

# DOWNLOAD PDF LEADERSHIP AND MANAGEMENT IN EDUCATIONAL INSTITUTIONS

## Chapter 1 : Higher Education Leadership and Management (HELM) Programme | Universities South Africa

*should underpin the management of educational institutions. Management is directed at the achievement of certain educational objectives. Unless this link between purpose and management is clear and close.*

The LMHE program prepares you for your role as a leader in the change process. You will develop a broad set of leadership and governance skills in the areas of policy reform, institutional strategy making, organization development, change management and the administration of academic processes. This is a practical, interactive program where you are challenged to present your own institutional development and implementation plans, inviting professional scrutiny and peer review. Throughout the program, professional coaching is available to support you. There is a growing recognition of the contribution of the higher education sector to the socio-economic well-being of developing countries. Growth, quality improvement and funding are just a few of the challenges faced nowadays by higher education institutions. More and more institutions are going through the process of innovation and institutional reform to cope with these challenges. Effective institutional leadership and management are of crucial importance to realize the required reforms in a context of increasing autonomy and accountability. This program gives insights into the main responsibilities and tasks of leadership and management in higher education institutions. It does so by introducing tools and instruments to support leadership and managerial tasks in higher education and by introducing a number of selected topics. The learning objectives of the LMHE program will be realized through a variety of teaching methods. The topics will be covered by a group of lecturers with extensive experience in their subjects. The sessions cover both theoretical and practical issues, and case studies and assignments are used to make the sessions interactive. Reading materials are distributed either for preparation of the sessions or for deepening the topics dealt with in the sessions. The program includes one or two work visits to Dutch higher education institutions. Throughout the program, participants work on individual assignments that link the subjects dealt with in the course to their organizations. All this makes the LMHE program a practical, interactive program where you are challenged to present your own institutional development and implementation plans, inviting professional scrutiny and peer review. Reasons to follow this course: Gain insight in up-to-date issues in the areas of leadership and management in higher education and learn how to deal with these issues 2. Focus on what you can do in your role to enhance quality and performance of your organization and develop a personal action plan 3. Benefit from the exceptional learning environment provided by internationally renowned lecturers with experience in higher education leadership and management training 4. Build a valuable professional network of higher education professionals and managers from different countries consisting of the participants and the lecturers of the program 5. Meet staff and students from a Dutch higher education institute on location and hear how they pursue quality education and research Who should attend - Senior lecturers involved in managerial and administrative tasks - Academic and administrative leaders of higher education institutions - Policy makers and planners from Ministries of Education, other educational planning bodies, and higher education institutions Learning outcomes The LMHE program is built from the starting point that leadership and management should always relate to the context in which their roles and tasks are performed. This means that knowledge of the relevant external environment is a prerequisite for effective leadership and management. The LMHE program consists of three learning lines covering a wide range of topics. The first explores developments and global trends in higher education and how these affect the task of institutional leadership and management. Comparisons will be made between countries with different higher education policies, and implications for management will be discussed. The second line deals with the specific roles of leadership and management. Participants will learn the essentials of strategic management, of organizational development and change, of leadership styles and of planning and monitoring, and instruments and tools will be presented for use in their organizations. Finally, the third line elaborates on specific issues in higher education such as quality assurance, labor market related

## **DOWNLOAD PDF LEADERSHIP AND MANAGEMENT IN EDUCATIONAL INSTITUTIONS**

education, and technology enabled learning. Having completed the course, participants will be able to list the main priorities for leadership and management in their organizations, and to indicate possible directions for improvement. Furthermore, participants will have built valuable professional networks of higher education professionals and managers from various countries, from among the participants and the lecturers of the program. Course information from Maastricht School of Management Please note that instructors are subject to change and not all instructors teach in each session of the program.

