AD MI NIS TRA ÇÃO:

4

Estudos organizacionais e sociedade

Elói Martins Senhoras
(Organizador)

Atena
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APRESENTAÇÃO

O contexto de crescente fluidez e complexidade da realidade faz emergir novos desafios, problemas à humanidade, razão pela qual são demandadas novas agendas temáticas, lógicas e discursivas para se refletir como o campo científico pode explicar e responder positivamente às Organizações e à Sociedade.

Partindo deste contexto corrente de fluidez e complexidade, o objetivo desta obra é ampliar os debates temáticos com um enfoque pluralístico, fundamentando-se em um trabalho coletivo de autores que valorizam em suas pesquisas a riqueza empírica da realidade de um conjunto de estudos de caso.

Partindo da centralidade que o pensamento administrativo e estratégico possui no dia-a-dia das pessoas, o presente livro, "Administração: Estudos organizacionais e sociedade 4" apresenta uma coletânea diversificada de estudos teóricos e empíricos por meio de uma abordagem de pesquisadores *insiders* e *outsiders* ao campo epistemológico da Administração.

Esta obra apresenta uma rica agenda de análises que valorizam a riqueza empírica da realidade administrativa em sua concretude, valorizando no trabalho de campo a construção de reflexões e novos conhecimentos que podem eventualmente corroborar para o avanço das fronteiras científicas, sem um necessário comprometimento com paradigmas teóricos.

Estruturado em 19 capítulos, este livro, traz relevantes debates ao pensamento administrativo, os quais são diretamente relacionados ao binômio Estado / Empresa, por meio da apresentação de uma série de estudos que valorizam a análise empírica dos subcampos da Administração Pública e da Administração Financeira.

A natureza exploratória, descritiva e explicativa dos capítulos do presente livro combina distintas abordagens quali-quantitativas, paradigmas teóricos e recortes metodológicos de levantamento e análise de dados primários e secundários, os quais proporcionam uma imersão aprofundada em uma agenda eclética de estudos administrativos com base na realidade de organizações públicas e privadas.

Recomendada para um conjunto diversificado de leitores, esta obra apresenta a realidade prática da administração em organizações públicas e privadas por meio de capítulos redigidos por meio de uma didática e fluída linguagem que valoriza a troca de experiências e o rigor teórico-conceitual e dos modelos, tanto para um público leigo não afeito a tecnicismos, quanto para um público especializado de acadêmicos.

Excelente leitura!

Elói Martins Senhoras

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CAPÍTULO 8

TOWARDS AN OPTIMAL MODEL OF EDUCATIONAL LEADERSHIP

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ABSTRACT: As society develops new challenges and demands affect all areas of society. Thus, new forms of leadership are needed. This work revises influential contributions to the study of leadership in an attempt to identify traits, behaviours and styles current and future leaders need to develop to face the ever-increasing demands properly. The author applies the main findings to the field of Education, aiming to contribute to the development of an optimal style of leadership. Educational management is a complex and demanding activity; hence, school leaders need to exercise pedagogic leadership and develop new skills and competencies to support their practice. Accordingly, flexibility, capacity to adapt, openness, determination to overcome obstacles, collective participation, and shared decision-making processes become vital aspects of an optimal leader.
KEYWORDS: Leadership, optimal model, schools, styles, traits.

RUMO A UM MODELO PERFEITO DE LIDERANÇA EDUCACIONAL

RESUMO: À medida que a sociedade desenvolve, novos desafios e demandas afetam todas as áreas da sociedade. Assim, novas formas de liderança são necessárias. Este trabalho revisa as contribuições influentes para o estudo da liderança na tentativa de identificar características, comportamentos e estilos que os líderes atuais e futuros precisam se desenvolver para enfrentar as demandas cada vez maiores de forma adequada. O autor aplica as principais descobertas ao campo da Educação, com o objetivo de contribuir para o desenvolvimento de um estilo ótimo de liderança. A gestão educacional é uma atividade complexa e exigente; portanto, os líderes escolares precisam exercer liderança pedagógica e desenvolver novas habilidades e competências para apoiar sua prática. Conseqüentemente, flexibilidade, capacidade de adaptação, abertura, determinação para superar obstáculos, participação coletiva e processos de tomada de decisão compartilhados tornam-se aspectos vitais de um líder ideal.
PALAVRAS - CHAVE: Liderança, modelo ideal, escolas, estilos, traços.

