

## MANAGEMENT MODELS AND SCHOOL LEADERSHIP

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**Abstract:** *The researchers in the pre-university education system are highly interested in identification of a leadership model which should contribute to streamlining school organizations. The article introduces a synopsis of the six school management models (formal model, collegial model, political model, subjective model, ambiguity model and cultural model) and their relating leadership models (managerial, transformational, transactional, emotional, circumstantial and moral). The leadership models reflect the special characteristics of the management models. In school organizations, management relies on the power functions, whereas leadership is based on the conscious influence process and the interactions between the members. The dimension of leadership in schools includes vision, values and transformational aspects which focus on the human resource.*

**Keywords:** *management models, formal models, leadership models, transformational leadership.*

**Classification JEL:** *M12.*

### 1. Introduction

The approach of an innovative leadership style in the Romanian pre-university education imposes a brief iteration of the complementarity between management and leadership.

The school management is the field which aims at the manner in which schools are managed. This field derives from well-known disciplines: management general, sociology and political sciences.

School management is defined as „an executive function meant to implement the policies approved” (Bolam, 1999, p.194)

The definition of management mentions leadership as one of the five functions of management (Vagu and Steg roiu, 2006).

The tendency towards the concept of management in a decentralized system has determined an increasingly higher esteem of the managerial skills possessed by leaders in the domain of education.

What makes the leadership of an educational institution difficult is the complexity of the variables involved: pupils, teachers, school programs, educational technologies, school partnerships.

The leadership style is „the concrete mode of playing a role, i.e. the actual translation of the leader-status-related requirements on a behavioural level”, which means that the attitudinal-motivational aspect and the behavioral aspect are reunited in the leadership style that is interpreted situationally (Zlate, 2004).

“Management involves a series of activities oriented towards effective and efficient use of organizational resources in order to meet organizational objectives” (Sapre, 2002).

To give a functional definition of school leadership three dimensions have been identified: influence, values and vision (Bush, 2015, p.18).

### 2. Management and Educational Leadership Models

In essence, leadership and management are often considered practical activities. Establishing the vision, articulating the goals, allocating the resources and evaluating the efficacy, they all involve action.

Globalization has also attracted many other important elements such as analytical thinking, appreciation of cultural diversity, formation and development of the technological competences, partnerships and sharing the knowledge and abilities of a leader. An essential quality of a leader in the Romanian school system is the vision, the image of the future which boosts and energizes the involvement and the participation of the entire work team

The main theories are classified into six main models: formal, collegial, political, subjective, ambiguous and cultural.

The formal models presume organizations to be hierarchic systems within which framework the managers use rational methods to meet goals set. School institutions are oriented towards objectives established by leading teams. The managers have an authority legitimated by the formal position they hold within the institution. Their power is exerted provided that they secure these positions.

The formal models are made up of:

The structural models which express the manners in which people interrelate to meet the goals set for the school institution. Five organizational levels have been identified: central, local, institutional, chairs/boards, individual.

The systemic models emphasize the unity and the coherence of the institution. The teaching staff and the pupils may have the feeling that they belong to such a place.

The bureaucratic models suggest a division of work; each teacher is specialized in a certain domain.

The rational model emphasizes the decision-making process.

The hierarchic model refers to responsibilities of the leaders in relation to local authorities.

In the formal models, leadership is attributed to the person on top of a complex power pyramid. Managerial leaders focus therefore on their attributes and tasks, on the management of the successful activities already in place, and exclude the vision of a better future for the school institution (Bush, 2015). The formal leader establishes the goals and formulates the policies of the school organization.

The collegial models imply that organizations determine their policies and make their decisions following a discussion process which leads to a consensus. Power is shared among some or all members of the organization (Bush, 2015). These models have the following major features: they are normative (the Administrative Boards are granted credit), the teachers have the authority of expertise. They are entitled to participate to the decision-making process and the decisions are made by consensus. The organization members have a common set of educational values and objectives. The authority of expertise prevails over the official authority.

The leadership styles (transformational leadership, participative leadership and distributed leadership) influence and are influenced by the decision-making process and the decisions taken.

The political models characterize the decision-making process as being a negotiation and understanding process. The stakeholders from leading coalitions pursue particular objectives. These models focus on the group activities of some chairs and boards and not on the school as a whole. The individuals pursue a variety of interests: personal and professional. The professional interests focus on a certain curriculum, a certain method to group pupils, a certain method to teach. The personal interests focus on issues such as status, promotions and work conditions (Ribbins et al., 1981).

The leaders have their own interests and values that they pursue and promote as appropriate; these leaders exert influence and control over the procedures of the committees who make decisions. The model closest to micropolitics is the transactional

leadership. To develop acceptable results in terms of policies leaders are both active participants to the negotiation process which characterizes the decision-making process and mediators of groups (Bush, 2015).

The subjective models concern the persons in the school institution. Each person has a subjective perception of the school institution. These models include phenomenological and interactionist approaches and do not explain the similarities between different schools.

Emotional leadership refers to the individual motivation and interpretation of events; emotions are socially built within school organizations.

The ambiguity models concern the uncertainty and unpredictability at the school level. The principle of such theories is that, in their attempt to prioritize, schools are forced to cope with various issues. The ambiguity models have been inspired by educational contexts. The participation in decision-making is a fluid process. The members fail to make sufficient use of their rights related to the decision-making process.

In relation to these models the concept of leadership has undergone alterations: there is an ambiguity of the goal, an ambiguity of power, an ambiguity of experience and an ambiguity of success.

