



ROLE OF LEADERSHIP AND MANAGEMENT IN EDUCATIONAL INSTITUTIONS

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Introduction

Leadership and management are both important functions, but they have different purposes and they seek to obtain different outcomes. About 40 years ago, Kurt Lewin (1936) put it this way, “Every organization structures itself to accomplish its goals in a way that is in tune with response to its environment.” Once the efficiency of the organization is established, people go about simply maintaining the system, assuming that the environment will stay the same. Management is the main focus because it keeps the organization going well with little change. But the thing is, the environment for any organization is always changing. Times like this require organizations to think more in terms of leadership. “Leaders begin to ask questions like, “What is really going on here? How do we become relevant again? How do we fulfill our goals in these new times? What will prompt people to think that what we do is meaningful?” This observation continues to be relevant. Leaders seek to bring their organization more in line with the realities of their environment, which often necessitates changing the very structures, resources, and relationships of their organization which they have worked so long and so hard to manage” (Lewin, 1936).

Warren Bennis, a Professor and Researcher who has devoted years to studying leadership and management, was more direct and summarized the two behaviors as follows:

“Management is getting people to do what needs to be done. Leadership is getting people to want to do what needs to be done” (Bennis, 1994).

While the tasks and functions of management and leadership are unique, there is a link between them. It is clear that different problems require different solutions at different times. Rather than being mutually exclusive, these two competencies are interdependent. For example, once leader articulates and intends direction, plans must be put in place to provide concrete ways to move in that direction. Once people have been hired into an organization (the structure of which was defined by a manager), a leader must align those people with a vision. Finally, the leader must motivate and inspire people to overcome the challenges that management processes of controlling and measuring have uncovered.

Donna E. Shalala (1988), former secretary of the U.S. Department of Health and Human Services, stated that “I think about management and leadership as linked processes. Managing in the public sector is quite different from that in the private sector. It is not really possible to think about control in an organization that has very few well-defined goals and technology and has substantial participant involvement in the affairs of the organization” (Shalala, 1998). “Success in organizations requires a balance of both leadership and management. The manager is the stone and the leader the fire. Both elements are necessary to forge a successful business.....the notion of leadership over management is being overemphasized. And this overemphasis is often a turn off to the very persons who need to hear the message”.

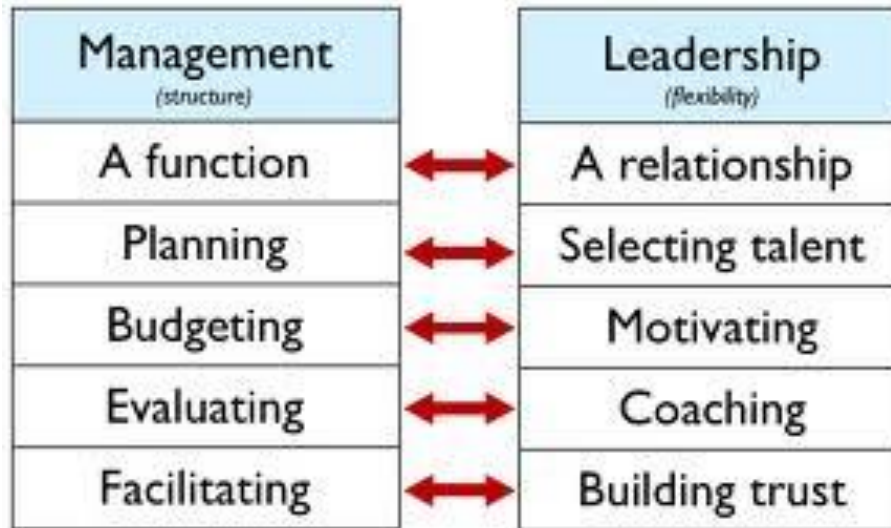
What is the relative importance of effective leadership and management? Many eminent scholars feel that both are equally important. Strong leadership with weak management is no better, and sometimes actually worse, than the opposite. The challenge is to achieve a balance of strong leadership and strong management. Leaders manage and managers lead, but the two activities are not synonymous..... Management functions can potentially provide leadership; leadership activities can contribute to managing. Nevertheless, some managers do not lead, and some leaders do not manage.

The basic difference between Leader and Manager can be given as below:

Leader	Manager
Copes with Change	Copes with complexity
Challenges the status quo	Works with the status quo
Asks Why	Asks What
Plans long term	Plans short term
Aligns People	Organizes People
Motivates and inspires	Administrates and control
Focuses on People	Focuses on system and structure
Communication and delivers with Vision	Follows the Vision
Looks into the future	Works in the present

An appropriate balance of leadership and management is required to successfully operate any organization. Even leaders must appreciate the value of control, conservation of resources, any analysis of operations and outcomes. They also know when these management functions should be put to effective use. “Yet they must balance that appreciation

with vision, communication, risk taking, and optimism, particularly in creating a new work environment or changing management philosophies” (Womack, n.d.). The relation between Management and Leadership is given below:



However, leadership seems to be thought of as the predominant function of administrators, it is widely recognized that efficient management is required in complex organizations in order to drive the purposes of leadership through systems for decision-making, co-ordinations, reward, and accountability. In the period 1850 through 1950, the imperatives of control and accountability for resources and activities dominated public and institutional concerns, resulting in an emphasis on restraint and containment rather than on empowerment, initiative, and creative development. It was during this period that the position of superintendent was established. Since the 1970s, the role of leadership gained ascendancy.