1 | INTRODUCTION

School leaders have to meet diverse demands, as their role involves both pedagogic and administrative tasks. Consequently, a school leader has to combine time spent running the school with providing guidance whenever needed.

School leadership usually takes three forms: intended, achieved and efficient. The first one refers to actions that intend to put leadership into action. The second one deals with the activities that have exercised changes

in the process of solving problems. One can define the third category by the activities that have produced changes and solved several difficulties.

When exercising leadership, the leader should consider factors that regulate the impact on the institution and its members. A good school leader has to pay special attention to the following factors: strategy, opportunity, and tactics.

Strategy deals with sparing time for immense leadership efforts that lead to considerable and meaningful changes that would alter the institutional goals or procedures significantly. Opportunity refers to planning the leader's action as often as necessary to avoid the school from becoming jammed up but not as frequent that may confuse. Tactics relate to planning and executing the leader's actions carefully and thoughtfully to ensure the desired results.

School leaders are also accountable for the learning results of their students. Hence, effective pedagogic leadership is another demand they have to face timely. As society changes, so do the role of school leaders. There is an urgent need to find new models to optimise the leaders' work. The current chapter aims to reflect on this situation and to introduce an optimal model of school leadership.

2 I SOME CONTRIBUTIONS TO THE STUDY OF LEADERSHIP

In this section, we will review some of the main contributions related to the new role of leaders to get an overall idea of the new approaches to the study of leadership.

2.1 Ronald Heifetz's contribution

Heifetz (1998) states that the role of a leader is changing, being the new role to help people face reality and mobilise them to make a change. In this author's opinion, making change is painful and exercising leadership generates resistance and discomfort. People tend to be afraid of losing something valuable. Heifetz divides a leader's role into four aspects: how they see, how they listen, how they fail, and how they stay alive.

How leaders see. The true leader dares to face reality and help people to cope with it. A leader's capacity to see is closely related to a vision that has come to mean something abstract or even a source of inspiration. However, the quality of any vision depends on accuracy, not just on its appeal or on how imaginative it is.

The courage to question and face reality is a central function of the leader. This courage refers to three dimensions. Firstly, the values we stand for and the eventual gaps between them, and how we behave. Then, the skills and talents of the organisation, the eventual gaps, and the market demand. Thirdly, the opportunities the future offers and the existing gaps between them, and our ability to make the most out of them.

The new leader does not answer all the questions but provides direction by posing the right questions. The new leaders do not operate with the idea that leadership

means influencing the organisation to follow the leader's vision. Instead, they opt for the idea that leadership influences the organisation to face its problems and take advantage of opportunities. In Heifetz' (1998) opinion, mobilising people to overcome demanding obstacles is what defines the new job of the leaders,

Organisations, in general, do not like conflicts, so they avoid them. Conflicts are dangerous as they can damage relationships and threaten friendship. However, conflicts, if well-managed, are the first step to creativity and innovation. People learn by facing differences, so it is necessary to have the courage to surface and manage conflicts. Leaders need to be ready and willing to cope with conflict and uncertainty, not only among their people but also within themselves. Leaders need to have an experimental mind disposition. Some decisions will be successful; others will not. Some projects will be worthwhile; some will not. Every decision and project will teach the leader and the organisation how the world is changing and how the leader's institution compares with its competitors. In brief, facing reality means accepting mistakes and failures; especially, the leader's failures.

Despite the continuous changes we all have to face, not everything is subject to change. As we have seen, the role of the leader is first to help and then mobilise the followers to make a change. As a result, the leader's task is to know what is valuable and what is expendable. What the key values and operations that one cannot lose are, and, what the essential assumptions, investments and businesses are. At the highest levels, the work of a leader is to lead conversations about what is fundamental and what is not.

How leaders listen. Apart from developing a transcendent vision, the leader has to become a great listener. Leaders must know how to listen; the art of listening is subtler and more important than most people think. The first step is the honest desire and willingness to listen. Curiosity and empathy must guide good listening. Listening is hard if you are not interested in other people. That is why a leader should check the sense of self-importance. Grandiosity may be a fierce enemy for leaders; it arises from the human need to feel important. The leader should have a helpful inclination rather than a knowing-it-all attitude.