Cultural models rely on values and norms of the people in the school institution; these models do not manifest themselves by formal structure but by symbols, which become shared traditions. Most of the scholarly literature on the social component of education focuses on the school's organizational culture. The main features of the organizational culture in the pre-university education system are norms and values shared by the organizational members, use of conceptual or behavioral symbols, logistics or school uniforms (Bush, 2015).

The leaders' responsibility is to generate culture, to communicate values at both school and community level. The leadership model closest to the organizational culture is the moral leadership, focused on ethics and the convictions of the leaders themselves.

Major characteristics of the six models are significantly different (Table no. 1):

**Table no. 1. Characteristics of management models by leadership style and model**

Management Elements	Model					
	Formal	Collegial	Political	Subjective	Ambiguity	Cultural
Leadership Style	The manager sets the goals and initiates the policies	The manager tries to promote consensus	The manager is both participant and mediator	Problematic	Tactical or not involved	Symbolical
Leadership Model Related	Managerial	Transformational	Transactional	Emotional	Circumstantial	Moral

Source: Bush, 2015, p.222.

The relevance of these six school management models varies depending on the organizational context.

The applicability of models varies depending on event, situation and participants.

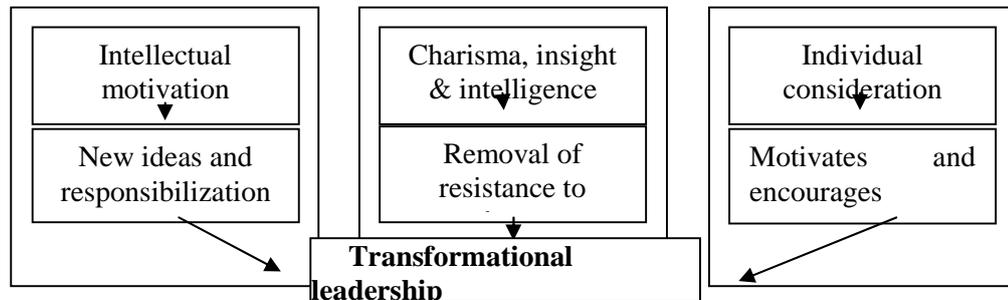
The validity of the models depends on the following considerations: size of the institution, structure of the organization, nature of the leadership process, availability of the resources and external environment (Bush, 2015, p.228).

### 3. Transformational Leadership

The theory of transformational leadership states that leaders need to use a behaviour which is more complex than the initiation of the characteristic structure and consideration. Based on the observations of several leaders, conclusion has been made that these two dimensions cannot justify the whole array of behaviours attributed to many leaders. Transformational leadership also claims that most leaders focus on the exchange and the transaction between the leader and his or her supporters. A new conception of leadership was necessary, a leadership to inspire supporters and to enable them to trigger substantial changes.

„Transformational leadership is a style of leadership where the leader is responsible for identification of the change needed, creation of a vision, guidance of such change through inspiration and implementation of the change in line with the group members committed” (Sergiovanni, 1984).

Transformational leadership comprises the following elements – charisma, intelligence and inspiration, intellectual motivation and individual consideration. They all give the leader the possibility to operate the necessary changes within the organization (Figure no. 1):



**Figure no. 1. Factors of transformational leadership**

Transformational leaders motivate people, stimulate their awareness on how important their work results are, teach them to consider the welfare of the whole organization as a team. They cultivate the adhesion and the commitment of subordinates to completion of the organizational projects. They tend to increase the level of expectations for the people they lead and to promote radical changes in individuals, groups and organizations (Vagu and Steg roiu, 2006).

In addition to the leader being a model of energy, intelligence and motivation, he or she will also play the role of facilitator, since, by his or her specific skills and behaviours, he or she will facilitate both the group harmony and the progress towards the goals desired (Conger, 1991).

„A good leader perceives the presence of what is new, discovers means of overcoming obstacles, is flexible and confident, is open to a permanently perfectible effort. Animated by the idea of success, he or she is aware of the specifics of the education environment and intervenes in changing rigid mentalities which are so present in the school environment” (Johnson and Craig, 2009).

Yet, transformational leadership also has some disadvantages: leaders can manipulate their supporters on an emotional level; they may dangerously surround themselves with opportunists whereas some transformational leaders are known for their autocratic leadership style.

#### 4. Conclusions

Educational leadership is essential in fulfilment of a diversified array of objectives established for the educational environment.

Leaders and managers need to be tactful, skilled and flexible in supporting the institution they lead, as they are the ones who have to improve the educational standards.

Managerial leadership is an essential component of successful schools. However the managerialism devoid of values is inappropriate.

The collegial models imply that all members should agree on objectives set, that teaching staff should have a common vision on the goals of the institution.

In the political models, the groups form an alliance which demands that policies should reflect certain interests. These models are anchored in the language of power and manipulation and neglect other standard aspects of the school institution.

The subjective models offer very few guidelines for the managerial activity. These models are linked to the emergent, yet vaguely defined notion of postmodern leadership and the subdomain of emotional leadership.

The importance given to the predictability of school institutions is a significant response to the idea that problems can be solved by means of a rational process. Within the ambiguity models, leaders choose therefore the best solutions out of an array of alternatives. Everything relates to their ability to anticipate the consequences of certain actions.

The cultural model provides the framework inside which school leaders should carry out their activity and offers a dimension which is inexistent in the subjective perspective. By adopting this model, the managers will have in their attempt to innovate the support of a considerable number of members within the organization.

The models presented offer different perspectives on pre-university education. Each and every of the models offers pertinent observations, yet not a complete image.

There is no unique perspective that could depict a general framework of the educational institutions.

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