

**Athens Institute for Education and Research
ATINER**



**ATINER's Conference Paper Series
EDU2015-1563**

**Practical Guide to Effective
Leadership for School Managers**

**Christina Tsiolakki
PhD Student
Frederick University
Cyprus**

An Introduction to
ATINER's Conference Paper Series

ATINER started to publish this conference papers series in 2012. It includes only the papers submitted for publication after they were presented at one of the conferences organized by our Institute every year. This paper has been peer reviewed by at least two academic members of ATINER.

Dr. Gregory T. Papanikos
President
Athens Institute for Education and Research

This paper should be cited as follows:

Tsiolakki, C. (2015). "Practical Guide to Effective Leadership for School Managers", Athens: ATINER'S Conference Paper Series, No: EDU2015-1563.

Athens Institute for Education and Research
8 Valaoritou Street, Kolonaki, 10671 Athens, Greece
Tel: + 30 210 3634210 Fax: + 30 210 3634209 Email: info@atiner.gr URL:
www.atiner.gr

URL Conference Papers Series: www.atiner.gr/papers.htm

Printed in Athens, Greece by the Athens Institute for Education and Research. All rights reserved. Reproduction is allowed for non-commercial purposes if the source is fully acknowledged.

ISSN: 2241-2891

24/08/2015

Practical Guide to Effective Leadership for School Managers

Christina Tsiolakki
PhD Student
Frederick University
Cyprus

Abstract

School leadership aims to set direction and goals, plan the progress and organize the available resources in order to achieve educational goals and monitor the process. As school effectiveness is based on managerial decisions and actions, leadership-related challenges are commonly associated with the non-application of specific skills. This research outlines the importance of some key strategies in order to improve education leadership. Beyond the theoretical framework of school management and administration, practical guidelines are described, which are applicable according to each leadership style and organization's model. Hence, this study presents effective leadership-based skills, which aim to address the most common challenges facing daily the educational leadership, such as prioritizing, managing time, decision-making, strategic planning, problem solving, managing conflict, working with difficult people, monitoring and delegating, managing stress, managing staff, applying quality control and conducting effective meetings. Based on the above, some valuable guidelines are shared, on how effective leadership might be attainable.

Keywords: education leadership, leadership-based skills, practical guidelines, effective leadership

Introduction

Each school is different, so are its culture, its structure and its goals (Gold and Evans 1998). Despite these differences, all school organizations have the same purpose - to manage learning (James and Connolly 2000 and Gold and Evans 1998). However, in order to fulfill educational goals, the resources (human, material and financial) of a school must always function effectively (Everard et al. 2012). In order to achieve such an outcome, the leader has the crucial role to lead school to success (Jones 2004).

Today, rapid change is an undeniable phenomenon and educational systems make a constant effort to cope with it and its demands (Hofman and Hofman 2011 and Msila 2011). School management aims to set direction and goals, plan the progress and organize the available resources in order to achieve these goals and monitor the process. These actions have as an ultimate aim, to improve school organization (Everard et al. 2012). Therefore, school effectiveness is based on managerial decisions and actions (Hofman and Hofman 2011 and Jones 2004). Moreover, as Reese (2004 p.19) states “planning and preparing for succession from the first day of a leader’s appointment” is necessary, in order to achieve an effective leadership.

Based on the above, some valuable guidelines are presented below, on how effective leadership might be attainable.

Management Styles

Management styles vary as there are different ways of managing (Gold and Evans 1998). However there are two main concerns which guide the manager’s behavior. These are (Everard et al. 2012):

1. “task” orientation (concern for results)
2. “people”orientation (concern for relationships)

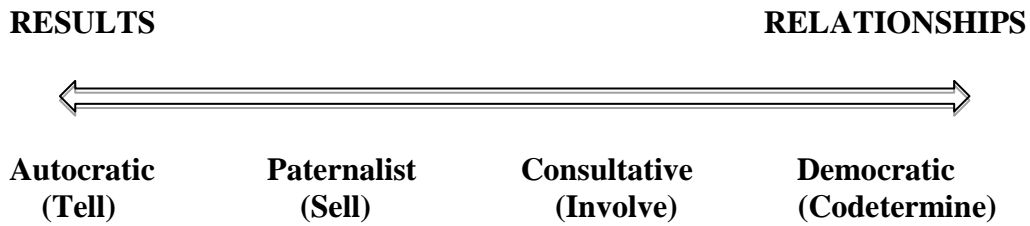
Management Style Models

Based on the above, a number of management styles have been developed, two of which appear below:

Tannenbaum and Schmidt’s Management Style Model

The first model was developed by Tannenbaum and Schmidt in 1958 (Everard et al. 2012 and Gold and Evans 1998). According to this model, the more a person was concern for relationships the less was his/her concern for the organization’s results. Tannenbaum and Schmidt presented four management styles along to the continuum (Everard et al. 2012 and Gold and Evans 1998):

Figure 1. A Management Style Model Based on Tannenbaum and Schmidt (1958) (adapted from Everard et al. 2012)

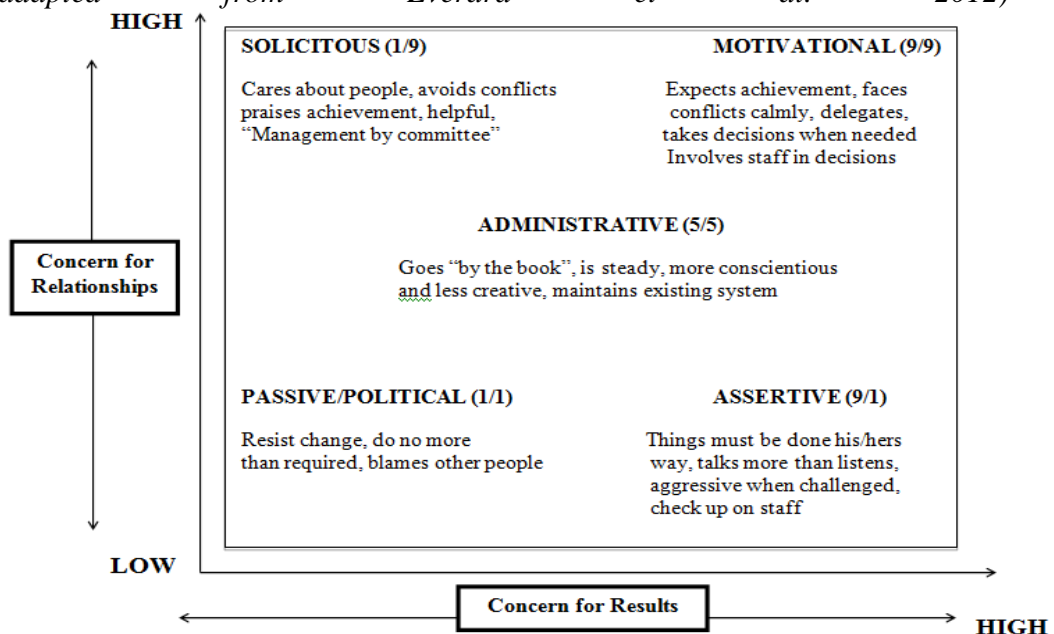


- Autocratic; concern for results
- Paternalist; concern for persuading people to do what is necessary
- Consultative; concern for good relationships
- Democratic; concern about having good relationships with the people he/she managed

Blake and Mouton’s Management Style Model

The second management style model was introduced by Blake and Mouton in 1964 and later modified in 1994. According to this model, results and relationships did not have to be opposite to each other, as good managers could be concerned for tasks and people equally (Everard et al. 2012 and Bernardin and Alvares 1978). This approach gave to their model a more multi-dimensional role (Gold and Evans 1998). According to this model, the management styles, as well as their characteristics, are presented below (Everard et al. 2012 and Gold and Evans 1998):

Figure 2. A Management Style Model Based On Blake and Mouton (1994) (adapted from Everard et al. 2012)



However, even though a manager may present a dominant management style, it is important to note that each manager has also a back-up approach which is applied on particular occasions (Everard et al. 2012). Moreover, a manager who shows “situational sensitivity” and “style flexibility” (Reddin 1971 cited in Everard et al. 2012) is more likely to behave accordingly in various situations and with different people by applying different management styles or a combination of them.

Important Distinctions between Leadership and Management

The differences between leadership and management are shown in the following table (Everard et al. 2012 and Jones 2004).