How leaders fail. It also happens that some leaders are not exercising any leadership, their subordinates do not like them, and they do not know how to gain their respect. According to Heifetz (1994), one of the reasons is that people in positions of authority are frequently asked not to exercise their leadership. Instead of mobilising their followers to face demanding challenges, they protect their workforce from making adjustments. That is why leadership is difficult and even dangerous. Doubtlessly, leaders have to protect people from unplanned change, but simultaneously, they have to know when and how to expose them. It is threatening to challenge people in a way that will require changes in their priorities, their values, and their habits. Besides, it is also unsafe to make them take more responsibility than they can handle. A true leader has to cope and adjust to change, dealing with risk, frustration and discomfort, at the same time. A sound way to get your followers' support is by drawing their attention to new challenges and demands. As a leader with formal authority,

attention is your natural currency, but be careful not to abuse this resource. Most people's attention span is short so use it wisely. Leaders make their interventions brief, simple, intelligible, and relevant.

How leaders stay alive. Leaders must learn to distinguish between role and self to keep the motivation, energy, and passion needed to exercise their leadership. In other words, they cannot take things personally. Leaders usually receive attacks that may seem personal; nevertheless, it is the issue the leader represents that they are after. The ability to distinguish role from self helps the leader maintain some sane mental disposition during difficult times.

Another point is to rely on partners who can help leaders to stay analytical. These partners can be of two kinds: allies inside the organisation and who share the leader's programme; and confidants inside or outside the organisation who can keep leaders from getting lost in their roles.

Leaders also need shelter, a sort of retreat place where they can get in touch with the worth of their life and work. This kind of shelter does not necessarily have to be a physical place. One can build it out of daily moments that function as shelters or reflection instances. Ideally, each leader should find the best kind of shelter. Such a place will help leaders heal the wounds that they will inevitably receive when facing difficult situations.

Doubtlessly, Heifetz (1998) presents a very demanding situation for leaders. His route is realistic, with plenty of challenges and pains. He is well aware that leaders commit mistakes and that they can fail. His vision of leadership is not that of supermen or heroes that are perfect and unbeaten. Notwithstanding, he is also conscious that these difficulties will not diminish the leaders' eagerness to reap the rewards of creating value and meaning in other people's lives.

2.2 Contour Consulting contribution

Contour Consulting Firm (2002) provides another far-reaching background for this chapter. In their opinion, self-awareness is central to successful leadership, so the leader has to handle three dimensions: performance orientation, personal orientation, and people orientation. Goals, priorities, and decisions describe the first dimension. Vision, values, and styles account for the second one. Coaching, delegating, and openness comprise the third dimension. A leader must understand how values, beliefs, and past experiences influence the current leadership style. Understanding personal motives, goals, weaknesses, and strengths are also part of a leader's role. A leader has to make decisions, prioritise, clarify direction, focus energy on the vital actions to achieve goals, and create success. Other crucial tasks are delegating, coaching, and encouraging followers. Enabling others to participate, contribute, growing in confidence and capability; and, develop a climate of openness and trust to guide diverse talents, innovate, cooperate, and face challenges.

Contour Consulting (2002) developed a leadership framework named GIVES

that brings together values based on leadership. GIVES stands for five interdependent leadership principles: guiding, inquiring, visioning, encouraging and staying open. The demands challenge the leader to create and sustain tension in the organisation, provide a sense of purpose, direction, and clear values.

Now we will go briefly through each of the GIVES principles. *Guiding*. It defines simple rules that provide empowered direction to the organisation by promoting and modelling the fundamental organisational values. It also sets challenging objectives that inject a firm pace and enthusiasm. *Inquiring* is related to asking questions and finding out what is happening in and around the organisation. It explores new ideas and possibilities by creating opportunities for the open exchange and development of ideas. It also supports relationship building in and outside the organisation. One may associate visioning with telling the story of the future compellingly and inclusively. A leader uses metaphors to describe the vision and mission of the organisation, creating a sense of purpose for all. *Encouraging* refers to promoting learning through affirmative coaching, creating an environment where actions, attempts, and options are reviewed and treated positively, and being open to risk and failure, accepting that errors will occur. Finally, being receptive means listening without prejudice, respecting and valuing the voices of dissent, enduring difficult moments, and trusting that ways forward will emerge.

