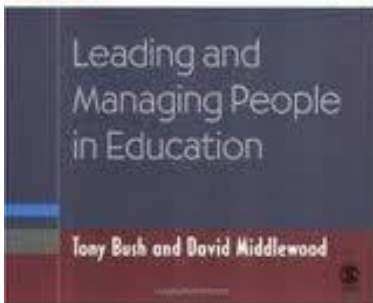## Executive Book Summary
LEADING AND MANAGING PEOPLE IN EDUCATION

Book Description

This book deals with the essential task of leading and managing staff in educational organizations. The authors cover the overall approach to leading and managing staff in education organization, including common topics which are essential to those who lead and manage, at all levels in the organization. The book is organized into three main sections:

◆ The significance of people management
◆ Creating the conditions for effective people management
◆ Managing key processes

CONTENTS

"Education provides a unique leadership and management challenge because it is geared to the development of human potential. Schools and colleges should be 'people centered' because children and young people are at the heart of their 'business'" **(Preface).**

Part I Leading and Managing People: Setting the Scene

"Cuban (1998) provides one of the clearest distinctions between leadership and management. He links leadership with change while management is seen as a maintenance activity" (p.4).

Chapter1. The Context for Leadership and Management in Education.

This chapter reviews the definition of leadership and management. The authors point out that leadership and management are two different concepts. It examines the concepts of decentralization and self-management. The authors suggest that globalization have a strong influence on the educational leadership and management and the impact are different among countries. The vision of tansformational leadership has been explored and followed by conclusion of discussion of development of future leaders.

Chapter2. Leading and Managing People for Performance

This chapter examines the concept of performance in education and noted that people-oriented as an alternative to a performance-led approach. It suggests staff motivation and professional development as two key aspects of this approach by discussing transformational leadership. It concludes that the best way to improve performance is caring and developing, including mentoring and coaching as well as empowerment.

"Professional development provides a 'win-win' situation for school leaders as it meets the individual's needs for career development while contributing to school improvement and encouraging staff retention" (p.27).

Chapter3. The Importance of Support Staff in Schools and Colleges

The focus of this chapter is the importance of support staff in education. It examines who support staff are and issues in the leadership and management of support staff through their roles, training and development, career structure and development, valuing their contributions and working relationship. It also investigates some significant aspects relating to support staff's effectiveness: awareness and implementation of general entitlement, recognition of issue and need for a holistic view.

Who are support staff?

1. Those who carry out clerical, administrative, and reception tasks – normally in office.

2. Those who prepare, develop and maintain resources of various kinds – e.g. technicians, librarians, reprographic assistants.

3. Those who maintain the premises – caretakers, cleaners, etc.

4. Those who are responsible for the pupils during periods between formal lessons – normally lunchtime or midday supervisors.

5. Those who assist the teachers by relieving them of various administrative, physical and routine tasks.

6. Those who work directly with pupils in conjunction with the teachers, in developing their learning. This will include those who support pupils with learning difficulties and also pupils with behavioral problems, since this essentially a learning issue also.

7. Those with a management responsibilities for the finance and business administration, such as bursars or business manager (p.33)

Part II Key Concepts Underpinning Educational Leadership

Chapter4. Organizational cultures

This chapter examines the concept of organizational culture and its relationship with educational leadership and management. It defines culture and social culture and distinguished concept of social culture and organizational culture. It explains the central features and limitations of organizational culture. It suggests the significance of understanding the relationship between culture and leadership.

Major features of organizational culture:

1. It focuses on the values and beliefs of members of organizations.

2. Organizational culture emphasizes the development of shared norms and meanings.

3. Culture is typically expressed through rituals and ceremonies which are used to support and celebrate beliefs and norm,

4. Organizational culture assumes the existence of heroes and heroines who embody the values and beliefs of organization.

Limitations of organizational culture:

1. The notion of 'organizational culture' may simply be the imposition of the leaders' values on other members of the organization.

2. The portrayal of culture may be unduly mechanistic, assuming that leaders can determine the culture of organization.

3. Symbols may misrepresent the reality of the school or college.

Chapter5. Organizational Structures and Roles

This chapter investigates the nature and purpose of organizational structure by exploring the relationship between structure and hierarchy and assessing the determinants of structure. It considers structure as an important aspect of the theory of educational leadership and management. It examines the several of treatment of structure in different organization theory, including bureaucracy, collegiality, micro politics, subjective models, ambiguity and culture. It also examines the relationship between structure and management theory. It links structure to role and concludes that it is important to interpret structure flexibly.