Table 1. *Differences between Leading and Managing (adapted from Everard et al. 2012 p.23)*

LEADING is concerned with...	MANAGING is concerned with...
<ul style="list-style-type: none"> ➤ Vision ➤ Strategic issues ➤ Transformation ➤ Ends ➤ People ➤ Doing the right thing 	<ul style="list-style-type: none"> ➤ Implementation ➤ Operational issues ➤ Transaction ➤ Means ➤ Systems ➤ Doing things right

Table 2. *Differences between Leadership and Management (based on Law and Glover 2002 cited in Everard et al. 2012) (adapted from Everard et al. 2012 p.21)*

LEADERSHIP	MANAGEMENT
<ul style="list-style-type: none"> ➤ “Building and maintaining an organizational culture” (Schein 1885) ➤ “Path-finding” (Hodgson 1987) ➤ “Doing the right things” (Bennis and Nanus 1985) ➤ “The leader develops...inspires trust” (Bennis 1989) ➤ “Focused on the creation of a vision about a desired future state” (Bryman 1986) ➤ Leaders have empathy with other people and give attention to what events and actions mean” (Zaleznik 1977) ➤ “Establishing a mission...giving a sense of direction” (Louis and Miles 1992) ➤ “Learning from the organization” (Hodgson 1987) 	<ul style="list-style-type: none"> ➤ “Building and maintaining an organizational structure” (Scheing 1885) ➤ “Path-following” (Hodgson 1987) ➤ “Doing things right” (Bennis and Nanus 1985) ➤ “The manager maintains...relies on control” (Bennis 1989) ➤ “A preoccupation with the here-and-now of goal attainment” (Bryman 1986) ➤ “Managers maintain a low level of emotional involvement” (Zaleznik 1977) ➤ “Designing and carrying out plans, getting things done, working effectively with people” (Louis and Miles 1992) ➤ “Being taught by the organization” (Hodgson 1987)

Considering the above differences, two categories of leadership arises (Everard et al. 2013, Locke 2008 and Eppard 2004):

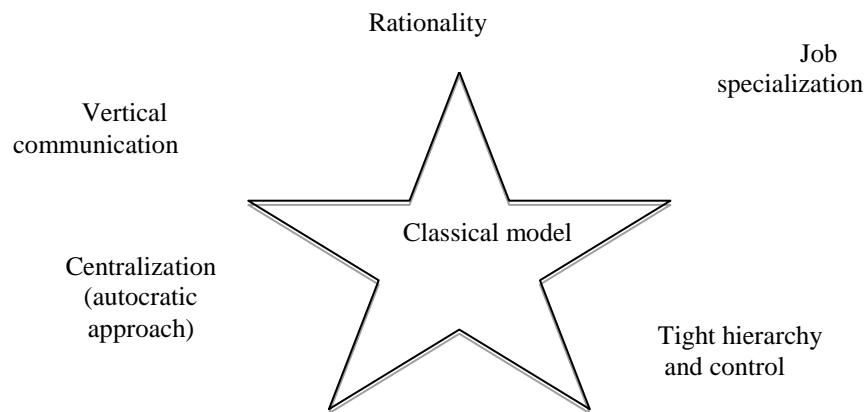
1. Transactional leadership → is usually applied by manager based on their formal position in the organization. They mainly follow bureaucratic procedures (e.g. organizing, planning, budgeting and monitoring)
2. Transformational leadership → is usually applied by leaders based on their personal skills, have their own vision for the organization, establish specific goals and objectives and affect individual's emotions as they work collaboratively.

Models of Organizations

According to Everard et al. (2012 p.149), a model of an organization is “the way in which managers conceptualize organizations and influences the way they manage them”. Each manager should have the ability to apply the most appropriate one according to each particular situation. Therefore, a map of different models appears to be more helpful and useful rather than only one model (Baker et al. 1997). This map will present the characteristics of each model and each one's appropriateness in particular situations. Five models of organizations and their principal characteristics are presented below (Everard et al. 2012):

The Classical Model

Figure 3. *The Classical Model (Adapted from Everard Et Al. 2012)*



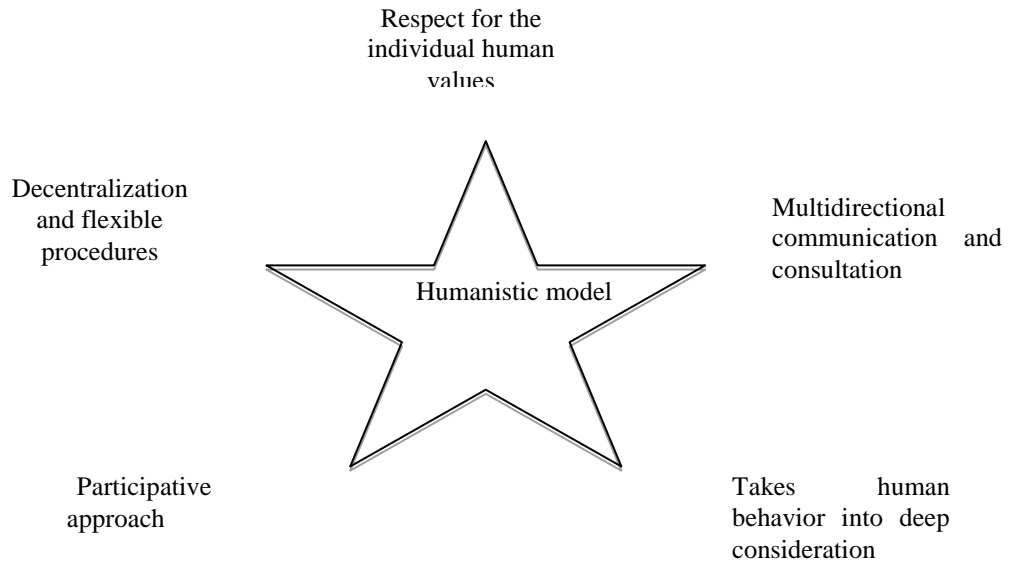
Link between Model and Managerial Issues

This model is useful when applying various management skills such as managing quality control and problem-solving procedures. Rationality is a useful characteristic when solving various organizational problems as emotions

may lead to irrational responses. The tight hierarchy may be efficient when having to maintain a disciplinary structure since threats can be identified and be handled effectively.

The Humanistic Model

Figure 4. *The Humanistic Model (adapted from Everard et. al 2012)*

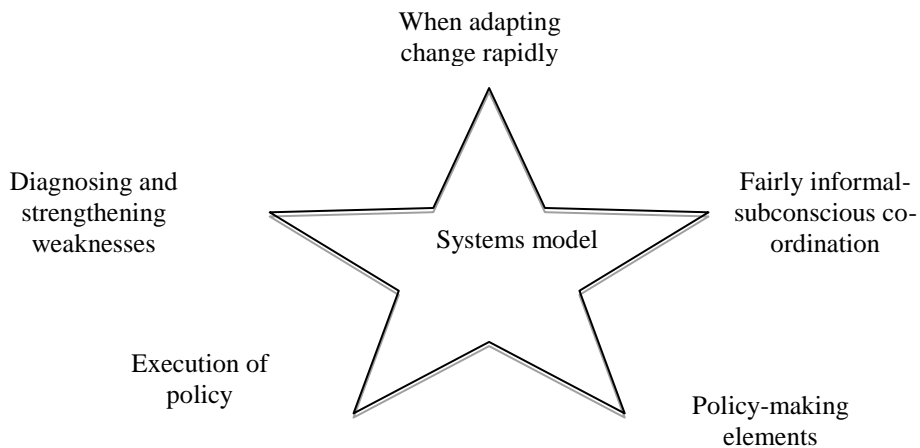


Link between Model and Managerial Issues

This model is applied when managing staff, difficult people and external relations as it is human-centered and therefore, interpersonal relationships are highly prioritized. Human behavior, colleagues’ participation, flexibility and communication are important characteristics in such a model. Only through healthy relationships, positive outcomes are attainable in personal professional development and teaching and learning procedure.

The Systems Model

Figure 5. *The Systems Model (adapted from Everard et al. 2012)*

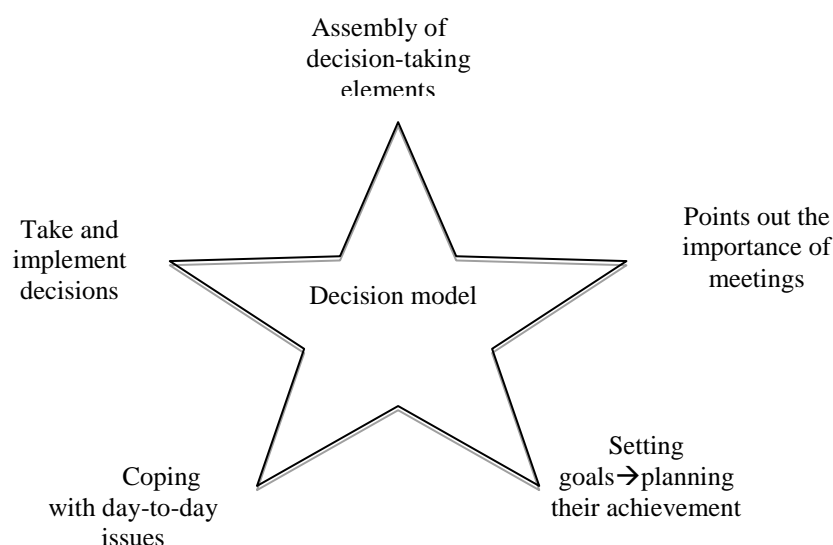


Link between Model and Managerial Issues

The above model is usually useful when a manager is dealing with managing time, dealing with documents and managing resources. By diagnosing any weaknesses of the organization, following a specific policy and applying a subconscious co-ordination among the elements of an organization, time management, documentation and resources management may stop being challenging for the school management.