Doubtlessly, GIVES leadership framework is clear, direct, and easy to understand. Apart from being presented innovatively, it also adds concrete and practical actions for each theoretical principle.

2.3 John P Kotter's contribution

Kotter (1997) provides another leading perspective regarding the future of leadership. He describes the organisation of the future. He considers that there is no evidence that the speed of changes in the world will diminish; on the contrary, competence among enterprises will very probably accelerate its rhythm. As a result, companies will have to face severe risks and magnificent opportunities resulting from a globalised economy and new social and technological trends.

Kotter (1997) states that contemporary organisations have not operated well in an ever-changing environment. Their structures, systems, practices and culture have been more of an obstacle than a facilitator. If organisations fail to adapt to the new demands, they will become obsolete in the short term. That is why Kotter proposes a new kind of organisation in terms of structure, systems and culture. We will introduce it through the following chart.

> **XXI Century Organisation**
>
> **Structure:**
> - Less bureaucratic, with fewer regulations and employees.
> - Limited to fewer levels.
> - Organised under the expectation that the top management will direct while the lower-level employees will administrate.
> - Characterised by policies and procedures that generate the minimum internal interdependence required to serve the clients well.
>
> **Systems:**
> - Depend on numerous information systems related to performance that render valuable data about the clients.
> - Widely spread performance-related data.
> - Offer administrative training and support to many people.
>
> **Culture:**
> - Exterior oriented.
> - Empowers employees.
> - Fast at making decisions.
> - Open and honest.
> - Tolerant regarding risks.

A view at this chart helps realise that Kotter (1997) refers to several fundamental changes, which are not happening very fast. The most significant point is that these transformations should start progressively before it is too late. The key to create and maintain a new kind of successful organisation is to generate a new type of leadership. Not only at the summit but also throughout the whole organisation.

Kotter's (1997) idea of leadership takes distance from traditional models, where only a few chosen exercise leadership. He believes in perpetual learning, a never-ending process of personal growth that often allows ordinary people to become great leaders. Kotter believes that during this century, we will see many outstanding leaders emerge. Leaders who have developed their skills through perpetual learning. There is a growth pattern that an environment that changes quickly has increasingly rewarded. In a static world, we learn all we need to provide leadership early. While, in an ever-changing world, we will never master everything we need. Consequently, the development of leadership skills becomes pertinent to a broader number of people.

As the change rhythm increases, the will and capacity to continue growing will become vital facets for an individual's professional success and organisational achievements.

Kotter (1997) establishes a relationship between learning, learning skills and the capacity to succeed in the future. The following chart illustrates this relationship.

Personal History
- Inherited capacity.
- Childhood experiences.
- Educational and work experiences.

Competitive Impulse
- Standard levels.
- Desire to do well.
- Security in competitive situations.

Lasting Learning
- Desire to face new challenges.
- Desire to project oneself honestly in successes and failures.

Capacities and Skills
- Knowledge.
- Leadership skills.
- Other skills

Competitive Capacity
- Capacity to face an ever increasing competitive environment and a rapidly changing economy.

According to Kotter (1997), the leaders of tomorrow will have to be eternal students ready to face risks and to test new ideas. They will have to abandon comfortable positions and establish new social patterns.

Risking will inevitably generate more successes and failures, so leaders should reflect on them honestly and openly. They will use each experience as a valuable source to learn more.

Future leaders also ask their followers for ideas and opinions. They do not assume they know everything. They firmly believe that everyone has something to say and something to teach. As a result, leaders learn from all sorts of circumstances.

The leaders of tomorrow, as perpetual learners, know how to listen carefully with an open mind. They are aware that listening will not necessarily generate great ideas or valuable information, but they know that careful listening will provide precise feedback about the impact of their actions. The best leaders seem to have high norms, ambitions, objectives, and a real sense of mission in life. They assume their achievements from a humble perspective and are prepared to bear the degree of pain associated with growth.

Kotter (1997) makes an urgent call to face the future, learn and dare face change,

discover our potential, develop our leadership skills, and help our organisations during the transformation process. It is the best way to cope with new demands and adapt ourselves and our companies to the risks a rapidly ever-changing environment conveys.

