

ORGANISATIONS.

- An organisation is an aggregated group of people working towards a mutually agreed goal / objective.
- A system of interdependent human beings working towards an agreed goal.

Leadership & mgt comes in when you have an organisation

- ~~that~~ & u want to achieve an objective in such a way as to reduce costs of production & bring good results & give out maximum profits.

HISTORICAL CONTEXTS OF EFFICIENCY IN ORGANISATIONS.

They are divided into 3.

1. Classical approach. (old / pre industrial).
 - focused mainly on things like ~~work~~ ^{charts}, procedures & the general structure of organisations.
The adv is that everybody knows that he/she has a responsibility & a role to play in the Organisation. If there are conflicts within the org. it means that there will be likelihood of crashes hence the org. ~~will~~ cannot excel. & if things ~~a~~ the people are coordinating it means the org will excel well.
 - In an institution of learning the relationship b/wn is that everyone has a field of specialization & the hierarchy is horizontal (the one on top is not above everyone & its not assumed that he knows more than those on the bottom). This is unlike in industries where the manager is assumed to be above everyone & knows more.
2. Human Relations.
 - focus is shifted to human needs. U want to understand

what pipo need to when they come & work hence
do they have ambitions.

- Therefore, the Org is supposed to improve the conditions of the workers in terms of good salaries, working environments, in order to increase motivation to perform better.

3. Systems Approach:

- focuses on both internal & external influences in an Org..
- The Org is not only influenced by what happens within it but also outside (the environment surrounding it)
- Interdependence b/w org & environment.

CLASSICAL APPROACH:

Theories that explain efficiency

I. Scientific management. (Frederick Taylor) [Task design]

- Was an engineer by profession. As he observed that certain things would be done much better than they were done. He then started carrying out experiments. He called the experiments time & motion studies.
- Time → how long it took to complete the tasks.
- Motion → movement what kind of movement was involved.
- The whole idea was to come up with one best way of achieving & completing the tasks.

- It also includes choosing the best, suitable person / machine to do the tasks.
- furthermore, Taylor ^{blvd} decided that pipo are motivated by money.
- The person Taylor also defined the role of the manager (The manager in this case was the one who was designing the tasks). The manager could not be questioned ~~for it was~~

Principles of scientific management

- standard conditions
- high pay for success
- It was also known as a machine theory (coz pipo were trained like machines). The more the pipo worked, the more they could produce.

- Taylor encouraged training on the workers so that they could be familiar with the work.
- The whole essence of a lesson plan, are related to task design. Teaching borrowed this from the scientific way of fulfilling activities in xul.

What the xul shud not borrow:

1. Pipo shud not be treated as machines. in Industries
2. There's a difference btwn a manager & the workers, this ^{differs} ~~is different~~ from that of xul. There's a distant relationship btwn a manager & its workers (coz it's assumed that the manager knows more than the workers hence no need to qn). This is different in xul where the H/ teacher & teachers work hand in hand (together) to achieve a particular task.
3. You cannot correlate work & incentives in Taylors theory.
4. Taylor did not took into account the needs of the pipo. (emotions, desires, e.t.c.). He even thought that these ^{other} were distractors.

II. HENRY FAYOL

- Associated with administrative mgt
 - He defined mgt as ~~to~~ ^{forecast} ~~foresee~~ & plan, to organise, Command, coordinate & control.
 - He defined mgt in relation to activities that managers are involved with.
 - He came up with a number of principles. There are 14
1. Division of Work.
 2. Authority.
 3. Discipline.

- Weber]**
4. unity of command (getting mgt. shud speak same language).
 5. " " direction
 6. Subordination of individual interest to the general (being selfless)
 7. Remuneration. (pay / money)
 8. Centralization. (line of command / authority).
 9. Scalar chain (line of command / authority).
 10. Order
 11. Equity.
 12. Stability of tenure.
 13. Initiative.
 14. Espride Corps. (working in harmony, team spirit).
- Henry was interested on how to manage large Orgns.
- Did not see mgt as exclusively belonging to people in managing positions.

MAX WEBER

Max Weber 1947, had interest on authority structure in large organisations.

- He came up with an ideal ~~bureaucratic~~ bureaucratic structure. On this basis, he developed principles which were based on rational-legal authority. (where weber envisaged decisions made by facts & based on law).

