Contents

List of tables and figures

Pro	Preface	
ΑŁ	oout the authors	xvii
Pa	art I Setting the Scene	
1	The context for leadership and management	3
	Introduction	3
	Decentralisation and self-management	5
	Culture and context	6
	Differences within countries	8
	Leading and managing people	9
	Conclusion: developing people	10
	References	10
2	Models of educational leadership	13
	Introduction	13
	Classifying models of educational leadership	14
	Instructional leadership	15
	Managerial leadership	17
	Transactional leadership	18
	Transformational leadership	19
	Participative leadership	21
	Distributed leadership	21
	Moral leadership	23
	Emotional leadership	24
	Postmodern leadership	24
	Contingent leadership	25
	Implications for leading and managing people	26
	References	28

xii

3	Leading and managing the whole workforce	32
	Introduction	32
	The recent and current context	33
	Who are support staff?	35
	Organisational issues in the leadership and management of	
	support staff	37
	Who should lead and manage support staff?	37
	Training and development	38
	Career structure and development	39
	Lack of access to professional practices	40
	Issues for leaders and managers to consider	42
	Considering the role of the employee in relation to the	
	institution's key purpose	42
	Seeing the way support staff are utilised as an indicator of the	
	organisation	43
	Being aware of ethical implications	44
	Recognising the special abilities of support staff	44
	Offering leadership and management opportunities to support	
	staff	46
	Conclusion	46
	References	47
T.	art II Key Concepts	
4	Organisational cultures	53
	Introduction: defining culture	53
	Societal culture	54
	Central features of organisational culture	56
	Developing a culture of learning in South Africa	59
	Leadership and culture	60
	Limitations of organisational culture	62
	Conclusion: people and culture	64
	References	65
5	Organisational structures and roles	68
	Introduction: the nature and purpose of organisational structure	68
	Structures and hierarchy	69
	The determinants of structure	71
	Structures and organisational theory	72
	Bureaucracy	72
	Collegiality	73
	Distributed leadership	74
	Micropolitics	75

		• • •
CONTE	NITC	VII

	Ambiguity	76
	Culture	77
	Leadership and management roles	77
	Role conflict and ambiguity	79
	Conclusion: linking structure and roles	81
	References	82
6	Leading and managing for diversity	86
	Introduction	86
	From equal opportunities to diversity	86
	Limitations of equal opportunities	86
	Diversity	88
	Benefits of a focus on diversity	89
	The 'business case'	89
	Cohesion	89
	Problems with a focus on diversity	90
	Discrepancy between policy and practice	90
	Diversity as an issue for management	90
	Significance of diversity in educational organisations	91
	Some issues for educational leadership	92
	Understanding context: national level	92
	Understanding context: international level	93
	Building a focus on diversity	95
	Reflections for educational leadership and management	98
	Conclusion	100
	References	100
7	Motivation and job satisfaction	104
	Introduction	104
	Defining the terms	105
	Motivation	105
	Morale	106
	Factors influencing motivation and job satisfaction	107
	Factors affecting the influence of leaders	108
	Prescribed curriculum	109
	Centralist control	109
	Status of educational staff in society	110
	External control over incentives	111
	Importance of leadership at institutional level	112
	Motivational strategies at institutional level	113
	Recognising the importance of individuality in motivation	113
	Providing opportunities for relevant professional development	116
	Providing individuals and teams with a sense of direction	117
	Giving as much recognition as possible	117
	Allowing as much employee ownership of work as possible	118

	What kind of leadership is best for motivating staff?	119
	Conclusion	119
	References	120
8	Leading and managing through teams	124
	Introduction: the rationale for teams	124
	The composition of leadership and management teams	126
	Developing effective teams	128
	Team development and learning	132
	Teamwork in action: co-principalship in New Zealand	134
	Teamwork in action: high performing leadership teams in England	135
	Advantages of teamwork	137
	Disadvantages of teamwork	138
	Conclusion	139
	References	140
Pa	art III Key Processes	
9	Recruitment and selection	145
	Introduction	145
	Strategic context	146
	Recruitment and selection in different contexts	147
	Labour market	149
	Legislation	149
	Local conditions	149
	Effectiveness in recruitment	150
	The recruitment process	151
	Who should be involved?	153
	Factors affecting selection management	155
	Quality of applicants	155
	Quality of selectors	155
	Issues for selectors	155
	Effective management of selection	157
	Personnel	158
	Criteria and weighting	158
	Instruments for assessing candidates	158
	Matching	160
	Monitoring the effectiveness of recruitment and selection processes	161
•	**Conclusion	161
	References	162
10	Induction and retention	165
	Introduction	165
	Links between induction and retention	166