*The Higher Education Leadership specialization is designed for administrators and managers at both two- and four-year colleges and universities and for professionals looking to enter or advance their careers in the higher education administration field.*

Import into RefWorks 1. These reforms focused on the change in the organizational structure of schools and the manner in which they were managed. The change grants authority to a school principal. According to the new leadership role, on the one hand, he should promote an organizational culture characterized by standards and transparency and, on the other hand, he should solve a huge quantity of various daily problems [ 2 , 51 , 83 ]. As a result, a question arises concerning the ability of the school principals to lead school in the complex modern reality. The need to evaluate a school principal as an educational leader who should lead the educational system successfully in coping with the many challenges it faces engenders questions. Are there differences in value systems of school principals? What is the appropriate leadership style that would result in more efficient functioning of schools in the present reality? Is there a theoretical and research correlation between a values system of a school principal and his her leadership style? Leadership Evolution Professional literature on leadership is rich in hypotheses and definitions. According to the "Great Man Theory", which formed a basis for the trait approach, a leader is someone endowed with extraordinary traits with which he influences the team. At first, research attempted to identify unique traits characterizing a leader, with no reference to the interactions between him and the rest of the team and the society to which he belongs. However, after it became clear that the findings were contradictory and the explanations of the trait approach were not sufficient [ ]. Consequently, research turned to an examination of the specific behaviors of leaders. This research approach was better known as the situational approach [ 97 ]. Leadership research from to focused on development of the situational approach with an emphasis on the most efficient leadership style [ ]. Within the framework of the situational approach, models describing different leadership styles and their influence on various situations are produced. For many years, research focused on the development and examination of models describing different leadership styles and their influence on various situations. Thus, a specific leadership style would be effective under certain conditions and lose its effectiveness when the conditions change. The role of a leader is as mediator between organizational goals and individual needs, and therefore, his behavior style should correspond to the situational variables, so that the required organizational output will be attained [ ]. Approaches are combined to create a new genre of hypothesis that stresses symbolic behavior, vision and morals [ ]. Like, servant leadership which awakens from the desire to serve more than to lead, and stresses the obligation of the leader to serve his followers. Transformational and transactional leadership decentralized leadership according to which the leader promotes additional leaders [ 5 , 17 ]. According to the model, it is inherent in the abilities of leaders to sweep their subordinates into demonstrating efforts and performance that exceed their personal feasibility, with the transformational leadership style. In the 21st century, the character traits and behaviors of leaders continued to be studied. Many studies revealed that leader behaviors are important predictors of leadership effectiveness [ 66 ]. Recent studies have attempted to develop an integrative leadership model combining leader characteristics gender, intelligence, personality, etc. The integrative model may serve as a predictor of leadership efficiency, which would assist organizations in improving their choice of leader and developing effective work methods. In addition, it is important to distinguish between leadership style and behavior, where style refers to something that characterizes a specific person throughout different situations, and this is what many researchers in the 21st century espouse and try to prove. Leadership style is the manner in which the leader undertakes the process of convincing and recruiting people for specific objectives and retaining them throughout all of the tasks until the objectives are attained [ 12 ]. There are many ways to describe leadership styles, and the variety increases with every book or paper published on leadership. This study examined the effect of three leadership styles: The study revealed that an

autocratic style was an advantage in attaining a high level of performance short-term, but was accompanied by negative feelings. This model is considered to be a most sophisticated, complex mapping of leadership styles, producing an image of a leader directed towards human relations "a man for all seasons" which suggests transformational leadership [ 25 ]. Classification is dependent upon two typical behaviors or styles of leaders: This division has guided many researchers up to now, with suggestions for other classifications of leadership styles, such as leadership that generates feelings, from an emotional perspective of the leader-follower bond [ 98 ]. The measure of practical efficiency of any leadership style can be assessed by its implications on the followers, such as: Together with its effect on different dimensions within the organization, such as the control dimension, it suggests that in order to be efficient in making decisions on required actions, leaders must develop an awareness and sensitivity to changing situations and organizational constraints. Leadership styles in the educational organization are no different from leadership styles in other organizations. In addition, they include aspects of task-orientation and orientation towards people. As a school principal is the leader of a team, his leadership style has great impact. In light of the above review, it was found that a leadership style expressing attention to employee needs, appreciation, warm human relations, empathy, learning, freedom of action, empowerment, delegation of authority, participation and involvement in decision-making, power and influence, open relations, teamwork, open communication and information, interesting and challenging work, interest in and satisfaction from work promotes employee satisfaction, commitment and motivation. At the same time, a task-oriented leadership style stressing the importance of achievement and excellent performance, welfare, yield, maintaining objectives, rewards for achievements, performance evaluation, efficiency, quality and quantity of performance are essential for the success of the team and the organization [ 77 ].

