need of the situation to be addressed. Moreover, Jameson and McNay (2007) explicates that the leader should communicate clearly and be coherent in influencing others, capable of being people centred and an emotional intelligent leader. Also Busher (2006) cited Holiday (2005) adds that the leaders need to understand colleagues, personal and work related needs and help them to understand the particular culture of their school. A key aspect to this is being emotionally intelligent which West-Burnham (2009) cited Goleman (2006) defined as the authentic range of intuitive behaviour derived from sophisticated self awareness and un-

derstanding of others which facilitate effective social engagement. For instance, specific emotional intelligent behaviour would include empathy, motivation, effective communication, emotional self management and authentic engagement with others. An alternative model of emotional intelligences noted by Goleman (1998) pertinent to the role of a leader includes self awareness, self resolution, motivation, empathy and social skills. In addition, an up to date model of emotional intelligence illustrated by Goleman (2006) showed that the leaders should demonstrate primal empathy, atonement, empathic accuracy, social cognition, synchrony, self presentation, influence and concern. Likewise Stein and Books (2000) emotional intelligence model suggested factors for example intrapersonal, interpersonal, adaptability, stress management and general mood are an important attribute of an emotional intelligent leader. The case study below gives a scenario on a leadership behaviour and performance which has consequence for effective leadership qualities within a team.

*AJ is an attractive 25 year old woman who has recently joined Beck Education institute as a senior lecturer Health Promotion Studies. Recently her Manager, Mr W who is a senior authority in the organisation feels that AJ needs to prove her capability before she can be considered as course leader. At staff meetings, Mr W would ignore AJ's contributions in discussion. Tasks would be delegated to her without consultation and providing adequate information for assignment completion. In addition, Mr W's justification for allocating Amy the weekend curriculum supervisor's role was based on the fact that she was single with no real family commitment and the institution needs to develop week end curricular provision for the community. AJ is uncomfortable with her working environment and expressed she feels stressed, de-motivated and to went to seek advice from the personnel department.*

(Case 1 Study Vassel, 2009)

The above situation highlighted issues for concern regarding the leadership style in an educational institution. There are serious concerns about the leadership practices and unprofessional conduct of Mr W. For example, concerns are centred on poor communication, delegating, supporting, guidance and counselling, provision of information and resources, negotiation and opportunities for training and development. Also there are worries about gender stereotype, autocratic control, and bullying. These behavioural qualities can have significant impact on AJ's self esteem, self confidence, mental health and wellbeing and attitude toward her role in the organisation and the task to be carried out.

The scenario presented appeal for more than one leadership style to be applied. At least three leadership types may be learnt and put into operation

according Williams (2002) cited Cole (1996) Adoption of suitable leadership styles are important to ensure that staff are motivated, remain enthusiastic and committed to task completion and educational business. Based on the above case study, there is clear evidence that Mr W's leadership style is one of an autocratic or directive nature which concentrates on high task and low relationship focus and the achievement of targets whatever the impact on the person undertaking the work (Hersey and Blanchard, 1977). Likewise, Anderson (2010) put in plain words that this person came to believe leadership confers experience across all disciplines and whose *raison d'être* is action to be seen in the driving seat and to be seen making decisions. Such a leadership is established on ego and will power, and while it can be extensively effective at the individual decision level, will become increasingly distant from the detailed knowledge required to confront a multiplicity of issues.

Furthermore, this style of leading has little scope for contribution, hence the leader in this capacity is the one who plans, organises, directs and allocates resources with the major objective to control and be efficient. Consequently Bennett et al (1994) articulates that the above style of leadership creates opportunities for isolationism and constraint in lack of role definition. Moreover, Jameson and MacNay (2007) opines that direct or authoritarian styles of leading do not seek to capitalise on skills of the work force, nor does it seek to engage with all employees in the organisation and encourage contribution. It is mainly concern with existing duties, function, and tasks to be done as outlined in the strategic and operational plans.

An effective leadership style in the above case study, should involve for example the application of leadership styles such as, transformational, facilitative, democratic or coaching technique to support AJ and the task she has been delegated. For example, in applying the technique of transformational leadership, Bennett (1994) argues that perspective enables a leader to find ways to develop and supervise autonomous individuals rather than depend on exercise cohesion or hierarchical power in the more tradition way. This approach creates an opportunity for revitalising an organisation, defining the need for change, creating new vision and mobilising commitment to the vision. Moreover, Law and Glover (2000) cited Mitchell and Tucker (1992) commented that transformational leadership attempts to satisfy immediate needs, assess motives, and satisfy higher needs through engaging the person with the follower. The latter authors noted that when leaders are engaged in this style they become concerned about gaining overall cooperation and energetic participation and this approach tends to change the feelings, attitude and believes of followers.