2.4 Peter M Senge's contribution

Senge (1992) perceives the future of organisations as changing from traditional authoritarian organisations to intelligent ones. An intelligent organisation can learn and understand its strengths and weaknesses and know the opportunities and existing risks in its environment. To make the most out of these transformational efforts and avoid blind attempts, an organisation aiming to become intelligent needs to have a shared view of some basic disciplines. Senge states that there are five technological disciplines whose action can help to innovate within intelligent organisations. Each technology is developed separately from the rest, but each one is essential for the success of the others. They offer a vital dimension to build authentic learning organisations able to handle a perpetual self-perfection process. These five technologies are systems thinking, personal mastery, mental models, shared vision and team learning.

Systems thinking. This first discipline consists of a conceptual framework, a set of knowledge and tools experts have developed through the last fifty years. This framework should help us to understand and modify the overall patterns. Leaders who become systems thinkers know that they must look at the models that connect the huger system. They solve problems by removing the cause rather than simply looking for easy momentary solutions. They pay special attention to how different tasks and functions interact. System thinkers believe that by examining these patterns of interaction, one can identify the significant issues better.

Personal mastery. This discipline allows clarifying and deepening our vision, focusing our energies, developing our patience, and perceiving reality objectively. In Senge's (1992) opinion, this discipline constitutes the spiritual foundation of an intelligent organisation. The learning capacity of an organisation cannot exceed its members' capacity. The relationship between personal and organisational learning is crucial, same as the commitments between the individuals and the organisation, and the spirit of an organisation formed by people able to learn.

Mental models. Senge (1992) defines mental models as the deeply ingrained assumptions, generalisations, and images that influence how one understands the world. Since one base one's acting on the impressions of the surrounding environment, we must recognise and re-evaluate our mental models and preconceived assumptions. Senge recommends reflecting on our internal mental models to surface them for further analysis. One may also include the skill to talk openly, balancing inquisition and persuasion to get people to share their thoughts and receive the influence of others.

Share vision. Senge (1992) defines this fourth discipline as the "picture of the future".

A shared vision is intuitive and instinctive. It is also a collective experience, the cumulative total of each participant's vision. Acquire a shared vision is highly transcendent for the organisation as it is impossible to achieve demanding goals without having reached shared goals, values and mission first. This discipline implies abilities to generate a shared and generally accepted vision of the future.

Team learning. The capacity teams have to learn defines this last discipline. If well-managed, the team intelligence will exceed by far that of each of the members. The first step in this learning process is dialogue. That is to say, the team capacity to leave aside personal assumptions to become part of authentic team thinking. The second step is to learn to identify those patterns that damage team learning. Failure to do so would affect learning negatively, while success would lead to faster learning. In Senge's (1992) opinion, this discipline is vital, as the central unit of modern organisations is the team rather than the individual.

An effective intelligent organisation should develop all these disciplines as a whole. Systemic thinking becomes the fifth discipline, as it integrates the other four in a coherent fusion of theory and practice. Success in achieving this process would convey enormous benefits for modern and future organisations. Senge (1992) delineates this model of the organisation through eleven laws of the fifth discipline.

1. Today's problems come from yesterday's solutions.

2. The harder you push, the stronger the system pushes back.

3. Behaviour grows better before it grows worse.

4. The easy way out usually leads back in.

5. The cure can be worse than the disease.

6. Faster is slower.

7. Cause and effect are not closely related in time and space.

8. Small changes can produce good results –but the areas of highest leverage are often the least obvious.

9. You can have your cake and eat it too –but not all at once.

10. Dividing an elephant in half does not produce two small elephants.

11. There is no blame.

Such an organisation will require a new kind of leader. Senge (1992) considers that the traditional type of leadership where only a few emerge to face a crisis or difficult times is obsolete. The new role of leaders should be to build organisations where people can constantly develop their capacities to understand complex issues, clarify the vision and improve the shared mental models; in brief, an organisation where people can learn. Leadership is essential to mobilise people to build intelligent organisations. Leaders must inspire a vision and motivate their followers to overcome obstacles by creating something

new and better. Senge emphasises three roles a leader ought to perform: designer, steward, and teacher.