The Decision Model

Figure 6. *The Decision Model (adapted from Everard et al.2012)*

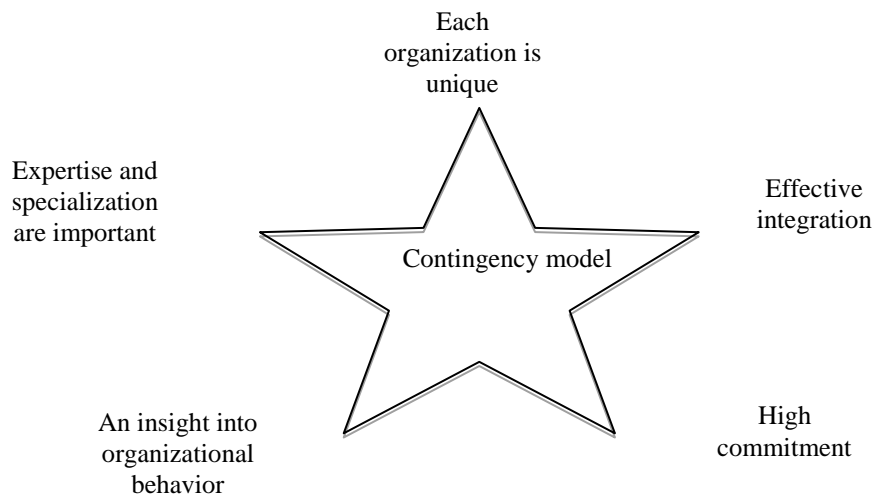


Link between Model and Managerial Issues

The decision model is successfully applicable in school organizations when managers are dealing with planning and decision-making procedures as the goals are set, daily matters are taken into consideration and meetings and conferences are promoted in the school culture and organization. Therefore, this model’s characteristics are highly important and necessary when following these specific procedures.

The Contingency Model

Figure 7. *The Contingency Model (adapted from Everard et al. 2012)*



Link between Model and Managerial Issues

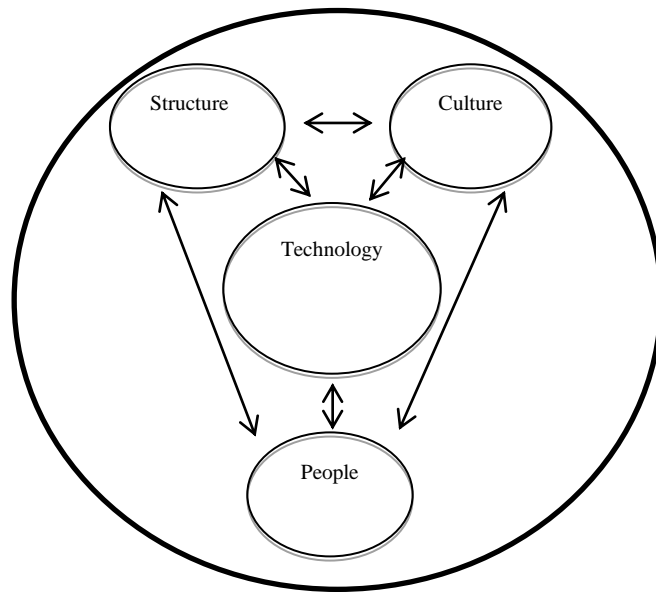
The contingency model is useful in school organizations when self-evaluations are conducted and for management of change as the main goal is to increase expertise and specialization. According to this model, through the relationships in the organization, mutual trust, respect and effective integration is achievable. All these characteristics, including high levels of commitment, are the main aspects when self-evaluation is conducted.

Elements of Organizations

Schools are organizations which consist of four elements (Everard et al. 2012):

- Technology; such as buildings and equipment
- Structure; such as hierarchy roles, departments and procedures
- People; such as pupils, teachers and non-teaching staff
- Culture; such as personal relationships and habits

Figure 8. *Elements of Organizations (adapted from Everard and Morris' scheme 2012)*



All the above elements interact. Therefore, they are equally important as one affects or, in some cases, creates the other. In order for one element to work efficiently, the other three must also function satisfactorily (Everard et al. 2012). If a model is chosen by a school manager, these are the basic elements that must be taken into consideration so the model will be applied with success.

Key Factors of Effective Schools

According to Mortimore and MacBeath (2003) (cited in Everard et al. 2012 p.161) these are the hallmarks of effective schools:

1. Leading with professionalism
2. Having a vision and setting organizational goals
3. An efficient learning culture
4. Focus on teaching and learning process
5. Setting high expectations
6. Appraisal through positive reinforcement
7. Monitoring organizational progress
8. Respecting students' rights and acknowledging their responsibilities
9. Establishing the teaching purpose
10. Developing school into a learning organization
11. Efficient collaboration between home and school

Guidelines for Effective Leadership

Guidelines may help managers to develop specific skills which will contribute to improving teaching and learning process. They may be applied in a school as planning systems, strategies and activities. However, only with willing participation and commitment will these guidelines be efficient and effective for the school (Jones 2004, Gold and Evans 1998).

Management Skills

Management skills help individuals to improve themselves and understand others better (Jones 2004). Therefore, the most important skills are dealing with self-management; by being a good manager to you, you may be a good manager to others and eventually help them with their personal skills development. The key managerial considerations are presented as following (Gold and Evans 1998 p.36):

- Prioritizing
- Managing time
- Decision-making
- Strategic planning and Problem-solving
- Managing conflict
- Working with difficult people
- Motivating
- Delegating
- Managing stress

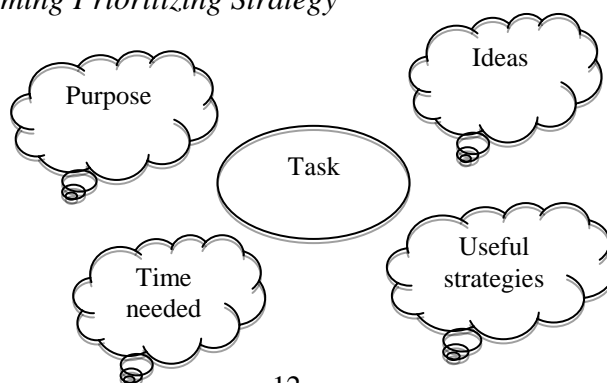
Prioritizing

Prioritizing is the separation of important tasks from those which can be kept in waiting (Jones 2004). There are a number of useful strategies which will help a school manager to prioritize his/her tasks (Jones 2004 and Gold and Evans 1998):

A. Brainstorming

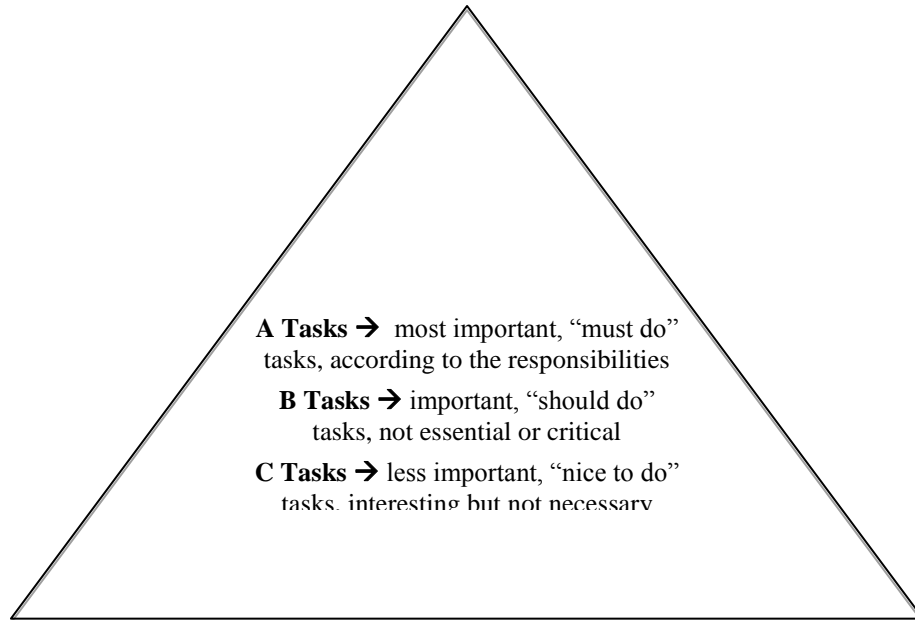
This is a useful strategy for having a view of all the factors of a task, linking them all together and prioritizing them in a logical order (Gold and Evans 1998).

Figure 9. *Brainstorming Prioritizing Strategy*



B. ABC Analysis

Figure 10. *ABC Analysis for prioritizing tasks (adapted from Jones 2004)*



Managing Time

A successful time management may provide the manager with a better view of all tasks that need to be done, of more opportunities that require creativity, more efficient stress management and more leisure time (Jones 2004). In order to achieve time management Gold and Evans (1998) suggest:

- Always planning ahead in order to be meet deadlines on time
- Always save time for thinking plans (weekly, monthly) without any interruptions
- At the end of every week, evaluate the quantity of time spent on tasks and the quality of tasks
- Meetings and conferences should happen only when necessary
- Make an daily action list (things that must be done); always set realistic daily target that can be met
- Learn to say “no” and deal with the time thieves

Table 3. *Dealing with Time Thieves (adapted from Jones 2004)*

TIME THIEVES AND POSSIBLE SOLUTIONS
Poor meetings → look for alternatives (e-mails, memos), always start and finish on time, Chair firmly, always keep a record of minutes
Interruptions → filter your telephone call, spot the differences between chat and information, say “I only have five minutes because...” or “Before we finish...”
Lack of objectives, priorities and planning → use a planner (daily diary, weekly or monthly schedule), list and prioritize all activities
Indecision and procrastination → set a deadline for each tasks and stick to it, develop a personal reward system, doing these tasks first thing in the day, breaking activities into smaller pieces
Crisis management → these action must be put and handled in order and with a method, more effective management of future crisis by reviewing the past ones (looking for patters), plan before you act, ignore minor problems
Inability to say “no” → saying “no” is not offensive, use alternative responses such as: “I am glad to handle that for you. But not until I finish what I am doing” or “I cannot deal with this now, but I will have a look at it when I finish this”.
Lack of self-discipline and involved in too many things → sharpen up your time schedule, prefer completing less tasks better, develop a team for cooperating with them on different obligations
Visitors → prefer to visit a colleague’s at his work area if brief meeting is needed, excuse yourself when task is completed
Mail → someone else sorts your mail correspondence, separated mails into “information only” and “action”