**Transformational and Transactional Leadership Styles** Both the needs of the organization and of the individual affect a leadership style. Current professional literature on leadership engages in two levels of influence existing between a leader and his followers. This influence appears in literature under the title of "transactional leadership". This type of leadership appears in professional literature under the title of "transformational leadership", which focuses on the process by which leaders can affect performance and achievement [ 9 , 98 ]. Bass [ 11 ] defined transactional leadership in broader terms than Burns [ 18 ], such as "reward-dependent behavior", including clarification on the work required obtaining a reward and the use of dependent rewards and incentives to affect motivation. Another element called "active management-by-exception" includes a follow-up on followers and corrective actions to ensure that the work is being performed effectively. Burns [ 18 ] described transformational leadership as a process in which "leaders and followers make each other advance to a higher level of morality and motivation". These leaders try to raise the awareness of their followers by turning to higher ideals and moral values like freedom, justice, equality, peace, humanitarianism, and not to lower feelings like fear, greed, envy or hatred. Followers are raised from their "daily selves" to their "better selves", in contrast to transactional leaders with an orientation of exchange, who reward their supporters on attaining the objectives set in advance. A leader shapes and motivates his followers by increasing their awareness of the importance of task results, by convincing followers to rise above their own personal interests for the sake of the organization or team and activating their higher needs. Transformational leaders can attain these conditions through one or more of the following manners: Transformational leadership is expressed in the behaviors of the followers that bring leaders to a higher level of awareness of the importance of their mission and increase their level of motivation, maturity and aspirations, as well as their reference to the need for achievement, self-realization, social welfare, the success of the organization and concern for its social environment [ 9 ]. Transformational leadership creates a change in expectations and aspirations of the followers themselves. Despite this, transactional leadership is expressed in behaviors like: Transformational leadership creates a significant change in the lives of people and organizations. It reshapes concepts and values, changes employee aspirations and expectations and changes organizational culture. Bass [ 9 ] and Sergiovanni [ ] consider transactional leadership to be an important, central element in the preservation of organizations, in filling an agenda and putting things into action. A

transformational leader translates each daily action, each activity into the meanings one can gain from them in realizing the future picture: In situations of success, the transactional leader will award money, a letter of appreciation, etc. Thus, the success has become part of the transformational effect. This is the mission of the transformational leader. In contrast to the transactional leader who uses conditional reinforcement with his subordinates, the transformational leader inspires, intellectually stimulates and considers each subordinate.

### The Links between Leadership Style and Organizational Variables

Many studies have engaged in the links between leadership style and organizational variables which have implications on employee performance and efficiency. Today, the starting point of most studies is that transformational leadership of an organization has a more positive effect on the level of organizational performance than transactional leadership. An analysis was recently conducted to review the last 25 years of discussion on transformational leadership and performance. In addition, a positive correlation was found between transformational leadership and team and organization performance [ ]. Transformational leadership has been found to be more closely linked to leader efficiency and employee satisfaction than transactional leadership [ 35 ]. Other research has studied the influence of a transformational leadership style on the effectiveness and innovation of organizations and has found that a transformational leadership style has a more positive influence on organizational performance than does transactional leadership Lowe et al. There is a single positive correlation between transformational leadership and the concept of leaders as having integrity. The presence of integrity may improve organizational efficiency. Transformational leadership is found to be positively and significantly correlated with a constructive culture of an organization and adds a considerable percentage of variance in explaining the parameter of a constructive culture. In contrast, transactional leadership is found to be positively and significantly correlated with a defensive culture of an organization and adds considerable variance in the prediction of a defensive culture [ 38 ]. There have been many recent empirical studies examining the implications of transformational leadership on different organizational variables like individual perceptions of transformational leadership, etc. Desire of employees for empowerment is positively correlated with an improvement in implementation of transformational leadership [ 47 ]. In the link between transactional and transformational leadership styles and individual results i. Statistically, this result confirms that transformational leadership is an important predictor of procedural justice and trust in leaders [ 65 ]. Family businessmen with transformative leadership styles positively influence commitment among their employees, including their commitment to stay [ 45 ].