The leader as a designer. It is senseless to be the leader of an organisation poorly designed. The design of an organisation is not easily seen but influences it at all levels. The role of the leader as a designer includes aspects such as policies, strategies and systems. Apart from implementing them, the leader should make them understandable and accepted by the rest. The design should be an integrating task where the leader articulates all parts to work as a whole. The essence of the new leaders is to integrate the five disciplines to achieve synergy. Senge (1992) warns us that we have to concentrate on all disciplines if we want to avoid the limited development of some of them. The timely integration of the five should facilitate significant findings related to organisational learning.

Future leaders should design and develop the organisational vision, values, and mission. These aspects will rule the people within the institution. The design of an organisation should include the building of a shared vision that encourages a long term orientation and the urgent need to learn. The respect for free personal options as a means to facilitate individual growth and personal mastery. An assessment of every need and individual to cope with different situations. Appropriate strategies for each time and place. Learning processes that lead to face difficult situations productively, accept and assume responsibilities, and develop the mastery of all learning disciplines.

The leader on his role of steward describes a distinct relationship between leader and vision, becoming the leader the steward of the vision. The leader must understand that his vision is part of something more substantial, as he listens to other people's vision. The steward of a vision alters the relationship between the vision and the leader. It is not an object one belongs anymore; it has become a true vocation. The leader is responsible for the vision but does not own it anymore.

A leader's sense of stewardship operates at two levels: stewardship for the people he leads and stewardship for the larger purpose or mission that underlies the organisation.

A leader engaged in building a learning organisation becomes part of a larger purpose that transcend the organisation. The leader influences the way businesses operate from a conviction that personal efforts will help generate more productive organisations. Institutions capable of achieving higher levels of organisational success and personal satisfaction than traditional organisations.

The leader as teacher. A meaningful leader's role is to help people perceive reality accurately and guide them to acquire a new perspective. It is not the authoritarian expert teaching people the "correct" view of reality anymore. Instead, the leader focuses on helping everyone in the organisation gaining more insightful views of current reality. The leader facilitates bringing to the surface people's mental models of relevant issues. These mental pictures of how the world works have a meaningful influence on how one perceives problems and opportunities, identify a course of actions and makes choices. According to

Senge (1992), leaders should influence their followers to face reality at four levels: facts, behaviour patterns, systemic structures, and purpose history.

The leader of tomorrow has to consider these levels, paying attention to the purpose and the systemic structures. Leaders should teach people in the organisation to imitate them. Good leaders help their followers to see the interaction between the different parts and levels of the organisation, identify underlying structures, assess the long term impact of actions, and perceive the need for operational policies for the whole organisation. In brief, the leader does not teach followers to reach his vision. The leader encourages them to learn, helping every member of the organisation to develop a systemic understanding.

Summarising, Senge's (1992) discusses the leader's new role, which is studying the systems and helping others understand them. This new role will also consist of doing systemic and strategic planning and leading through example. Great leaders will be those who can see the total system, understand it, and help others to understand it. They will help to build power within the organisation to achieve its goals effectively. The bottom lines of their leadership skills are system thinking, developing a shared vision, instituting team learning, helping people to accomplish personal mastery, system planning, understanding the dynamics, and guiding as a steward the various components of the system while integrating them.

2.5 James L. Heskett and Leonard A. Schlesinger's contribution

Heskett and Schlesinger (1996) have been trying to discover the existing relationship between leadership behaviour and organisational results. In their opinion, the traditional view of a successful leader who commands takes decisions, exercises power, communicates truth and is usually isolated from the rest is changing rapidly. A new breed of leaders orientated to maintain a result-focused culture is emerging. These leaders define their tasks by communicating the shared organisational values constantly, shaping these values to enhance performance, reassuring the capacity of their people, acting in accordance to the values, listening most of the time, and speaking a different language. Now we will illustrate some of the new leaders' tasks:

Speaking a different language. According to these authors, the first observable quality these new leaders present is the fascinating language they use to communicate. They do not stick to traditional and authoritarian rough language. They do not want to impress with technical and rarely used terms. They want to motivate and be understood. As a result, they use anecdotes, similes, metaphors, jokes, and stories to illustrate their points.

Listening instead of talking. New leaders are eager to listen to their followers' needs. They prefer listening to talking. The leader's role is to listen and observe and then make sure that the followers fulfil their needs and that people get in contact with other members of the organisation who may help them. They have an open doors policy. With the information these new leaders obtain, apart from helping to solve the problems, they can launch new

projects and ideas. As a result, the organisation will perfect its functioning and increase its performance.

