

Leadership

- Management has its start point in the organisation. It is taken to involve the conduct and evolutionary development of an institution and its staff by means of rational decisions and performance monitoring underpinned by information systems, policies, procedures and plans.
- Leadership has a start point in the people within the organisation. It is concerned with getting their willing cooperation and contribution towards organisational goals and with meeting their needs as individuals.

- Just as 'managers' exist at all levels of the organisation so, too, can leaders be found at all levels. The latter do not necessarily depend on a formal role position.
- Both activities, leading and managing, are required. The balance between each activity varies both from time to time and also from the position of an individual within an organisation.

Both activities, leading and managing, are required. The balance between each activity varies both from time to time and also from the position of an individual within an organisation. 2 Leadership issues: raising achievement

- Whether one activity subsumes the other or whether management and leadership exist as poles of activity along a continuum does not have any bearing on the argument presented.

- Incorporation and the essential need to run an efficient and effective organisation have made it inevitable that there has been an emphasis on the top levels of colleges and upon the managerial activities of senior management. Leadership has always been required at that level. Our interest lies in improving the impact of leadership activity at lower levels in colleges.

- These lower levels are those at which course organisation and delivery by a group of staff is the key activity. If leadership is to have a more direct impact on student achievement than is the case with the mediated leadership activity of senior post-holders, then this lower level may be the one level to examine in more detail.

Leadership in further education

- clarification of what we mean by leadership, particularly within an educational context

- an outline of a number of models of, or approaches to, leadership

- a description of the key behaviours which are associated with effective leadership

- leadership roles within organisations

- how leadership impacts on student outcomes

Features of leadership

- leadership is a process of influencing
 - leadership can be exercised by people in organisations who do not possess formal authority
 - leadership implies followers
 - leadership involves the achievement of goals or objectives

What does leadership look like?

Instructional leadership

It focuses on the development of behaviours that directly influence teachers in their relationships with students and, in particular, the planning and delivery of teaching and learning.

Transformational leadership

Idealised influence – the ability of the leader to gain the trust, respect and support of those being led. This might otherwise be termed charisma which brings it close to the traits concept of leadership.

- Inspirational motivation – the ability to inspire and focus the attention of individuals on the achievement of shared goals, often using imagery and symbols.
- Intellectual stimulation – a culture of challenge and questioning where individuals are constantly encouraged to reassess both ways of working and the values of the organisation including those of the leader.
- Individualised consideration – the support that is available to individuals to allow them to develop in order to meet new challenges and goals.

Moral leadership

Moral leadership is based on the assumption that educational and other organisations operate within a framework of absolute values.

The leader's role is to:

- influence the adoption of a clear set of organisational values
- manage conflict over the interpretation of basic values
- commit others to the values that leaders themselves believe to be good.

Participative leadership

Participative leadership In common with moral leadership, participative leadership emphasises consultation and the importance of the decision-making processes of the group. Unlike moral leadership, however, participation and consultation are usually based on more pragmatic decisionmaking needs rather than on any ideas of 'moral rightness' or 'what ought to be'. The need to establish a sense of ownership of decisions usually underpins use of the model.

Participative leadership can be seen as leading to:

- better quality decisions
- greater consensus and acceptance
- better understanding of the decision by those responsible for implementing it
- the development of decision-making skills throughout the organisation
- enhanced motivation and job satisfaction for staff involved in decision-making
- resolution of conflict and the development of the team. However, participative leadership often results in conflicts associated with:
 - the need for consensus and at the same time the need for strong and authoritative leadership
 - the need to consult and involve while at the same time making decisions which are timely and efficient in terms of the resources used
 - the need to reconcile accountability for the implementation of externally derived policy with the values and systems orientation of staff within a school or college

Managerial leadership

This model of leadership is strongly evidenced in further education.

The model is sometimes referred to as transactional or functional and is widely associated with writer John Adair.

Teams and teamworking are important in the model, and the leader's primary responsibility is to balance the needs of the team, the task on which the team is engaged, and the individual needs of team members.

The leadership role is strongly associated with the team leader rather than any of the other team members and there is therefore an emphasis on leader training and skills development.