### School Leadership

The characteristics mentioned above for transactional and transformational leadership regarding organizations are also dominant in schools. School principals are considered to be the central educating figure constituting the leadership meant to lead the educational system into the 21st century, so it can cope with the challenges it faces, working within a system that has undergone many changes. Transformational leadership has shown to be appropriate to a complex and dynamic work environment with many intellectual challenges facing the educational manager and team [ 71 ]. Popper [ 98 ] define transactional leadership of school principles vs. To the teacher, interaction between administrators and teachers is usually episodic, short-lived and limited to the exchange transaction. Transformational leadership is more potent and complex and occurs when one or more teachers engage with others in such a way that administrators and teachers raise one another to higher levels of commitment and dedication, motivation and morality. Through the transforming process, the motives of the leader and follower merge. Transformational leadership provides school leadership with a normative approach that makes progress particularly in the process by which leaders can influence school achievements, and not only regarding results. Bass [ 9 ] claims that transformational leadership serves today as a convincing model for educational leaders. Davies [ 33 ] found that leaders are more effective when they are actively transforming, presenting and marking different cultural factors in school life; this is part of the creation of the meaning and experience of the school story. A clear conclusion from the findings and descriptions of many of the studies mentioned above is that transformational leadership may be more effective than transactional leadership in both organizations and educational institutions, when considering the leadership required in the 21st century. With

its turbulent environment characterized today by constant change, leaders find themselves filling central positions, and both large and small organizations are seeking a special leader who is not only considered to be a strategic leader but also a transformative leader, who, in this fast world, can assist in making organizations competitive [ 23 ]. Su-Tan study [ ] reveals that transformative leadership has been found to be the most appropriate leadership style for leading academic institutions. One of the conclusions in his article is that the heads of educational institutions must have more transformational and less transactional leadership style to be able to remain efficient in filling their leadership obligations [ ]. Therefore, it is reasonable to assume that a school will require its principal to act as a transformational educational leader in order to cope with the challenges of the dynamic, changing environment in which the school functions. In view of this dynamic, changing reality, the rising competition and technological changes that increase the need among organizations for leadership that can unite and rally forces to attain organizational objectives without need for use of any types of rewards, by awakening autonomic motivation, loyalty and commitment. More than a few studies have confirmed the positive influence of transformational leadership on school parameters. In addition, it is negatively linked with burnout, despite transactional leadership awakening controlled motivation among teachers and being positively linked with burnout [ 39 ]. A conclusion that can be drawn from the above is that organizational leaders in general and school principals in particular have the power to considerably influence processes and results, and, through them, to affect the overall behavior and performance of their followers. Leadership is a dynamic process of motivating people to perform tasks over time.

# DOWNLOAD PDF LEADERSHIP AND MANAGEMENT IN EDUCATIONAL INSTITUTIONS

## Chapter 3 : Institute for Management & Leadership in Education - MLE | HGSE

*The Institute for Management and Leadership in Education (MLE) is designed for experienced administrators who are responsible for thinking strategically about their institutions' change agendas. Program Details.*