The need for, and value of, leadership and management is driven by the environmental context in which organizations exist and operate. Some conditions demand strong management while others require strong leadership. As times change, the roles of leadership and management also change.

A management function aimed at achieving defined goals within an established timetable, and usually understood to have three components: (1) setting standards, (2) measuring actual performance, and (3) taking corrective action.

A typical process for management control includes the following steps: (1) actual performance is compared with planned performance, (2) the difference between the two is measured, (3) causes contributing to the difference are identified, and (4) corrective action is taken to eliminate or minimize the difference.

Tasks

- Coordinate the supportive services department of a business, agency, or organization.
- Prepare and review operational reports and schedules to ensure accuracy and efficiency.
- Set goals and deadlines for the department.
- Acquire, distribute and store supplies.
- Analyze internal processes and recommend and implement procedural or policy changes to improve operations, such as supply changes or the disposal of records.
- Plan, administer and control budgets for contracts, equipment and supplies.
- Monitor the facility to ensure that it remains safe, secure, and well-maintained.
- Hire and terminate clerical and administrative personnel.
- Oversee the maintenance and repair of machinery, equipment, and electrical and mechanical systems.
- Oversee construction and renovation projects to projects to improve efficiency and to ensure that facilities meet environmental, health, and security standards, and comply with government regulations.

Time Management

The role of the department in a Educational Institution head requires that time is spread among many different parties and activities. The primary concern should be with the students, faculty, and the overall functioning of the department. There are simply too many demands to accomplish in too little time, which dramatically increase stress. Therefore, effective management of your time becomes extremely important. Whetten and Cameron (1991) have found that, even though people are extremely busy, if they feel that their time is discretionary –that is, it is used in a way that they choose –it seems less stressful. Therefore, increasing discretionary time is the key to effective time management.

It is important to remember that although effective time management is important, it will not reduce the amount of work that needs to be done. Therefore, another important skill that is needed to master is the delegation of tasks. You should use the rest of the faculty and support staff to the best of your advantage. When you have an overload of tasks to complete, delegate those that could be performed effectively by someone else in the department. By doing this, you can more effectively manage your time and complete the tasks that are necessary for you to perform.

Maintaining Department Records

Maintaining department records is often a cumbersome task that most department heads would rather not deal with. However, it is important that certain items be well documented for future use and possible legal reasons. The method that is used to keep the information is up to the individual. For some items, one may be able to store the information electronically on a disk, but for other information you will have no choice but to store hard copies using a filing system. There are several areas that require specific attention in maintaining the departmental records:

1. Document all expenditures for the budgeting process. This necessary for auditing purposes as well as for future budget requests.
2. Document all faculty activity, especially if the departmental faculty are working with any another granting agency.
3. Document the hiring process if a new faculty member is to be hired. This could give obvious importance if a job applicant that was not hired files a lawsuit against the educational institution for unfair hiring practices.
4. Document faculty performance evaluations for future reference.

Finally, document the data that will be needed for program and for departmental review purpose.

The system is such that individual faculty will occasionally feel a need or a right to challenge the authority of decisions made by the head, and may freely seek to circumvent such decisions and seek redress at some higher administrative level beyond the department. For this reason, and in most all matters involving conflict, it is important that a head keep an open line communication among all the administrative levels, and in particular with the dean, whenever a conflict exists that seems destined to move beyond the departmental level. Moreover it is imperative that the head - - at all times and at all levels - - attempt to manage conflict fairly, equitably, and in a reasoned, rational way. At all costs, one should avoid having an internal conflict seem to emerge as a result of personal and/or philosophical disagreement(s). Similarly, the more that the department head focuses on internal consensus and on decisions supported by the majority of faculty, isolated incidents of conflict will generally seem less impacting.

Conclusion

In conclusion, there is no sure way to effectively deal with every conflict-producing situation that may occur in educational institution. It is best to use one's analytic ability, judgment, and creativity in order to handle conflict effectively. It may also be helpful to discuss problems with a more experienced department head. Experienced department heads may be able to suggest strategies and tactics that have worked for them in the past. As a general rule, however, conflict that can be reduced to problem solving has the greatest chance of being settled. So, it is clear that the leadership and Management is the base for the smooth functioning of an educational institution without which it will not be possible to do the work.

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