1. Division of labour & specialization.
2. Impersonal Orientation. (to make decision not on the basis of personal interest but on merit). personal interest but
3. Hierarchy of authority (each position has its own job description).
4. Rules & Regulation.
5. Career Orientation. (workers shud be aware of progression in their career / promotion)

He assumed that if Orgns follow these principles there will be order & predictability in those organisations.

- With this, you can estimate the expected profits / how much profits will be made.

Criticisms.

- Strict adherence to the principles can sometimes delay decision making in an Organisation.
- Overemphasis on the rules / regulations / principles can overshadow the essence of the Organisation. (smtys the regulations do not cover all circumstances of lyf)

How Does. WEBER. EXPLAIN. EFFICIENCY. IN A BUREACRATIC SET UP.

- What is an Ideal type of bureaucratic arrangement?
- What about school autonomy i.e. Xul & Leadership?
- What about public policy Implementation?

BEHAVIORAL APPROACH.

- The classical approach had a main criticism in that it focussed mainly on procedures, charts, roles & regulations, hierarchy, the law, task design without considering / having concern for human needs (human resource). This propelled the B
- The human resource is about
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THEORIST.

1. ELTON MAYO

- Strong critic of the classical approach. He was against the approach that Taylor suggested. Taylor labelled pipo as rationally economic pipo. He also focused on incentives.

- Mayo was a professor at Harvard University
 - The significant of this was that there was Hawthorne electric plant. (where experiments that were called Hawthorne studies.)
 - The Hawthorne experiments were about what they could do as management to improve productivity. Pipo were put on different holes (experiment & the control group as well).
 - The conclusion of this experiment was that productivity increased because pipo were able to interact/share ideas with one another.
 - Secondly there pipo had sympathetic supervisors regardless of ~~the~~ physical environment. (This was tacking in the scientific management)
 - The Hawthorne studies were further criticised. (During experiments pipo were being observed). This had an effect on the outcome of the results. This effect was called the Hawthorne effect. The Hawthorne effect was therefore a response from the pipo coz somebody was observing them.
 - There was also another experiment in which women were put in holes with A group of handsome men were also put in the holes. This made the women to work extra hard to win the men.
 - the xul/org has also used the ^wHawthorne effect in that the idea by managers of visiting the org/ collecting info from pipo ~~not~~ act as motivation.
this gives a sense keeping that what pipo r doing is important.
 - In addressing the needs, the role of the manager is ~~that~~ supervising the task has to be designed in such a way that it captures the interest of the workers simultaneously as it also captures the interest/^{goal} of the organisation.

- When planning the work, the manager shud think of the needs of people in the place & not forget the reason why the Org was established in that place. In Xul, the H/M shud take into account the needs of teachers e.g. Time to rest.
How do you know the needs of people you work with.
- Thru interaction with the rest of the members to understand / know their needs.
- You can also observe what people need / want
The importance of knowing what people need / want is that you can know how to motivate them to achieve maximum productivity.

MOTIVATION

HERZERG Maslow

- development from the human relations (addressing the needs of people in the work place can be a source of motivation)
- Maslow believed that there is a hierarchy of needs that people have & that once each need in the hierarchy is addressed, people will graduate from that need to the next one.
- The 1st level basic need include food, sleep, sex (as physiological needs).
- Once this level is addressed, the person strives to achieve the other level (security, safety etc.).
- Next is belonging (want to be loved). In the work place, u want to feel that u are loved, wanted by manager/ fellow work mates.
- Self esteem ~~is~~ (where a worker feels confident about one's self & what the person does).
The manager has to delegate for workers to achieve self esteem.

Self actualization (achieving maximum potential)

- Every worker wants to achieve maximum potential. Manager has to make sure to support staff when they want to upgrade / fulfil what they think is their maximum potential / ability.

Criticisms. to Maslow hierarchy of needs.

- Needs do not necessarily follow in that order all the times. There may be overlaps.

MAC GREGOR (THEORY X & Y)

- Theory X says that should be understood from the perspective of the manager.
- The theory says that people are born (inherently) lazy & they only work if they have to.
- Theory Y says that people desire to work & they actually look for work.