Introduction To many, leaders are not born, but made. It is increasingly accepted, however, that in order to be a good leader, one must have the experience, knowledge, commitment, patience, and most importantly the skill to negotiate and work with others to achieve goals. Good leaders are thus made, not born. He stated that the basis of a good leadership is strong character and selfless devotion to an organization Jenkins, From the perspective of employees, leadership is comprised of everything a leader does that affects the achievement of objectives and the well-being of employees and the organization Abbasialiya, Leadership involves a type of responsibility aimed at achieving particular ends by applying the available resources human and material and ensuring a cohesive and coherent organization in the process Ololube, Northouse and Rowe described leadership as a process whereby an individual influences a group of individuals to achieve a common goal. This article contends that effective leadership is crucial to the proper operation and very survival of a non-profit organization. Leadership is arguably one of the most observed, yet least understood phenomena on earth Burns, in Abbasialiya, Over time, researchers have proposed many different styles of leadership as there is no particular style of leadership that can be considered universal. Despite the many diverse styles of leadership, a good or effective leader inspires, motivates, and directs activities to help achieve group or organizational goals. Conversely, an ineffective leader does not contribute to organizational progress and can, in fact, detract from organizational goal accomplishment. According to Naylor , effective leadership is a product of the heart and an effective leader must be visionary, passionate, creative, flexible, inspiring, innovative, courageous, imaginative, experimental, and initiates change see figure 1. Qualities of the leader and the manager This study was enthused by the premise that no nation grows further than the quality of its educational leaders and or educational managers. In this theoretical debate, the authors presented a moderately detail analysis of a theoretical research conducted on the need for African countries especially Nigeria to reform. This debate focus not simply on what educational leadership is, but the impact it has on school management, teachers and students and the part it plays in meeting the challenges facing education institutions. The overall purpose of this theoretical debate is to examine the wider context in which leadership is made on effectiveness and improved school management. Theories of Leadership There are as many different views of leadership as there are characteristic that distinguish leaders from non-leaders. In the more dominant theories of leadership, there exists the notion that, at least to some degree, leadership is a process that involves influence with a group of people toward the realization of goals Wolinski, Charry , noting that scholarly interest in leadership increased significantly during the early part of the twentieth century, identified eight major leadership theories. While the earlier of these focused on the qualities that distinguish leaders from followers, later theories looked at other variables including situational factors and skill levels. These theories often portray leaders as heroic, mythic and destined to rise to leadership when needed. The term great man was used because, at the time, leadership was thought of primarily as a male quality, especially military leadership See also, Ololube, Trait Theory Similar in some ways to great man theories, the trait theory assumes that people inherit certain qualities or traits make them better suited to leadership. Trait theories often identify particular personality or behavioural characteristics that are shared by leaders. Many have begun to ask of this theory, however, if particular traits are key features of leaders and leadership, how do we explain people who possess those qualities but are not leaders? Inconsistencies in the relationship between leadership traits and leadership effectiveness eventually led scholars to shift paradigms in search of new explanations for effective leadership. Contingency Theories Contingency theories of leadership focus on particular variables related to the environment that might determine which style of leadership is best suited for a particular work situation. According to this theory, no single leadership style is appropriate in all situations. Success depends

upon a number of variables, including leadership style, qualities of followers and situational features Charry, A contingency factor is thus any condition in any relevant environment to be considered when designing an organization or one of its elements Naylor, Situational Theory Situational theory proposes that leaders choose the best course of action based upon situational conditions or circumstances. Different styles of leadership may be more appropriate for different types of decision-making. For example, in a situation where the leader is expected to be the most knowledgeable and experienced member of a group, an authoritarian style of leadership might be most appropriate. In other instances where group members are skilled experts and expect to be treated as such, a democratic style may be more effective. Behavioural Theory Behavioural theories of leadership are based on the belief that great leaders are made, not born. This leadership theory focuses on the actions of leaders not on intellectual qualities or internal states. According to the behavioural theory, people can learn to become leaders through training and observation. Naylor notes that interest in the behaviour of leaders has been stimulated by a systematic comparison of autocratic and democratic leadership styles. It has been observed that groups under these types of leadership perform differently: Group members, however, tend to be unhappy with the leadership style and express hostility. Group members have more positive feelings, however, and no hostility. Most importantly, the efforts of group members continue even when the leader is absent. Participative Theory Participative leadership theories suggest that the ideal leadership style is one that takes the input of others into account. Participative leaders encourage participation and contributions from group members and help group members to feel relevant and committed to the decision-making process. A manager who uses participative leadership, rather than making all the decisions, seeks to involve other people, thus improving commitment and increasing collaboration, which leads to better quality decisions and a more successful business Lamb, These theories base leadership on a system of rewards and punishments Charry, When employees are successful, they are rewarded and when they fail, they are reprimanded or punished Charry, Managerial or transactional theory is often likened to the concept and practice of management and continues to be an extremely common component of many leadership models and organizational structures Lamb, Relationship theories are often compared to charismatic leadership theories in which leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are seen as best able to motivate followers Lamb, Relationship or transformational leaders motivate and inspire people by helping group members see the importance and higher good of the task. These leaders are focused on the performance of group members, but also on each person to fulfilling his or her potential. Leaders of this style often have high ethical and moral standards Charry, Skills theory by no means refuses to acknowledge the connection between inherited traits and the capacity to lead effectively, but argues that learned skills, a developed style, and acquired knowledge, are the real keys to leadership performance. A strong belief in skills theory often demands that considerable effort and resources be devoted to leadership training and development Wolinski, Principles of Leadership In addition to leadership theories, the principles of leadership are a commonly studied phenomenon. The United States Army has identified eleven basic principles of leadership and the means for implementing them: A leader must be able to communicate effectively. Leaders should spend most of their day engaged in communication. Older studies, in fact, noted that organizational leaders managers spent 70 to 90 per cent of their time each day on communication and related activities Barrett, [n. In order to know yourself, you have to understand what you are, what you know, and what you can do attributes. Seeking self-improvement means continually strengthening your attributes. Search for ways to guide your organization to new heights. When things go wrong, do not blame others. Be a good role model for your employees. Employees must not only be told what is expected of them, but see leaders embodying organizational qualities and ethics. By developing a team spirit, you will be able to employ the abilities of your entire organization towards organizational goals. To sustain educational leadership, leaders must develop sustainability on how they approach, commit to and protect teaching and learning in schools; how they sustain themselves and followers around them to promote and support teaching and learning; how they are able and encouraged to sustain their vision and avoid burning out; and how they consider the impact of their leadership in school