Structure and organizational theory

Bureaucracy
Bureaucracy regards organizational structure as "pictorial representations of democracy" (p.66).

Collegiality
"In this model, structures are flattened and communication tends to be lateral rather than vertical, reflecting the view that all teachers should be involved in decision-making and 'own' the outcome of discussion" (p.66).

Micropolitics
"'Organizational structure(s)…are often best understood as products and reflections of a struggle for political control…organizational structure is frequently used as a political instrument'" (p.67).

Subjective models
"Subjective models regard organizational structure as an outcome of the interaction of participants rather than a fixed entity" (p.68).

Ambiguity

"Ambiguity models regard organizational structure as problematic" (p.68).

Culture
"Structure may be regarded as the physical manifestation of the culture of the organization" (p.69).

Chapter6. Staff motivation and job satisfaction

This chapter deals with the relation between staff motivation and job satisfaction. Factors influencing motivation and job satisfaction are analyzed and limitations to the leader's influence are discussed. Stressing the importance of leaders' impact on motivation at institutional level, motivational strategies are suggested. It concludes that motivate others should begin with motivate leaders themselves.
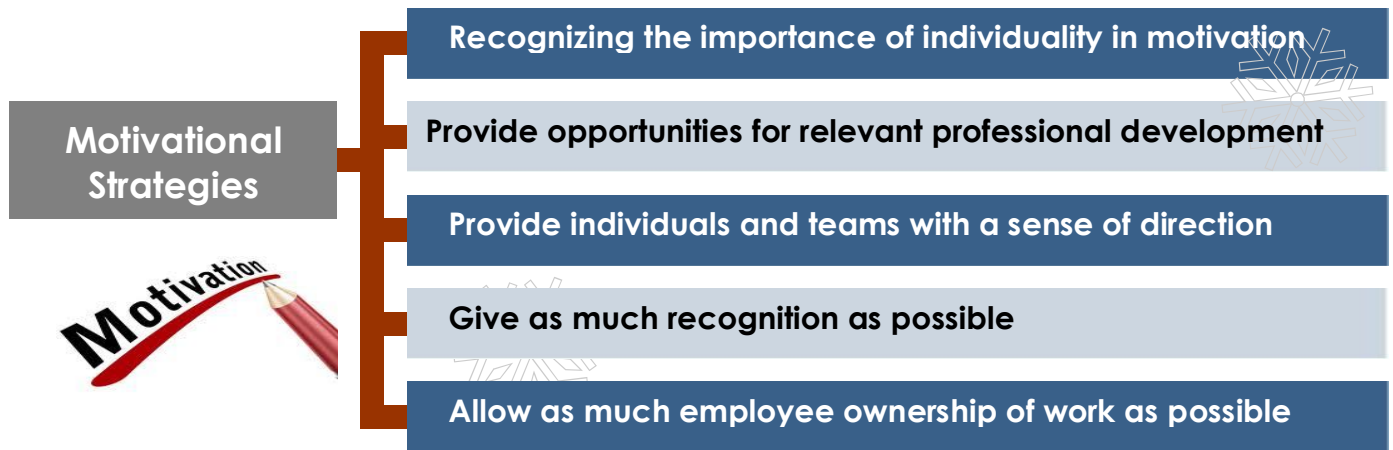
Factors influencing motivation and job satisfaction:
◆ **Individual factors**
◆ **Social factors**
◆ **Organization factors**
◆ **Culture factors**

Three motivation Theories:
● **Needs theories**
● **Goal theories**
● **Equity theories**

Motivational Strategies

- Recognizing the importance of individuality in motivation
- Provide opportunities for relevant professional development
- Provide individuals and teams with a sense of direction
- Give as much recognition as possible
- Allow as much employee ownership of work as possible

Chapter7. Leading and managing for equal opportunity

The chapter focuses on the importance of ensuring equal opportunities for people in leading and managing a school or college. It begins with description of definitions and theoretical perspectives on equal opportunities. Then the importance of equal opportunities in educational organizations is introduced. Implications of equal opportunities for leadership and management are discussed with some ways of building it. It concludes by suggesting equal opportunity as the first step to effective leadership and management.

Implications of building equal opportunities into leadership and management

- Recruitment and selection
- Induction and continuing professional support
- Performance management and appraisal
- Managing staff learning and development

"Equality of opportunity may need to be viewed as 'a central organizational goal, requiring management skill – planning, resource allocation (costing), time scales for delivery, monitoring and performance indicators etc., for its achievement'" (p.103).