- For theory X, as a manager, ~~yet~~ it becomes difficult to trust people hence he/she is supposed to supervise the workers

- A manager operating under theory Y gives a lot more delegation to the people & doesn't have time to supervise people. They are able to develop high self esteem

- Employees under theory Y

- conducted a study where he interviewed 200 people. The qns he asked; which were the most & best moments in their job / work / when the people felt exceptionally good meaning (satisfied) & exceptionally bad meaning (dissatisfied).
- The results showed that factors that led to satisfaction were different from that of dissatisfaction (i.e. factors that led to dissatisfaction were not on the same continuum).
- Factors that led to dissatisfaction
- Achievement
recognition
Work
responsibility
Advancement } These are job factors.
- { These is grouped as motivators. Are also labelled as intrinsic factors

factors that led to dissatisfaction

- Supervision
- Company policy
- Relationship with supervisor
- Salary
- Security } \Rightarrow These are work factors
- { These is labelled as hygiene factors. Are also known as extrinsic factors

- If u take away the motivators, people will not be satisfied. If u provide them, they will be satisfied.
- If u take away the hygiene factors, people will be dissatisfied. If they are there, they will be satisfied.
- If a manager is able to provide things for his/her workers, he is trying to remove dissatisfaction.

when these factors are inadequate i.e hygiene factors
pipo wont be disatisfied they will not be satisfied
either.

- As a manager u shud first of address the hygiene factors before tackling the motivators.
- It was doomed to be very simplistic

McClelland

- Proposed 3
- They are three needs required needs that are major motivators in the work place.
 1. The need for achievement which leads to the drive to succeed & excel
 2. The need for power, described as the need to make others behave in a way that they cud not behave otherwise.
 3. Affiliation (desire for friendly & close interrelationship).

People with who strive for the need for achievement

 - They will have a desire to do something better / more efficiently than it has never been done b4. They would go for jobs that will give them immediate feedback.
 - These pipo however tend to concentrate much on their own achievements at the expense of the group hence they cannot be good managers

According to Maslow, the need for achievement is the highest order to attain.

- How to apply the principle of affiliation
- Organise extra curricular activities, where each & every member participates equally.
- The idea of organising extra curricular activities shud be done by everyone.
- Try as much as possible to involve members/staff in the decision making.
- Joint ownership.
- As a manager, u can delegate activities/tasks to other members.

Need for achievement.

- The manager shud ensure that opportunities are given for the workers so that they can upgrade. In that way they can self actualize. On the otherhand if an individual is interested in this, ~~manag~~ management shud not
- If somebody upgrades, acknowledge that by rewarding

EQUITY GOAL SETTING THEORY.

- Specific goals increase performance & difficult goals when accepted result into higher performance than to easy goals.
- If the goals in an organisation are clear, u know exactly what to do.
- The more challenging the goals, the more u get

motivated to achieve those goals the ~~more~~ easy goals.
The task of the manager is in this case to set goals that are clear & also challenging.

- specific goals instead of general goals motivate more so goals have to be specific.

- The manager shud also involve workers in setting those goals. This results in ownership hence if workers fails ~~on the~~ to achieve the goals, its their responsibility. Pipo do not want to associate themselves with failure hence they will try all these best to achieve the set goals.

- Pipo need to get feedback. This is very impt bcoz feed back shows the difference between goals which were set & those that we have been achieved. The gap is very impt for evaluation.

EQUITY THEORY.

- Equity means justice & fairness

Equity theory proposes that employee compare what they get from the job & compare it with input & then they compare their input & output ratio to others of the relevant others (somebody with similar job).

- If the employee perceive her ratio to be equitable in comparison with the relevant others then there's no problem. However, if the ratio is inequitable, as ~~under rewarded or overloaded~~ Under rewarded or overloaded or over loaded

~~See~~ EXPECTANCY THEORY (has to do with people's expectation)

- about something).
- Victor Vroom developed this theory
- It states that an individual tends to act in a certain way based on the expectation that the act will be followed by a given outcome & on the attractiveness of that outcome to the individual

3

Variables that are looked at;

1. Expectancy / effort performance linkage
2. Instrumentality / performance reward linkage
3. Valence - Valence / attractiveness of the reward.

Expectancy / effort performance linkage.

- The probability perceived by an individual that exerting a given amount of effort will lead to a certain level of performance.