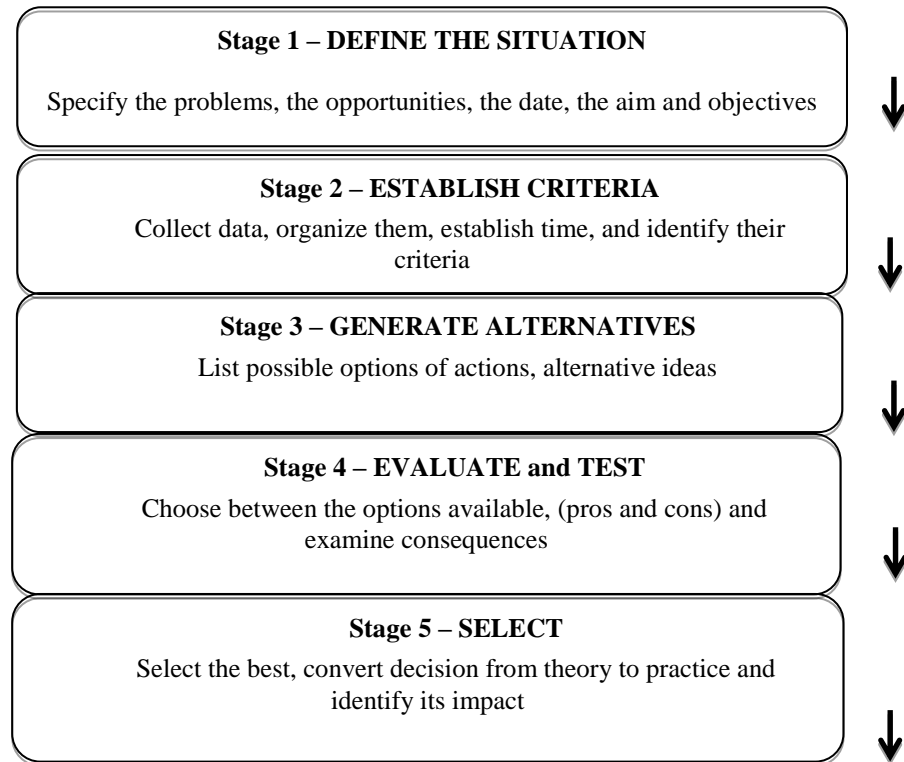
Decision-making

There are different types of decisions, such as (Jones 2004):

- Routine → they occurred several times over time
- Emergency → there is no time to rehearse
- Strategic → they are the most important and need realistic planning
- Operational → they are day-to-day and require skilled handling

Some decisions must be taken only by the manager, but some require a team decision-taking (Everard et al. 2012 and Gold and Evans 1998). The outcome of decision-making is the change of a current situation (Everard et al. 2012, James and Connolly 2000). A useful model in order to achieve an efficient decision-making that will provide successful results is developed by Everard, Morris and Wilson in 1985 (Everard et al. 2012, Jones 2004 and Gold and Evans 1998):

Figure 11. *Five Steps to Successful Decision-Taking (adapted from Everard et al. 2012, Jones 2004 and Gold and Evans 1998)*



Strategic Planning and Problem-Solving

According to Fidler (1996 p.1 cited in Gold and Evans 1998 p. 39), strategic planning is “a plan which integrates all the actions of a school”. Every action in a school, is more efficient when is carefully planned. It is a way of finding possible solutions for problems. Therefore, it functions not only as problem-solving for existing problems but also as a way for planning solutions for future challenging situations. Through strategic planning, energy and time are saved by not doing unnecessary activities. There are two methods that can help a manager with strategic planning and to develop problem-solving strategies (Jones 2004 and Gold and Evans 1998):

Table 4. *The Diagnostic Window (adapted from Gold and Evans 1998)*

OPEN TO CHANGE	
Working well	Not working well
Working well and open to change	Not working well and open to change
Working well and not open to change	Not working well and not open to change
Working well	Not working well
NOT OPEN TO CHANGE	

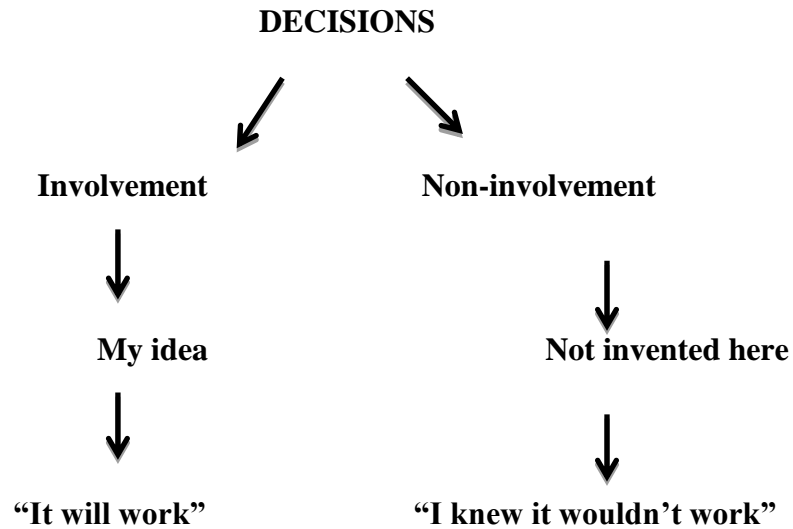
- The **SWOT** (Strengths Weaknesses Opportunities Threats) **Analysis** is useful when deciding possible strategies to deal with the problematic area. The main goal is to turn weaknesses into strengths and threats into opportunities.

Table 5. *SWOT Analysis (adapted from Jones 2004 and Gold and Evans 1998)*

STRENGTHS →Your own point of view →Others' point of view →Be realistic	WEAKNESSES →Consider these weaknesses from an internal basis →Consider these weaknesses from an external basis
OPPORTUNITIES →Look if your strengths can open these opportunities →Look if your weaknesses can be reduced in order to be able to open these opportunities	THREATS →Identify any internal factors that may threaten your strategic plan →Identify any external factors (local or national) that may threaten your strategic plan

An important factor in decision-taking, strategic planning and problem-solving is the involvement of the people who are going to be affected from these processes. If they do not have an active contribution, then they may present a passive or a negative attitude towards these procedures (Everard et al. 2012).

Figure 12. *The Choices between Involvement and Non-Involvement* (Everard et al. 2012 p.54)



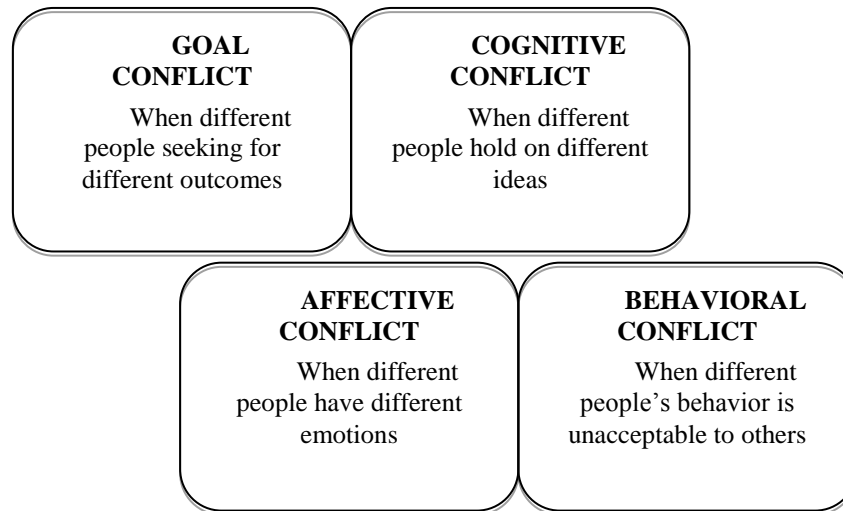
Managing Conflict

There are various definitions of what conflict is such as:

- “An expressed struggle” (Willmot and Hocker 2011 p. 41 cited in Shetach 2009 p.83)
- “Confronting interests” or “incompatible activities” (Deutch 1973 and Rahim 1992 cited in Shetach 2009 p.83)
- “An honest difference of opinion...an avoidable but also a valuable part of life” (Everard et al. p.99)

Handling conflicts effectively is crucial for a successful management (Darling and Walker 2001). Conflicts may be constructive and creative (Gold and Evans 1998) as more ideas for actions are presented. On the contrary, where there is no conflict, low interest and poor thinking exist (Everard et al 2012). Therefore, a conflict can be productive when is effectively managed (Jones 2004). Conflict forms vary:

Figure 13. *The Forms of Conflict (Jones 2004)*



In emergency situations during which action must be taken immediately to handle a conflict, you should (Jones 2004):

- Keep eye contact
- Follow the individual's body language
- Speaking at same pace, tone and volume
- Synchronizing your breathing
- Use the same language

In general, a list of “dos” and “don'ts” for handling conflicts is presented below according to Everard et al. (2012 p. 107) and Jones (2004 p.117):

Table 6. *“Dos” and Don'ts” When Dealing with a Conflict*

When dealing with ongoing conflicts, DO...	
↓	
1. Establish ground rules for dealing with conflict as soon as possible	8. Attack the problem not the person
2. Bring conflict out at the earliest “safe” time	9. Allow other side to let off steam
3. Remain impartial	10. Speak about yourself not about them
4. Encourage ownership of outcomes by the team	11. Synchronize with where other people are coming from and their values
5. Resolve conflict to the satisfaction of both parties	12. Focus on interests not positions
6. Communication between the parties that the conflict occurred	13. Contain yourself without violating on other people
7. Use of a systematic method of problem-solving	14. Talk <i>with</i> the other party, not <i>about</i> the other party

When dealing with ongoing conflicts, DON'T...