Contingent leadership

Closely related to the managerial leadership model is contingent or situational leadership. Leadership is viewed as situationally focused – in other words variations in the contexts for decision-making require different leadership responses. Leaders therefore need to master a range of leadership practices including the development of different leadership styles that can be adopted in varied settings. Organisational learning The concept of the learning organisation developed during the late 1980s and early 1990s. It is often associated with the work of Peter Senge. Senge's view was that just as individuals have the capacity to continually learn, so too do organisations. This new type of organisation requires a new type of leadership – one in which the purpose of leadership is to build organisational capacity for learning. The leader has three important roles to perform:

- As designer, the leader's role is to design the organisational learning process so that people are able to solve problems and achieve personal mastery. This requires new leadership behaviours including coaching, mentoring and helping others to learn.
- As steward, the leader has a responsibility not only for developing a personal vision for the organisation but ensuring that the vision reflects the common aspirations of others working in it.

- As teacher, the leader's role is not just about coaching and supporting individuals but more importantly about developing 'systemic understanding' – the ability to see how the various parts of the organisation fit together and inter-relate, and how learning can be transferred from one section or from one situation to another (Senge 1990).

LEADERSHIP IN CHANGE MANAGEMENT

A NEW MODEL OF LEADERSHIP

It has been argued that the traditional style of management is inappropriate for today's organisation. A more flexible, responsive leader displaying high trust, participative management styles is needed to replace the autocratic, individualised, competitive leader who was found to be effective in the past (Smith & Hutchinson 1995, 93)

THE MANAGERS

Future TAFE managers need the 'soft' or 'people' skills that have been described by many management theorists (Feuer 1988; Randell 1993; Smith & Hutchinson 1995) according to the participants in this study. Words used by participants to describe these managers included integrity, honesty, sincerity, humbleness, courage, openness, trust, empowering, supporting, developing, empathetic, flexible, team centred, adaptable, encouraging, approachable, fair and ethical.

From management to leadership

The shift from management to leadership has been brought about by the fundamental requirement for people to cope with the management of change. John Kotter (1990) suggested that management is about planning, organising and controlling, whereas leadership is about setting direction, aligning people – and motivating and inspiring them. It is fundamentally about people.

THE MANAGER	THE LEADER
Administers Is a copy Maintains Focuses on systems Relies on control Short-range view Asks how and when Eye on the bottom line Imitates Accepts the status quo Obeys orders without question Does things right Is trained Managers operate within the culture.	Innovates Is an original Develops Focuses on people Inspires trust Long- range view Asks what and why Eye on the horizon Originates Challenges the status quo Obeys when appropriate but thinks Does the right things Learns Leaders create the culture.

The leadership competencies

- First, leaders need to set the direction for the organisation, which incorporates a vision of the future.
- Second, effective leaders are influential examples and role models because they are aware that people are more influenced by what they see than by what they are told.
- Third, they are effective communicators, both in communicating the vision, and also inspiring their people in such a way that it causes an emotional effect.
- Fourth, provided that the leader is convincing, followers will want to be part of the operation and work towards the common goal themselves. This process is one of alignment.
- Fifth, effective leaders bring out the best in people. This involves a holistic approach which embraces motivation, empowerment, coaching and encouragement.
- Sixth, leaders need to be proactive in a situation of continual change. In effect, they become change agents.
- The seventh attribute is the ability to make decisions in times of crisis and for the ambiguous.

These seven competencies, which are discussed in detail in *The business of leadership* (Hooper and Potter 1997), are the skills required to lead effectively at all levels, in the appropriate style, in order to add value to an organisation. In addition, these competencies enable leaders to make significant improvement to the performance of their organisations.

Effective communications

Part of the process of creating understanding is effective communications. It is particularly difficult when managing change, because leaders are often struggling to clarify their own thinking as well as trying to communicate a clear message. Unless there is clarity of thought, there is a danger that leaders will give a mixed message, which can lead to confusion. The important first step is to have a clear strategy right from the outset. Once the general way forward is clear, it is essential that the senior management team maintain open communications with every individual in that group.