Instrumentality / performance reward linkage.

- Is the degree to which an individual believes that performing at certain tasks at a particular level is instrumental in attaining the desired outcome.

Valence / attractiveness of the reward.

- Importance that an individual places on the potential outcomes / reward that can be achieved on the job
- Valence also considers goals & needs of the individual.
e.g. Qns; how hard I can work to get a ^{certain} ~~particular~~ level of performance
; Can I achieve that level?

The answers u get will help u ~~do~~ how much effort u have 2 put to achieve this.

- The key in understanding expectancy theory is to understand the ^{on} individuals goals & the linkage btwn that goals & the expected effort to achieve it.
- The theory emphasizes on pay offs & rewards that one get.
- For a manager, you have to ensure that the goals are aligned to the needs of the individual.
This theory is working based on perceptions
~~All these are~~ & not reality.

In terms of motivation:

- In the work place when u r a manager, u have to note that things that are motivated by ^{high} educated pipo cannot also motivate in the same way pipo that are low educated. This will differentiate the effort that each group can give to ~~get a reward~~ something / reward.
- Even in countries, motivation is also looked at in a different way. E.g. in other countries, security is on the top while in other countries, its nothing.
- Different pipo have different ways ^{kinds} of being motivated.

LEADERSHIP

- The behaviour of an individual when he's directing the activities of a group towards a ^{shared} ~~certain~~ goal (single definition by Richard Hemplill, 1957).
- The interpersonal influence exercised in a situation & directed through the communication process toward the attainment of ^a specified goal (group definition)
- Leadership is an important component to human beings coz it determines the lives of people.

APPROACHES TO LEADERSHIP

1. Trait Approach.
 - focuses on specific personal characteristics / qualities that people have. Usually they are inborn / inert.
 - They may contribute to a person's potential ~~& they may~~ ^{to assume} & successfully function in the positions of leadership.
 - The approach looked at historical & successful leaders in the world e.g. Mohammad, Jesus, Hitler etc.
 - The theory tried to get common characteristics among the leaders to identify other potential leaders ~~who~~ ^{placed} can possess similar characteristics for them to be ⁱⁿ leadership ~~positions~~ ^{positions}.
 - The problem with this theory is that it was almost impossible to come up with characteristics that were consistently present in all of these leaders.
 - However, there were some characteristics that were found in most of these leaders.
 - The other criticism to this theory ~~was~~ is that leaders are not necessarily born but can be made.
 - Leadership can also be achieved thru career progression (people are promoted to be there).
 - Despite these weaknesses, if one has more of the inert

characteristics, he/she can successfully become a leader than none.

- The assessment that pipo made to choose a leader was a snap shot (you can make a decision today, but after a year you see that what u were basing on is not really true).
- This aspect is called delayed outcome (due to time, we take to process info)

LEADERSHIP & CHANGE.

- Leadership for the most part is about change. Leading means taking a situation from wherever it may be to a new setting / circumstance. A leader is therefore one who ^{ti} initiates change. It's about challenging a status quo (the way things are), coz he wants to see a change in the way things are done.
- Managers on the other hand is there to ^{maintain} ~~ensure~~ that the status quo.
- Leader ^A is somebody who is willing to take a risk. Manager on the other hand is the one who avoid taking risks.
- Orgns today are focussing on leadership to remain relevant.
- Leadership also implies intentionality (the implied change is not just change for the sake of change but rather is directed to condition which is desired or valued).

- Accordingly, leadership is a purposive process which is value based.
- The leader is also a change agent i.e. somebody who fosters change.
- Furthermore the concepts of leader & leadership implies that there are also other people involved.
- Leadership is therefore also defined as a collective or group process.

Differences Between A Manager And A Leader.

1. Leaders usually take risks but managers avoid taking risks.
2. Leaders are people that are very flexible & creative.
3. Leader: Managers are associated with stability, order & efficiency (how things are being done) in an Orgn. On the other hand, leaders value what things mean to the people (they are interested to explain so that people do things they understand).
4. According to Bennis & Nanus⁽¹⁹⁸⁵⁾ proposed that managers are people who do things right & leaders are people who do the right thing. (Usually managers design, work for workers to follow. In leadership, leaders explain what they are supposed to do).