Hope that conflict won't occur	4. Personalize conflict
Emphasize negative aspects of conflict	5. Allow conflict to fester
Avoid conflict ("it is the best to bite the bullet and deal with it")	6. Add to the emotional side of conflict situations or trivialize the other person's anger or strong emotions

Working with Difficult People

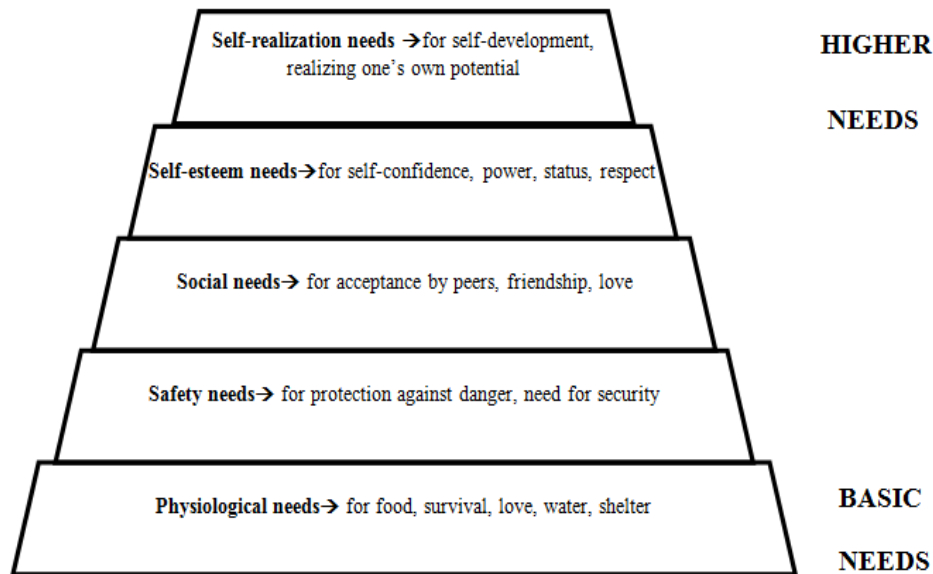
Difficult people should not always be considered as those who present anger and negativity, but as those who present low motivation and passive attitude, too (Gold and Evans 1998). Such individuals should be included in a group of three people; they will have to listen carefully to each other, respect each other and support each other as team goals must be met. Some useful guidelines are presented as following (Gold and Evans 1998):

- Constructive feedback always encourages people to give the best of themselves
- "Put yourself into his shoes" just enough to comprehend why this difficulty has occurred
- Work objectively- uncomfortable feelings against difficult people will only make work more complicated
- Separate the person from the problem
- Focus on the present difficulty- do not revert to any previous misunderstandings
- Take time-do not react immediately
- Plan your actions carefully; actions should be proactive and not reactive

Motivating

As Everard et al. (2012 p. 25) state, "motivation can be identified as getting the best out of people" and the manager should promote all staff into being truly motivated (Gold and Evans 1998). The key factor, in order to motivate working members, is to satisfy their needs. According to this point of view, a theory of motivation was developed by Maslow in 1943 (Everard et al. 2012, Jones 2004 and Gold and Evans 1998). Maslow (1943) (cited in Gold and Evans 1998 p.45) supported that "hierarchy of needs, which sets human need at different levels within a hierarchy, through which we rise only when each level of need has been satisfied".

Figure 14. *Maslow's Hierarchy of Needs (Jones 2004 p. 44)*



However, in order to fulfill the above needs, the manager promotes their key ingredient, motivation, by following the guidelines below (Mestry and Hlongwane 2009, Jones 2004 and Gold and Evans 1998):

- Make people feel valuable by...
 - spending time supporting them
 - being fair
 - listening more than talking
 - monitoring their work
 - showing genuine interest for their effort
 - promoting cooperation
- Promote personal development through...
 - communication
 - setting realistic standards
 - consultation
 - coaching
- Recognize people's achievements by...
 - appreciating their effort
 - giving positive feedbacks
 - rewarding good performance
- Provide challenge through...
 - setting aims and objectives
 - delegating tasks

→encouraging creativity by being open to new ideas (implementation-involvement)

Delegating

Delegation is a process during which obligations are passed on to colleagues in a form of task (Jones 2004). Through delegation, there are organizational benefits (e.g. saving money, promotion of team work, saving time), managerial benefits (e.g. reduces stress, more qualified employees, saves time) and employees benefits (e.g. developing extra skills, increase of self-esteem and confidence, ability to show their skills). However, for variety of reasons, some managers hesitate to delegate (Jones 2004 p.73 and Muir 1995):

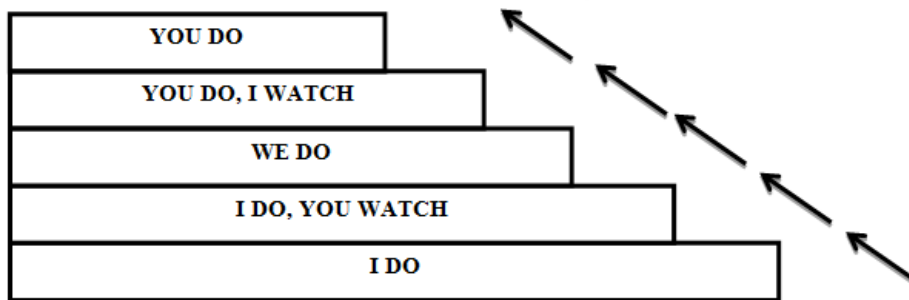
- “What if something goes wrong”
→You should avoid delegating work to people if you think that the task may go wrong rather to succeed.
- “I will be quicker doing it myself”
→Through delegation you provide your staff with the opportunity of gaining more skills
- “I have always looked after this myself”
→If you do not delegate any of your current tasks, then you do not provide yourself with more free time to deal with new, growing and developing tasks
- “My team members are overworked as it is”
→You should support your team in making their time arrangements in a way that they will save time for higher-level tasks
- “I feel insecure about asking established team members to take on my tasks”
→Consider delegation as a self-teaching and learning activity. The more you delegate the more you keen you become.

Below are some guidelines, on how delegation can be successful (Jones 2004 and Gold and Evans 1998):

- **Analyze you time** → routine tasks could be delegated
- **Break down your tasks**→ after the completion of ABC Analysis, delegate B tasks and C tasks
- **Prioritize your tasks**→ group tasks and responsibilities in order to save time
- **Estimate time for completion**→ set realistic plans and monitor them
- **Group related tasks**→ group tasks can be more efficient as this group is consisted by several individual with unique strengths
- **Make you choice**→ it is a subjective choice and that is why trusting these people and giving them flexibility and a portion of autonomy, is necessary

The following scheme is a strategic method of delegation:

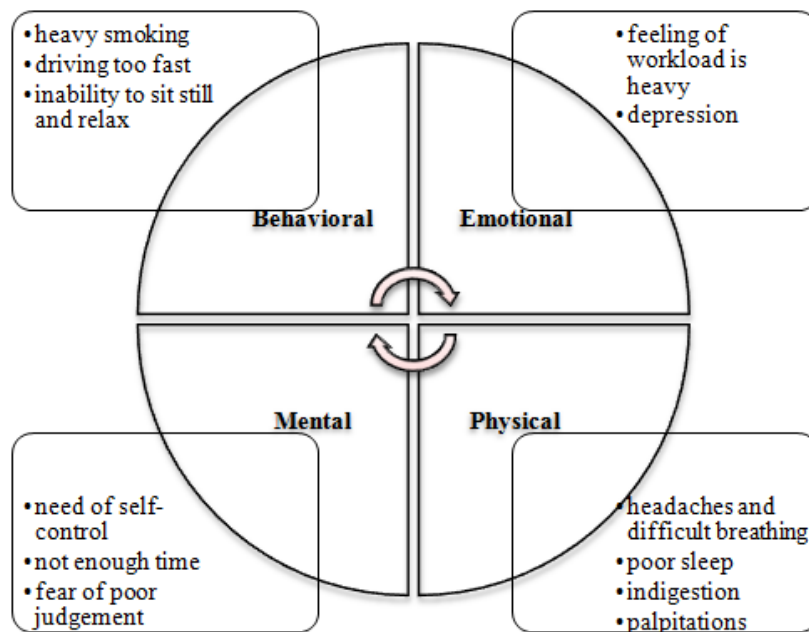
Figure 15. *The Five Steps to Effective Delegation*



Managing Stress

“Reactions” to stress vary (Everard et al, 2012 and Gold and Evans 1998 p.49):

Figure 16. *“Reactions” to Stress (Everard et al. 2012 and Dunham 1992 cited in Gold and Evans 1998 p.49)*



Guidelines of managing your stress or others’ are presented below:

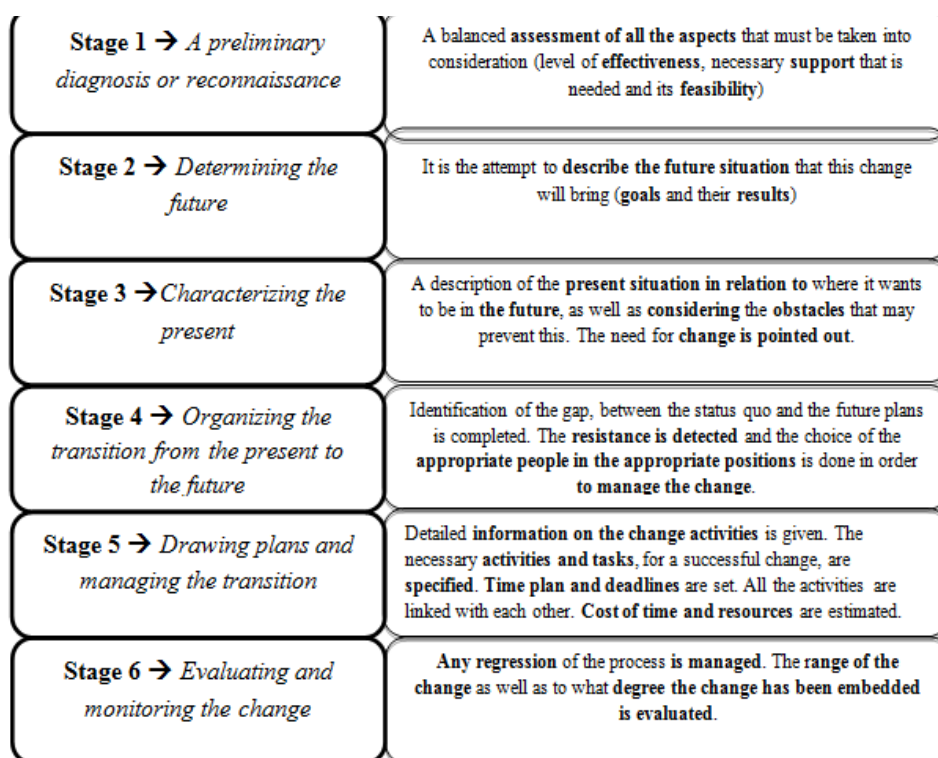
- A better time management
- “Brain-dump” stressful thoughts before going to bed
- Deep breathing and relaxation exercises

- “Keep your door open” to people to share their concerns with you
- Listen to them carefully and help them if you can
- Arrange a meeting to review progress
- Ensure confidentiality of the discussion
- Show sympathetic understanding

Managing Change

If we consider that to learn is to change, then schools are the main organizations in which the change process is being facilitated (James and Connolly 2000). Therefore, useful strategies must be applied in order to make successful change. An efficient systematic approach to change was introduced by Everard and Morris in 1985 (Everard et al.2012 and James and Connolly 2000). This model offers flexibility, as it can be applied partially if some steps are considered unnecessary. The six stages are presented below (Everard et al. 2012 and James and Connolly 2000):

Figure 17. *The Six Stages Model of Change (Everard et al. 2012, James and Connolly 2000)*

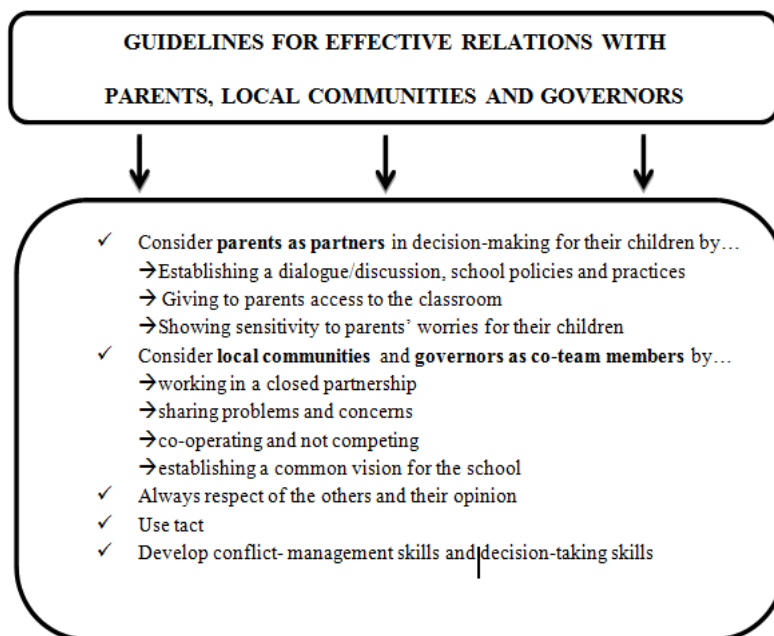


Managing External Relations

Parents, governors and local communities are the three main categories of people that each school must develop a healthy relationship with. Since parents have more rights and governors and local communities have new powers,

interaction between school and these constituencies is not only unavoidable but also it is necessary, they may positively contribute to the organization (Everard et al. 2012 and Gold and Evans 1998). Useful advice in managing external relations is presented below:

Figure 18. *Guidelines for Effective External Relations Management (Everard et al. 2012 and Gold and Evans 1998)*



Managing Resources

Resources are categorized as:

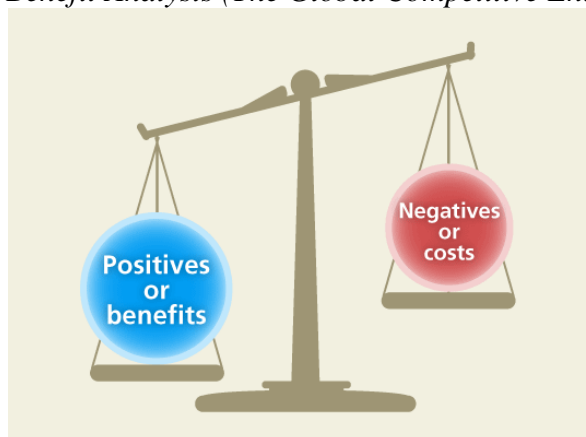
- Human
- Material and
- Financial

Therefore, teaching and non-teaching staff, equipment and budgets are the main areas of concern when managing resources (Everard et al. 2012).

Two Constant Key Questions of an Effective Manager

1. **COST** → Am I using the school's resources effectively, comparing the present and the past?
2. **BENEFIT** → What is the most beneficial way in order to achieve the school's goals for the future?

Figure 19. *Cost/Benefit Analysis (The Global Competitive Enterprise 2012)*



Cost/ Benefit Analysis “weights” costs with benefits; according to whichever weights more, the decision is defined. It is applicable when:

- managing time → finding “hidden time costs”
- staff → providing them with resources that are helpful for the teaching and learning process and
- Training → useful/necessary, its cost of time and money (Everard et al. 2012)

It is wise if this type of analysis it is used as its results will provide necessary information to help schools be more productive. Additional guidelines are presented below in order to maintain the effective resources’ performance (Marrs-Morford and Marshall 2013, Everard et al. 2012 and Gold and Evans 1998):

Table 6. *Guidelines for Managing Resources*

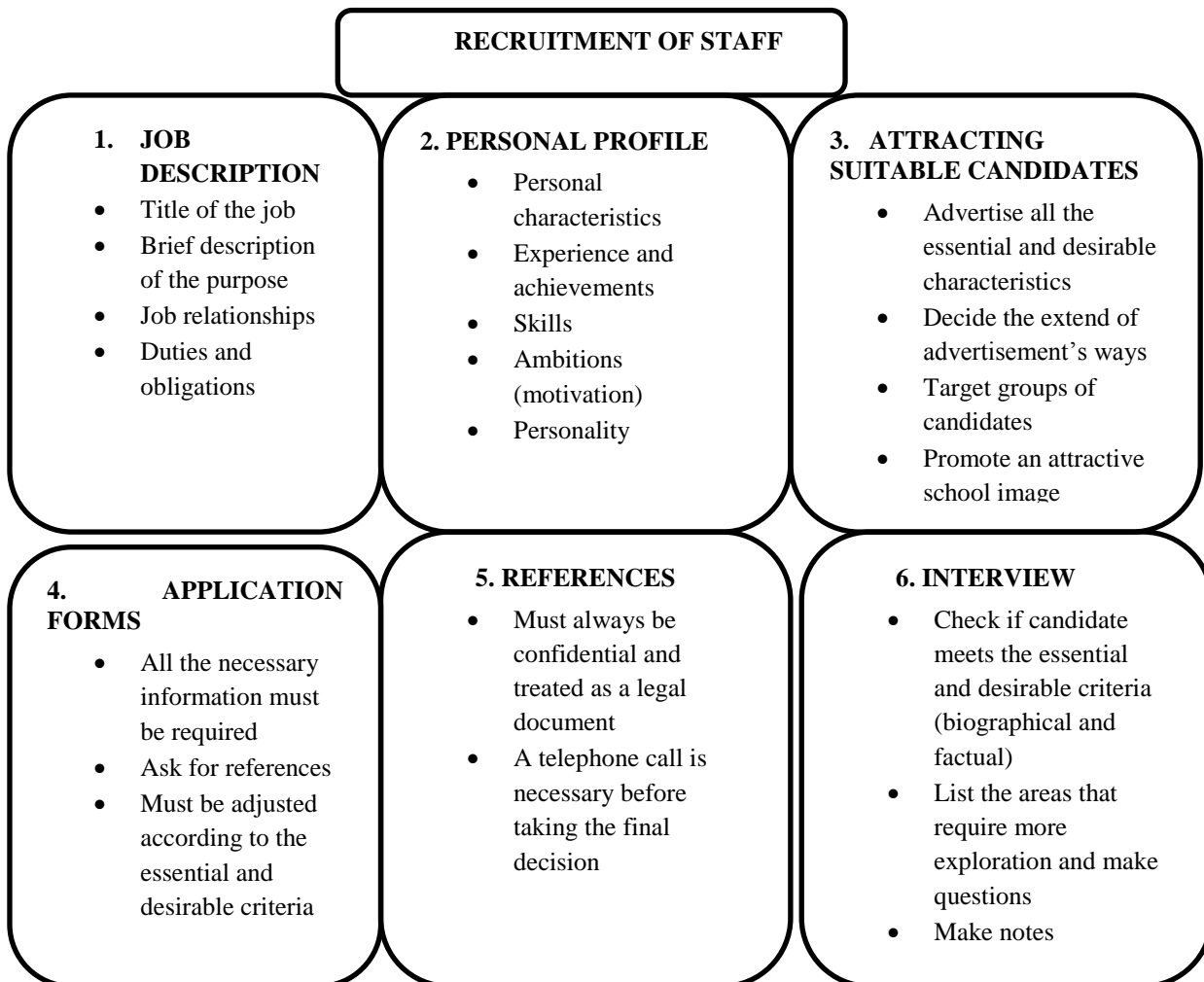
GUIDELINES FOR MANAGING RESOURCES	
✓	BEST VALUE → four principles of evaluating the resources management <ol style="list-style-type: none"> 1. Challenge (e.g. it this needed?/ why buying this?) 2. Compare (prices, approaches and choices) 3. Consult (people who are directly affected by taking this decision) 4. Compete (make the most profitable choice for the school organization)
✓	TRAINING → should be considered as an investment <ul style="list-style-type: none"> • Training staff only after examining the cost of absence with the gained benefits • “Cascade” training, by training a team, that will later train the whole staff costless • Communication and collaboration with other schools as an exchanging of knowledge between staff