Chapter8. Leading and managing through team

This chapter introduces the rationale for teams and examined the composition of leadership and management teams. It also discusses team work development and learning. Advantages and disadvantages of teamwork are analyzed in this chapter.

"Team outperform individuals acting alone or in larger groupings, especially when performance requires multiple skills, judgments, and experiences" (p.109).

Twelve Benefits for teamwork

- *agreeing aims*
- *clarifying roles*
- *sharing expertise and skills*
- *maximizing use of resources*
- *motivating, supporting and encouraging members of the team*
- *improving relationship within the staff group*
- *encouraging decision-making*
- *increasing participation*
- *realizing individual potential*
- *improving communication*
- *increasing knowledge and understanding*
- *reducing stress and anxiety*

Four disadvantages of team collaboration

1. *Work intensification*
2. *Loss of autonomy*
3. *Interpersonal conflict*
4. *Factionalism*

Part III Leading and Managing Key Process

Chapter9. Staff recruitment and selection

This chapter addresses some major aspects of staff recruitment and selection in education, including factors affecting recruitment and selection, effective recruitment and selection management. It notes how effectively the recruitment and selection processes are monitored and discussed the solutions to difficult contexts.

"**Recruitment is the** process by which people are encouraged to apply for employment at the school or college" (p.126)

"**Selection is the** process through which the best person for the particular post is chosen and offered employment" (p.126).

Factors affecting recruitment:

- External authority
- Labor market
- Legislation
- Local conditions

Key questions to ask for effective recruitment:

- Whether it needs to be filled or whether the work can be reorganized, relocated or redistributed.
- The nature of the job to be filled and the kind of person wanted
- Whether someone should be recruited from inside the school or outside.
- Whether the incentive (e.g. pay, promotion, support in post) are appropriate for the kind of person sought.

Factors affecting selection:

- The quality of applicants
- Quality of selectors
- Fallibility of selectors

Key issues to consider for effective selection

- Personnel: who will be involved – and the extend and nature of that involvement?
- Criteria: against which standards will candidates be assessed?
- Weighting: what should be the relative importance of the criteria?
- Instruments: how will the candidates' performance be assessed?
- Matching: making a decision on which person is best suited to the post.

Chapter10. Induction and Retention

This chapter examines two important issues for school and college leader: induction and retention. It explains the importance of induction, looking at notion of induction and how effective induction can be achieved, then committed to retention. The importance of retention, including retention strategies at a national level, during periods of shortage and temporary and part-time staff are described. It suggests induction is a continuous process and retention is the key issue for leaders and managers in education.

"If a person is given a poor start in a school or college, there may be a very good chance that he or she will not stay very long" (p.141).
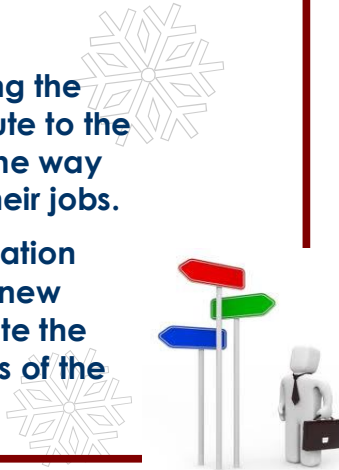

"An effective school or college is most likely to have a staff which has a 'balanced mix' of younger and newer employees, those who have significant professional experience and those who are mature people in the later years of their career"(p.148).

Induction

Main purposes of induction:

- Socialization – enabling the new employee to become part of the organization.

- Achieving competent performance – enabling the new person to contribute to the organization through the way he or she carries out their jobs.

- Understanding organization culture – enabling the new colleague to appreciate the core values and beliefs of the institution.

What is involved in effective induction?

- Arranging preparatory visits to the school or college prior to starting.

- Giving information about the organization

- Offering guidance and support over personal (e.g. accommodation) issues related to taking up the new appointment.

- (In larger institution) arranging off-site programmes for all new employees together.

- Allocating a specific person as mentor to support the new employee during induction.

Retention

"Retention means keeping teachers within the profession or in a particular school" (p.150).

Four key career stages for teachers:

1. Developing the ability to teach and manage classrooms.

2. Developing classroom confidence and flexibility.

3. Developing greater subject leadership and responsibility.

4. Developing management skills across the institution.

What are strategies for retention?

- Offering high-quality professional development.

- Developing an attractive culture.