	What is induction?	167
	Socialisation	`167
	Achieving competent performance	168
	Understanding organisation culture	169
	Whom is induction for?	169
	What is involved in effective induction?	170
	Induction programmes	170
	Emphasising the importance of induction	171
	Effectiveness in induction	172
	The importance of retention of staff	174
	Career cycles	175
	Retention at a national level	178
	Retention during periods of shortage	179
	Golden handcuffs	179
	Internal promotions	180
	Other strategies	180
	Retaining temporary and part-time staff	181
	Retention: long-term strategies	182
	Offering high-quality professional development	182
	Developing a positive culture	182
	Conclusion	184
	References	184
11	Mentoring and coaching	187
	Introduction: what do we mean by mentoring?	187
	Mentoring and coaching	188
	Mentoring in practice	191
	Student mentoring in Hong Kong	192
	Mentoring for school leaders in South Africa	193
	Mentoring for aspiring principals in Singapore	195
	Mentoring for school leaders in the USA	195
	Mentoring and coaching within NCSL programmes in England	196
	The benefits of mentoring	197
	The beliefits of memoring	17/
	Benefits for mentees	198
	<u>~</u>	
	Benefits for mentees Benefits for mentors	198
	Benefits for mentees Benefits for mentors Benefits for schools and the education system	198 199
	Benefits for mentees Benefits for mentors Benefits for schools and the education system Limitations of mentoring	198 199 199
	Benefits for mentees Benefits for mentors Benefits for schools and the education system	198 199 199 200
12	Benefits for mentees Benefits for mentors Benefits for schools and the education system Limitations of mentoring Conclusion: towards a model of mentoring References	198 199 199 200 201 202
12	Benefits for mentees Benefits for mentors Benefits for schools and the education system Limitations of mentoring Conclusion: towards a model of mentoring References Leading and managing for performance	198 199 199 200 201
 12	Benefits for mentees Benefits for mentors Benefits for schools and the education system Limitations of mentoring Conclusion: towards a model of mentoring References Leading and managing for performance Introduction	198 199 199 200 201 202 204 204
12	Benefits for mentees Benefits for mentors Benefits for schools and the education system Limitations of mentoring Conclusion: towards a model of mentoring References Leading and managing for performance Introduction What is meant by performance management?	198 199 199 200 201 202 204 204 205
12	Benefits for mentees Benefits for mentors Benefits for schools and the education system Limitations of mentoring Conclusion: towards a model of mentoring References Leading and managing for performance Introduction What is meant by performance management? Purposes and perceptions of purpose	198 199 199 200 201 202 204 204
12	Benefits for mentees Benefits for mentors Benefits for schools and the education system Limitations of mentoring Conclusion: towards a model of mentoring References Leading and managing for performance Introduction What is meant by performance management?	19 19 19 20 20 20 20 20
12	Benefits for mentees Benefits for mentors Benefits for schools and the education system Limitations of mentoring Conclusion: towards a model of mentoring References Leading and managing for performance Introduction What is meant by performance management?	198 199 199 200 201 202 204 204 205 206

CONTENTS ix

	Control	207
	Basic purposes	208
	The importance of context for performance management	209
	Problems associated with assessing performance of educational staff	210
	Implementation	210
	Difficulty of measuring outcomes	210
	The issue of rewards	211
	Managing performance at individual site level	213
	Features of performance management schemes	214
	What data should be collected?	214
	From what sources should data be collected?	214
	How should data be collected?	215
	Discussion between manager and employee	216
	Dealing with underperformance	216
	Issues facing leaders and managers in managing performance	217
	Principles for developing effective managing of performance	217
	Conclusion	219
	References	219
13	Organisational learning and professional	
	development	223
	Introduction	223
	A focus on learning	223
	Features of a learning school or college	225
	Staff professional development	228
	Effectiveness in professional development	228
	Recognising what is involved in effective adult learning	228
	Ensuring relevance to the institutional context	229
	Recognising how professional development occurs	230
	The role of leaders and managers	232
	Being role models as learners	232
	Having awareness and analysis of the specific	232
	Recognising the importance of all staff as individual learners	233
	Being aware of the different learning styles of people	233
	Actively encouraging learning by all staff	233
	Building an emphasis on learning into all leadership and	
	management processes	234
	Encouraging a collaborative approach to learning	235
	Developing a culture of enquiry and reflection	235
	Assessing the effectiveness of staff learning and CPD	236
	Conclusion	238
	References	238

14	Succession planning and leadership development	242
	Introduction	242
	What do we mean by succession planning?	242
	Succession planning in England	244
	The scale and nature of the succession problem	244
	Recruitment	245
	Leadership development	245
	New models of leadership	246
	Diversity issues	247
	The importance of leadership development	248
	Towards customised leadership development	249
	The curriculum for leadership development	250
	Leadership development processes	251
	The impact of leadership and management development	251
	Leadership development and succession planning in South Africa	252
	The scale and nature of the succession problem Recruitment	253 253
	Leadership development	253
	Diversity issues	255
	Conclusion	25ϵ
	Notes	257
	References	258
Aut	hor index	261
Sub	oject index	267