<ul style="list-style-type: none"> ✓ BUDGETING → is bounded to fulfill the school's aims and objectives • Fund-raising (e.g. lottery funds, charitable funds, special grants and sponsorships) • Sell unused equipment • Evaluate salary cost by examining staff necessity
<ul style="list-style-type: none"> ✓ Develop information sources on managing resources and improve information of costs ✓ Apply internal delegation to staff with managing resources qualifications ✓ Review the use of resources ✓ Apply delegation in decision-taking for the resources through meeting, dialogues, appraisals and surveys

Staff

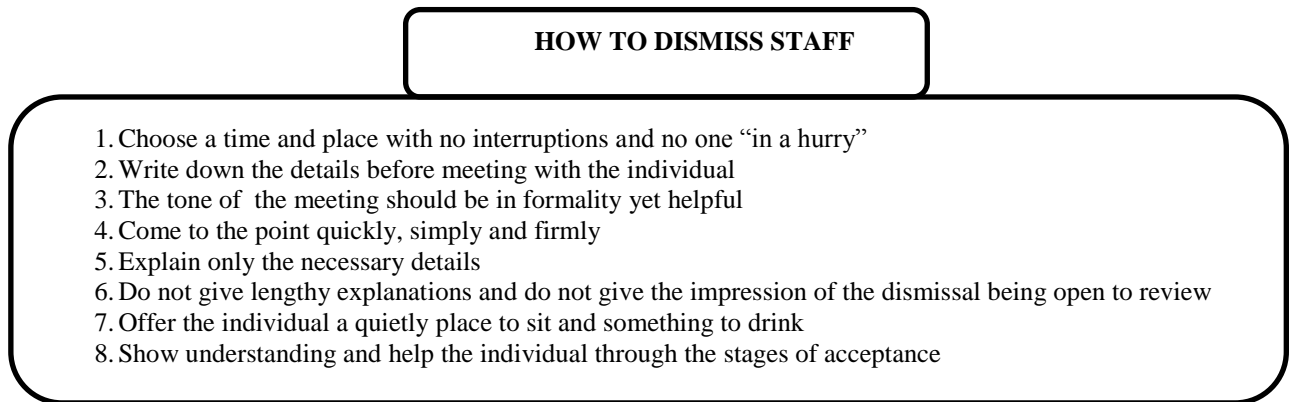
An efficient staff development contributes to the improvement and increase of the school's quality and effectiveness (Tam and Cheng 1996). This management field includes some important sections that require specific strategies and skills, such as (Everard et al. 2012 and Gold ad Evans 1998):

Figure 20. *Recruitment of Staff (adapted from Everard et al. 2012 p. 75)*



Dismissal of Staff

Figure 21. *Guidelines on How To Dismiss Staff (Everard et al. 2012 p.96)*



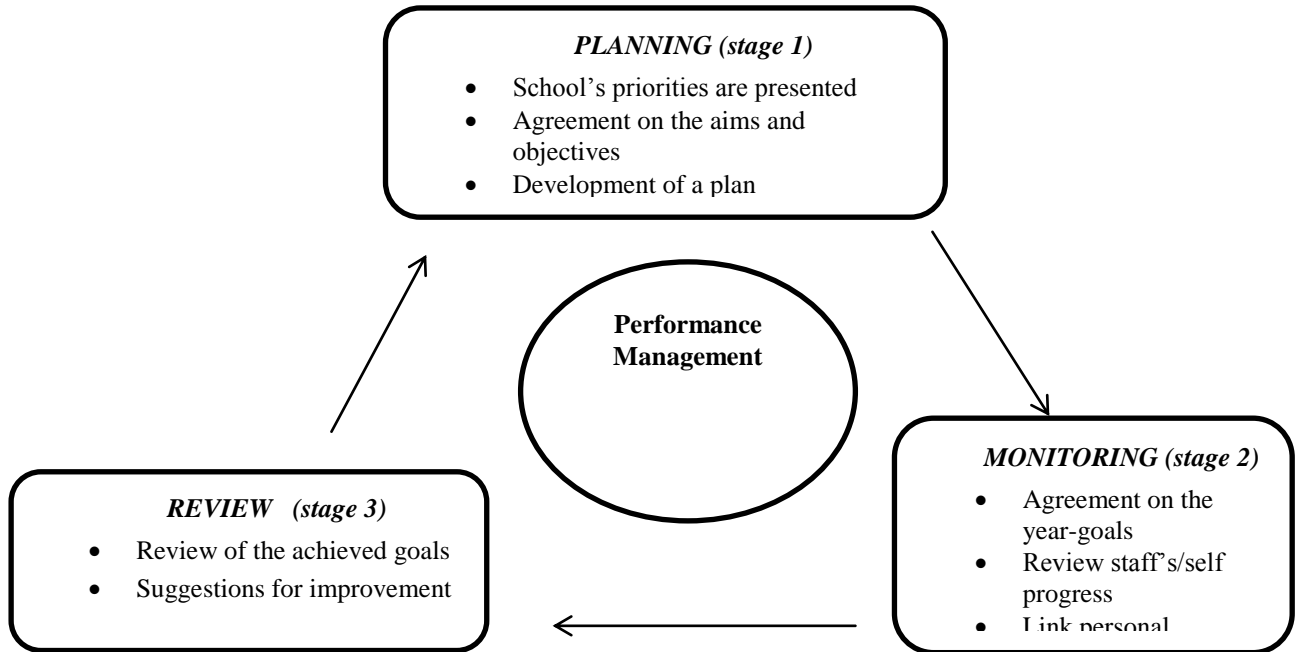
Staff Development

There are some general guidelines that are considered useful on staff development (Buub and Earley 2009, Gold and Evans 1998 and Ediger 1995):

- Emphasize staff development for improving the teaching and learning process
- Visit classrooms regularly and have discussions with staff
- Acceptance and respect must be established values of the school culture
- Goals must be clear and attract staff’s interest and attention
- Always monitor staff
- Include appraisals through evaluating systems such as performance management (see below)
- Self-evaluation is necessary for school improvement
- For **staff-evaluation** and **self-evaluation**, apply:

Performance Management Review

Figure 21. *The Three-Stage Cycle of Performance Management System*



Managing Quality Control

Quality should always meet the established goals (Everard et al. 2012). Therefore, quality control is necessary as the improvement of the organization's quality in various sections, will contribute positively to the achievement of the educational goals. However, either teachers or students cannot avoid making errors that may partially affect the school's quality (educational or organizational); the main goal is to reduce the quantity and the frequency of these errors. Such a management approach may be applied through TQM (Total Quality Management) (Everard et al. 2012):

Figure 22. *TQM (adapted from Fitzgerald 2009)*

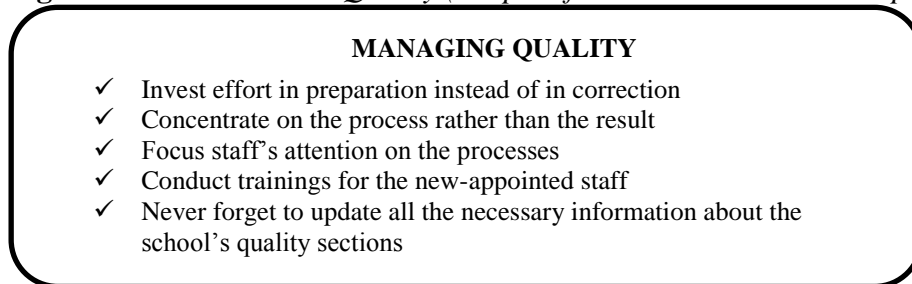
The slide features a blue background with a dark blue header containing the text "TQM" and "What is TQM?". Below the header, three definitions are listed in red and black text:

- Total** = everyone is involved in
- Quality** = continuously improving service to customers
- Management** = with data and profound knowledge.

At the bottom left is a copyright symbol followed by "2009", and at the bottom right is the name "Ron Fitzgerald".