Chapter11. Mentoring and coaching

The chapter defines mentoring and coaching and distinguished between these two concepts. It indicates mentoring and coaching is the most valuable means of promoting leadership development. Mentoring practices in different countries (Hong Kong, Singapore, England and Wales, and the USA) are discussed. The chapter assesses the benefits and limitations of mentoring and concluded by addressing a model of mentoring.

Mentoring is

"an ongoing process wherein individuals in an organization provide support and guidance to others so that it is possible for them to become effective contributors to the goals of the organization" (p.158).

Ten Features of successful mentoring:

1. **Confidentiality between partners**
2. **A positive and supportive mentor**
3. **Mutual trust**
4. **The mentor acting as a 'sounding-board'**
5. **Compatible personalities**
6. **A mentor who is experienced**
7. **An open and frank relationship between mentor and mentee**
8. **Availability of time for mentoring**
9. **Mutual respect**
10. **A structured mentoring process**

Mentoring has more to do with career and life development and cannot be successfully entered into between a learner and their manager or assessor.
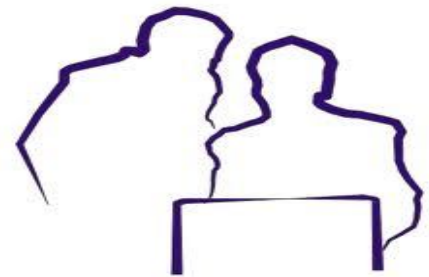
Whereas

Coaching is considered to be about enabling the individual to improve their performance in their chosen field and is commonly used in the sports and skills development arena (p.159).

Coaching is

"a mutual conversation between manager and employee that follows a predictable process and leads to superior performance, commitment to sustained improvement, and positive relationship" (p.159).

Chapter12. Performance appraisal and review

The focus of this chapter is performance management. It begins by exploring the purpose of performance management and the important context for performance. Specific performance management schemes are discussed. It also addresses the problem associated with assessing performance of educational staff, including the difficulties of measuring outcomes and issue of reward. Several principles for effective performance management are proposed. It concludes that performance management should be seen as the center of an organization.

Key Principles for effective performance

| Develop an ethos of trust | This trust and openness involves equity of treatment across all employees of school or college, including leaders and managers. | Be aware of the changing nature of roles within the school or college e.g. of teachers and support staffs. | Develop the use of 360 degree feedback. | Apply team appraisal. |

Chapter13. Staff and organizational learning

This chapter stresses the importance of focus on learning in schools and colleges. Features of a learning school or college are described and some important factors influencing staff learning are discussed. This chapter then examines the link between staff learning and the learning organization and the role of leaders and managers in developing schools or colleges are explored.

Main Features of a Learning School or College

- Focus their energies and activities on learning
- Regard the needs of the learner as central
- Establish and develop an ethos and ethic of enquiry
- Recognize that learning exists in many forms and comes from many sources, including external networks and stakeholders
- Acknowledge that learning is a lifelong process and that the organization's role is in making a contribution to this process
- Are in a continuous transformational state

The Role of Leaders and Managers

- Be role models as learners
- Support all employees as learners
- Encourage the sharing of learning
- Build on emphasis on learning into all management processes
- Develop a culture of enquiry and reflection
- Assess the effectiveness of staff learning

"Any organization where the staff are neglected as adult learners, will reduce its potential to be effective for those who attend it" (p192.).

Concluding Book Review

Managing people is key aspect of leadership and management in any field, but especially so in education. Focusing on schools or colleges, this book provides an overview of essential topics in educational settings, for example, leading and managing people and teams, the importance of support staff, organizational cultures, structure and roles, staff motivation and job satisfaction, equal opportunity, recruitment and selection, induction and retention, mentoring and coaching, performance appraisal and review. In identifying these key issues, it offers clear guidance for those keen to improve leadership and management in education. For those involving or interested in educational leadership and management, this book is useful for practice and theory.

About the Authors

Tony Bush is Profess or Educational Leadership at the University of Lincoln, United Kingdom and previously held similar posts at the universities of Leicester and Reading. He has also been a visiting professor in China, New Zealand and South Africa. He has written or edited 29 books, including the third edition of *Theories of Educational Leadership and Management* (Sage 2003). His current and recent research includes directing the evaluation of the National College for School Leadership's (NCSL's) 'New Visions: Induction to Headship' pilot programme and the Working Together for Success programme'. He also directed the CfBT funded evaluation of education management development and governor training in the Gauteng province of South Africa. He is the editor of the leading international journal, *Educational Management, Administration and Leadership* (EMAL).

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Reference

Bush, T. (2005.). In Middlewood D. (Ed.), Leading and managing people