Acting according to values. The organisational values are the starting point of any new leader's action. They show reverence for the values they preach. These values should reward the sensibility of followers, clients, supplies and any other people who interact with the organisation. New leaders invest time in travelling to have the chance to listen to face to face. They also work directly with their employees in social or charitable campaigns. They use the same language to transmit the mission and organisational values, as they are well aware of the power of language.

Assuring the employees' capacity. Client satisfaction is closely related to the employees' satisfaction. An employee's capacity to carry out tasks is a crucial aspect in the degree of satisfaction. New leaders promote capacity in different ways. Valuable means are efficient selection methods, compelling task assignment, training, appropriate technical support and the effort to contact the followers with people who can help them.

New leaders allow their employees to act freely, handle information and provide them with the necessary support. They expect to develop the employees' loyalty for the sake of the organisation. These kinds of leaders grow a personal interest in assuring their followers' capacities.

Defining shape and using fundamental values. One of the most profound aspects of this new leadership is the necessity to define, shape, and use fundamental values kept within the organisation. These values are intuitively acknowledged as transcendent by the first founders of big American enterprises, but now they need to be rediscovered. Values such as respect for the individual, efficient client service, and excellence need to be defined, shaped and used adapted to the new demands.

The process of defining and communicating the essential organisational values requires effective new leadership. Some new leaders conduct regular meetings to emphasise the importance of values and to communicate them. Others use values as a framework to make decisions or evaluate actions and personnel. It is advisable to check the current values after a couple of years as part of a long term planning process. Equally important, values should help to select the new managers for the organisation once codified.

Exercising power through dignity. The new leaders are potent but not in the old sense. Their power is not generated by the formality of their position but in several different ways. A significant power source is the level of dignity with which leaders treat their subordinates at all levels of their organisations. Doubtlessly, part of their power emanates from their expert role. However, they are not experts in the traditional way. Their power is not sustained by the knowledge of the work but by their ability to apply the concepts we have been describing: the correct use of language, listening related skills, values spreading, the improvement of the followers' skills, and the compromise with the employees' dignity. In addition, the new leaders' power is based on their capability to encourage relationships, not only among

themselves but also among other people.

Maintaining the culture. Leaders know a competitive advantage that a sound organisational culture provides, and they make every effort to keep it. That is why Heskett and Schlesinger (1996) regard successiveness as a crucial issue within organisational culture continuity. Usually, leaders search for successors within the same organisation. This method offers the advantage that potential internal candidates already know and manage the organisational culture well. Moreover, these eventual successors are not ready for leading positions in a few days. They have to be prepared gradually through an adaptation process. Leaders should prepare their successor to give continuity but also be innovative and flexible whenever necessary.

Heskett and Schlesinger (1996) hope that this new kind of leader will strongly contribute to producing the best results for their organisations. They will base their success on the understanding of what they are doing. Consequently, they perform conscious attempts to develop their role responsibly, as they can perceive the existing relationship between leadership, culture and excellence in performance.

2.6 Stephen R. Covey's contribution

Another meaningful approach to the future of leadership is the one presented by Covey (1996). In his opinion, the future leader will be the one who can create a culture or system of values, based and centred on principles. Such a culture in any organisation will be an interesting and demanding challenge only achievable through leaders who have the vision, courage and humbleness to grow and learn constantly. A sort of leader who does not oppose change but adopts it.

In Covey's (1996) opinion, the organisations that will have a lasting influence on its environment will be those able and willing to listen, that can see emerging trends, perceive and predict the needs of the market, evaluate past successes and failures, and learn the lessons taught by principles. Consequently, the first role a leader should perform is a leadership model based on principles. Whenever an organisation or person focuses on principles, he becomes a model, an example for other people and organisations. This model that consists of character, competence, and action develops trust among people and makes them feel identified and influenced by it. The model comprises character and competence. Who you are as a person, and what you can do. These two qualities enable leadership possibilities. If one can add actions to them, one becomes a model.

Covey (1996) states that a principles-centred leadership consists of three essential functions: exploring possibilities, aligning and delegating faculties. Now we will briefly go through them.

Exploring possibilities. The essence and strength of exploring alternatives is a convincing vision and mission. This exploration is directly related to the future, and it stimulates the organisational culture by providing a fundamental and long-lasting purpose.