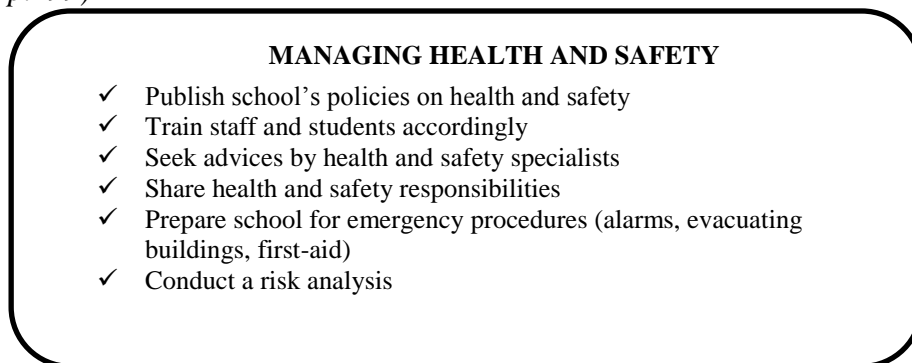
Guidelines For Managing Quality

Figure 23. *Guidelines on Quality (adapted from Everard et al. 2012 p. 195)*



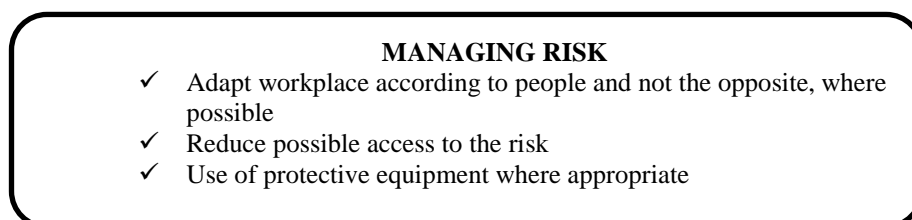
Guidelines for Managing Health and Safety

Figure 24. *Managing Health and Safety (adapted from Everard et al. 2012 p.199)*



Managing Risk

Figure 25. *Managing Risk (adapted from Everard et al. 2012 p.149)*



Effective Meetings

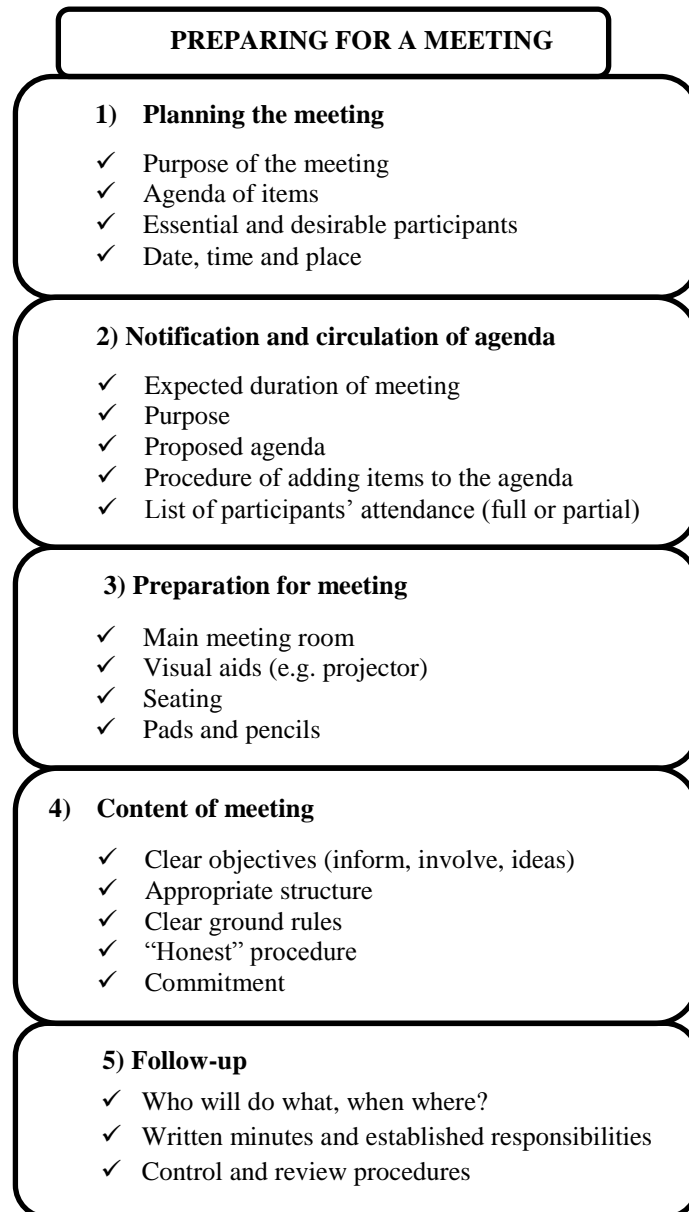
Meetings conducted effectively are highly important for a school as all aims, objectives and educational goals are established after all the relevant people meet and decide together. Meetings are conducted to gather views and information in order to (Everard et al. 2012):

- take decisions
- develop policies
- solve various problems
- exchange information

- generate and propose new ideas

Therefore, it is essential knowing how to conduct a meeting effectively. A checklist of meeting preparation is presented as following (Everard et al. 2012 p.69):

Figure 26. Checklist for a Meeting (adapted from Everard et al. 2012 p. 69)



Conclusion

Based on the above guidelines and strategies, "effective school leadership is not the responsibility of an individual, but a cooperative effort involving a

number of individuals”(Reese 2004 p.18). Therefore, shared leadership is the most efficient model for achieving school success. Vision, team spirit, consistent work, efficient programming and systematic strategies are crucial for an effective leadership.

A school manager has a key role not only for the school’s effectiveness but also indirectly contributes to the economy and society in general. As Hofman and Hofman (2011 p.621) maintain “educational and managerial choices can make the difference between good and less effective education”. Therefore, if good school management can provide effective education to the students of today, it is like investing knowledge, skills and qualifications for successful citizens in the future. Hence, the importance of the school managerial role should be recognized, supported and respected by all of us.

References

- Baker, M. C., Reising, D. L., Johnson, D. R., Stewart, R. L., Baker, S. D., 1997. Organizational Effectiveness: Toward an integrated model for schools of nursing. *Journal of Professional Nursing*.13:4, pp. 246-255
- Bernardin, H. J., Alvares, K. M., 1976. The managerial grid as a predictor of conflict resolution method and managerial effectiveness. *Administrative Science Quarterly*. March, 21:1, pp.84-92
- Bubb, S., Earley, P., 2009. Leading staff development for school improvement. *School Leadership and Management*. February, 29:1, pp.23-37
- Darling, J. R., Walker, W. E., 2001. Effective conflict management: use of the behavioral style model. *Leadership and Organization Development Journal*. 22:5, pp. 230-242
- Ediger, M., 1995. Selected major goals for staff development in schools. *Education*. Winter, 116:2, pp.192-196
- Eppard, R. G., 2004. *Transformational and Transactional Leadership*. (online). Available at:<scholar.lib.vt.edu/theses/available/etd.../DissertationFinalDocument.pdf> (Assessed 21st May 2013)
- Everard, K. B., Morris, G., Wilson, I., 2012. *Effective school management*. 4th ed. SAGE: Los Angeles
- Fitzgerald, R., 2009. *Total Quality Management in Education*. (online) Available at: <http://www.successinteaching.info/SuccessInTeaching/TQM_in_Education.html> (Accessed 26 May 2013)
- Gold, A., Evans, J., 1998. *Reflecting on School Management*. 1st ed. Routledge: Abingdon
- Hofman, A. W. H., Hofman, R. H., 2011. Smart management in effective schools: effective management configuration in general and vocational education in the Netherlands. *Educational Administration Quarterly*. March, 47:4, pp. 620-645
- Jones, J., 2004. *Management skills in schools*. 1st ed. SAGE: Los Angeles
- James, C., Conolly, U. 2000. *Effective change in schools*. 1st ed. Routledge: Abingdon
- Locke, W., 2008. Higher Education mergers: integrating organizational cultures and developing appropriate management styles. *Higher Education Quarterly*. June, 61:1, pp. 83-102

- Marrs-Morford, L., Marshall, R. L., 2013. Financial Crisis 101 Principals must collaborate with the entire school community to allocate resources effectively. *Education Digest*. 78:6 pp.53-57
- Mestry R., Hlongwane, S., 2009. Perspective on the training of school governing bodies: towards an effective and efficient financial management system. *Africa Education Review*. 6:2. pp.324-342
- Masila, V., 2011. School management and the struggle for effective schools. *Africa Education Review*. November, 8:3, pp. 434-349
- Muir, J., 1995. Effective management through delegation. *International Journal of Productivity and Performance Management*. 44:7, pp. 6-7
- Reese, S., 2004. Effective school leadership. *Techniques-Association for Career and Technical Education*. September, 79:6, pp. 18-21
- Shetach, A., 2009. The Four-Dimensions Model: A tool for effective conflict management. *International Studies of Management and Organization*. September, 39:3, pp. 82-106
- Tam, W. M., Cheng, Y. C., 1996. Staff development for school education quality: implications of multi-models. *MCB University Press*. 4:4, pp.16-24
- The Global Competitive Enterprise, 2012. *Cost benefit Analysis* (online) Available at: http://toolboxes.flexiblelearning.net.au/demosites/series10/10_04/toolbox/resources/res2050/res2050.htm (Accessed 26 May 2013)