Furthermore, it can be debated that transformation leadership cultivates a sense of purpose and meaning to get individuals involved in academic projects for the economic benefit of the institution. It also promotes intellectual debates, shared values and vision for the team and the organisation. In addition, Woods (2005) cited Gronn (1998) affirms that transformational leadership has been most influential in education and seen as comprising four elements which includes, (a) inspirational influences, consisting of motivating subordinates through charisma, (b) individualised consideration (treating subordinates according to their individual needs), (c) intellectual stimulation (exercising influence on thinking and imagination of subordinates) and (d) idealised influence (bringing about subordinates identification with the leaders vision). Moving onto the facilitative leadership technique and applying this approach in the scenario, Mr W, should work in partnership with AJ ensuring that she understands the nature of the task that has been allocated to her and to be more democratic during the delegation process. Facilitative leadership styles can be used to empower AJ with collective ideas thereby providing scope for building a leader and subordinate working relationship. Anderson (2010) points out that it also advocates fairness in decision making, respect, approachability, innovation, personal development and direction as they work together to achieve organisational goals.

Additionally Kydd, etal (2003) assert that it is important to involve people in decision making and as Ambler (2006) put it, (a) facilitative leadership is about making, connecting and helping others make meaning, (b) provide direction without totally taking the reins, (c) balance managing content and process, (d) invite disclosure and feedback to help surface unacknowledged or invisible belief, thoughts and patterns, (e) focus on building the capacity of individuals and groups to accomplish more on their own, now and in the future and (f) operate from a position of restraint. It is very important to note that the facilitator role is to match the suitability of the task that has been delegated and ensure that the right person is capable of completing the task and provide staff development and training, support or resources to complete the task.

In terms of the democratic leadership approach, the aim of the leader is to collate concern, views or opinions on the most effective way of managing a problem. This particular style is very useful when there are no transparent strategies to manage a problem or the course of action is unclear. Wood (2005) cited Grace (1995) voiced that democratic leadership styles enable leaders to cope better with 'complexity and work intensification'. Also this style of leading people increases engagement and self esteem (Cheung and Cheng, 2002), and a willingness to engage, commit, and give their potential to the organization (Gratton, 2004). Besides Woods (2005) believed that the democratic leadership method creates

freedom of expression and exploration through decisional and ethical rationalities in combination with discursive and therapeutic rationalities, encouraging creative space embraced as necessary for human creativity.

In concluding this article, internal and external environmental factors such as worldwide and government policies, community pressures, political, social, environmental, technological, legal issues and funding guidelines of the educational organisation can have an enormous impact on the role and definition of leadership. From this viewpoint, leadership roles cannot be directly confined to the internal business of the educational organisation but to focus directly or indirectly on the external surrounding of the education establishment. Furthermore an effective leader should be one who is capable of maintaining a multi-professional and multifunctional status whereby they are skilled in the art of leadership while simultaneously supporting colleagues through the application of different paradigms of leadership to get the best performance from staff and students. More so, leadership roles call for expertise in collaborative and partnership activities with the institution, communities, being flexible, innovative and analytical and a good inter-cultural and intra-cultural communicator of information that can be used to formulate strategies for teaching, learning and competence building. The leader should be able to transform individual roles within their own operational sphere, providing chances for training and development focussing on subject pedagogy in direct dialogue with potential students, investors and partners. During this process the leader creates opportunities for developing, mentoring and coaching programmes to improve teaching and learning in the establishment to meet a diverse and multicultural workforce.

Leadership means working differently to circumstances or challenges that the institution encounter while attempting to meet the demands of their target market population. It also means removing the barriers of department territorial rights, autocratic leadership practices to a more democratic practice and sharing a vision for good organisational leadership because it provides a focus for co-operation, accountability and responsibility amongst employers, employees and students for learning and development. Given the complexity of leadership in an education organisation, it is vital that leaders stay focused on the business of leading and guiding people, demonstrate principles and values when dealing with organisational issues and use collaborative strategies when disseminating information, building relationships and negotiating and addressing conflicts with the team. The above suggestions can help with addressing poor leadership qualities such as intolerance, selfishness, self-centeredness, manipulation and untrustworthiness amongst colleagues. The educational leaders overall aim is to continue

to look at innovative ways in facilitating the learning process in the institution's population and lead by example in an ever changing educational context.

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Nevel Vassel<sup>2</sup>

Univerzitet u Birmingemu, Velika Britanija

## Menadžment u obrazovanju

**Apstrakt:** Radi uspješne promocije i održavanja značaja lidera u obrazovnim organizacijama kao i poštovanja kompleksnosti njihove uloge u organizacionim strukturama i njihovim različitim modelima, ljudi kojima su ove odgovornosti delegirane moraju u potpunosti razumeti teorijski koncept ovog fenomena. Međutim, imajući u vidu pluralistički karakter društva u kojima obrazovne institucije funkcionišu, javlja se poziv na radikalnije razmišljanje kada je u pitanju umetnost liderstva, liderske uloge i na koji način se one implementiraju i kako se njima upravlja u organizacijama. Ovaj rad se bavi značajem i kompleksnošću liderske uloge u okviru vaspitno-obrazovne institucije. Ispituje primenu hipoteze liderstva sa teorijskog i praktičnog stanovišta i kroz studiju slučaja raspravlja o efektima različitih liderskih stilova i uticaj koji oni imaju na razvoj, samopoštovanje i mentalno zdravlje zaposlenih.

**Ključne reči:** liderstvo, globalizacija, transformacija, okruženje za učenje.

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<sup>2</sup> Dr Nevel Vassel je profesor na Univerzitetu u Birmingemu, Velika Britanija, sa više od 25 godina predavačkog iskustva u institucijama visokog obrazovanja.