APPROACHES TO LEADERSHIP

- Personal characteristics
- Behaviors required for leadership.

Power & influence theories, which look at leadership in terms of the source & nature of power available to leaders & the manner in which leaders use that power over their followers thru either unilateral or reciprocal interactions;

- Examples of powers include; organisational ones include; Coercive, reward & legitimate (authority)
Personal include; referent & expertise
Certain powers & combinations are more effective than others.
^(capable of doing)
- Usually, expert & Referent power are more effective

Influence

- Types of influence behaviour
 - Rational persuasion = high
 - Inspirational appeals = high
 - Consultation = high
 - Collaboration = high
 - Apprising = moderate
 - Ingratiation = moderate
 - Exchange = moderate

- Personal appeals = moderate
- Coalition tactics = low
- Legitimizing tactics = low [Justifying something coz of position you have]
- Pressure = low

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CHANCELLOR COLLEGE

Faculty of Education

Department of Educational Foundations

Course Outline

Programme	:	Bachelor of Education
Subject	:	Educational Foundations
Course Title	:	EDF 304: Educational Administration, Leadership and Management
Year	:	Three
Presented To	:	Faculty of Education/senate
Presented By	:	Department of Educational Foundations
No. Of Lectures per Week	:	Two
No. of Tutorials per week	:	Nil
Method of Assessment	:	Continuous assessment 40% Final Examination 60%

Aim of Study:

To introduce to the students the theory and practice of Educational Administration, Leadership, and Management in order to development requisite abilities and skills for leading and effective participation in educational and other organizations.

Objectives:

By the end of the course, students should be able to:

- Explain the concept Administration as it relates to Management and Leadership
- Distinguish between Leadership and Management
- Explain the concept “organization” and what kind of organization the school is
- Apply their leadership skills to effectively execute their roles and tasks in the school and the community
- Use appropriate leadership style in the various circumstances
- Introduce the concept of Conflict Management in a school
- Understand their conditions of service and code of ethics in the teaching profession

Prescribed Text:

Hoy, W.K., Miskel, C.G. (1991), *Educational Administration Theory, Research, Practice*, McGraw-Hill, New York.

Ukeje, B.O. (1992), *Educational Administration*, Fourth Dimension Publishing, Nigeria

Hanson, M.E. (2003) *Educational Administration and Management*, Fifth Edition.
Pearson Education Inc. Boston

Recommendation Readings

Adesina, S. (1990), *Educational Management*, Fourth Dimension Publishing, Nigeria.

Edward, K.B., Morris, G. (1985), *Effective School Management*.

Sergiovanni & Starrett (1990), *Educational Supervision: The Human Perspective*,
Toronto, New York.

Baron, R.A. (1986), *Behaviour in organisations. Understanding and Managing the Human Side of Work*, Allyn & Bacon, Toronto, London.

Helleigel, J.W., Slucum, J.W., Woodman, R.W.(1995), *Organisational Behaviour*, West Publishing, New York.

Razik T.A., Swanson, A.D. (1995) *Fundamental Concepts of Educational Leadership and Management*. Prentice Hall, London

Course Expectations:

- ↳ Class attendance is a core requirement in this class
- ↳ Submission of assignments on time is not negotiable
- ↳ Active participation in this class is a cardinal requirement
- ↳ Respect for other people's opinions is expected at all times in this class

Reading suggested and other related texts/literature is crucial for successful completion of this course

Topics of Study:

- (a) Evolution/Historical development of Organizational Theory
 - (i) **Classical Approaches:** Scientific Management Theory (F.W.Taylor, Henri Fayol, Max Weber)
 - (ii) Social System Theory (Elton Mayo and Hawthone Studies)
 - (iii) Open Systems/environment theory
- (b) Organizational theory: Formal and Informal organizations
- (c) The School as a social organization
- (d) Introduction to **Leadership** theories: Trait, Behavioral theories, Power Influence, Contingency and Situational Theories
- (e) Transformational and Transactional Leadership Approaches
- (f) Decision-making
- (g) conflict and negotiation
- (h) communication
- (i) Introduction to Change Management in Education
- (j) Introduction to Instructional Leadership.
- (k) Introduction to **Professionalism** and **Ethics** for School Leaders
- (l) Teachers' conditions of Work