# DOWNLOAD PDF LEADERSHIP AND MANAGEMENT IN EDUCATIONAL INSTITUTIONS

management. To a large extent, it is not leaders who mismanage their schools; however, it is the systems in which they lead Mulford, Questionably, sustainable leadership certainly needs to become a commitment of all school leaders. Leadership Styles Leadership styles are the approaches used to motivate followers. Leadership styles should be selected and adapted to fit organizations, situations, groups, and individuals. It is thus useful to possess a thorough understanding of the different styles as such knowledge increases the tools available to lead effectively. Below are a number of leadership styles articulated in the Toolkit n. Autocratic Leadership Style Autocratic leadership is an extreme form of transactional leadership, where leaders have complete power over staff. Staff and team members have little opportunity to make suggestions, even if these are in the best interest of the team or organization. The benefit of autocratic leadership is that it is incredibly efficient. Decisions are made quickly, and the work to implement those decisions can begin immediately. In terms of disadvantages, most staff resent being dealt with in this way. Autocratic leadership is often best used in crises situation, when decisions must be made quickly and without dissent. Bureaucratic Leadership Style Bureaucratic leaders follow rules rigorously, and ensure that their staff also follow procedures precisely. This is an appropriate leadership style for work involving serious safety risks such as working with machinery, with toxic substances, or at dangerous heights or where large sums of money are involved. Bureaucratic leadership is also useful in organizations where employees do routine tasks Shaefer, The drawback of this type of leadership is that it is ineffective in teams and organizations that rely on flexibility, creativity, or innovation Santrock, Charismatic Leadership Style Charismatic leadership theory describes what to expect from both leaders and followers. Charismatic leadership is a leadership style that is identifiable but may be perceived with less tangibility than other leadership styles Bell, Often called a transformational leadership style, charismatic leaders inspire eagerness in their teams and are energetic in motivating employees to move forward. The ensuing excitement and commitment from teams is an enormous asset to productivity and goal achievement. The negative side of charismatic leadership is the amount of confidence placed in the leader rather than in employees. This can create the risk of a project or even in an entire organization collapsing if the leader leaves. They encourage creativity, and team members are often highly engaged in projects and decisions. There are many benefits of democratic leadership. Team members tend to have high job satisfaction and are productive because they are more involved. Team members feel a part of something larger and meaningful and so are motivated to by more than just a financial reward. The danger of democratic leadership is that it can falter in situations where speed or efficiency is essential. During a crisis, for instance, a team can waste valuable time gathering input. Another potential danger is team members without the knowledge or expertise to provide high quality input. Laissez-Faire Leadership Style Laissez-faire leadership may be the best or the worst of leadership styles Goodnight, Laissez-faire leaders abdicate responsibilities and avoid making decisions, they may give teams complete freedom to do their work and set their own deadlines.

## Chapter 4 : Leadership Styles and Value Systems of School Principals

*Educational leadership involves working with and guiding teachers toward improving educational processes in elementary, secondary and postsecondary institutions. Those in educational leadership roles tend to go above and beyond just management and administrative tasks, however.*

## Chapter 5 : Leadership and Management of Higher Education Institutions | Maastricht School of Management

*Academic institutions are increasingly undergoing a process of innovation and institutional reform. The LMHE program prepares you for your role as a leader in the change process. You will develop a broad set of leadership and governance skills in the areas of policy reform, institutional strategy.*