By exploring possibilities, you try to satisfy your clients' needs, and through a strategic plan, you can relate them to the values and vision of the organisational system.

Aligning. This activity assures that the organisational structure, systems and operational process contribute to fulfilling the vision and mission of satisfying the clients' needs. The highest expression of the alignment principle is when every member of the organisation is in perfect accordance with the company's mission, vision and strategy. Alignment exists when people understand their needs perfectly and share a deep compromise to fulfil the vision. When they create and improve the structures and systems that will help to achieve the goals and ideals. The future leader has to learn that programmes and systems are essential but that people design and operate them. Failure to achieve alignment will end up in a fragile organisation.

Delegating faculties. People have talents, creativity and intelligence hidden inside of them. When leaders achieve a genuine shared vision and mission, they carry them out with their followers. The individual purposes mix with those of the organisation. When the personnel perceive that achieving the organisational goals conveys attaining their objectives, a powerful synergy emerges. People start to develop all their talents and potentials to do anything coherent with the principles, vision and mission.

Leaders also have to study what is happening. They need to assess the results and verify that the clients' needs are truly being satisfied. Teams should share and analyse the information collected to use that data to implement the necessary corrections and improvements.

For Covey (1996), the leaders of tomorrow will be the same leaders of today. The change will not be in personnel but a change within each person. The principal source of internal change is suffering. Suffering may derive from failure, disappointments, death of a beloved one, trust abused, personal weaknesses, deceiving, boredom, dissatisfaction, mediocrity, stress, illnesses, or a lack of balance in life. Someone who has not experienced suffering will find it very difficult to have the necessary motivation and humility to change. People who have suffered tend to be more open to a new model of living in which humility and personal sacrifice lead to a change based upon principles.

In the case of organisations, the changing impulse will be the world economy. The demand for quality is so high that leaders have to delegate faculties and develop a true associated spirit to get the organisation to compete in favourable conditions. When coping with more robust and successful enterprises, the other organisations will become humbler. This fact will guide the search for quality, learning, and the redesign of processes and systems. Covey (1996) warns that if changes are not profound enough, the mentality change will not be not far-reaching. He insists that the interest of those who have something to win should be treated in a planned and integrated way to achieve the desired organisational goals fully.

3 I THE LEADERSHIP ROLE OF SCHOOL DIRECTORS

Having finished the literature review on the new trends in leadership, we will apply some of the main concepts reviewed to the role of educational leaders within the school system. In practical terms, an educational leader such as a headmaster has enough power to direct and conduct, while teachers are in a weaker situation to carry out changes of a certain level of importance. There are three main kinds of changes that teachers can do without the educational leader's participation: changes in the classroom practice, restructuring of the contents to be taught, and the introduction of supporting materials for their classes.

Structural organisational changes depend almost exclusively on educational leaders, as teachers are usually not changing agents. However, there is a generalised impression that school leaders, in general, do not provide the proper leadership to face the new demands in Education. Few positive changes in the last decades relate to school directors. The mainline of change has consisted of adopting –with slight alterations- concepts and programmes used in other fields.

Fortunately, not all aspects are negative, Riquelme's research (2001) has shown that school leaders have obtained decisive results in situations related to:

- teachers' participation in personnel selection processes
- improving working conditions
- structuring classes with a fewer number of students
- allowing teachers, a certain degree of presence in solving some school problems
- social benefits for teachers
- some degree of administrative support
- supporting teachers when students question their authority.

4 I FACTORS THAT INFLUENCE THE SCHOOL LEADERS' FUNCTIONS

Five main factors have a certain degree of influence on an educational leader's work.

1. Management implies a complex relationship between leaders and subordinates, the organisation, the social values, and the economic and political conditions.

2. The leader's duties and the degree of group acceptance. It is clear that sharing information and establishing emotional links contributes to the efficiency of the leader and the group. The leader should inspire trust and understanding among the members of the organisation.

3. The degree of tasks definition. A leader's degree of influence increases when modelling the subordinates what to do and how to do it.

4. The leader can determine which actions will be best to achieve the group's

objectives. Decisions must consider the organisational goals and also the problem of the human group forming the institution.

5. The leadership style and the situation affect the results. Each situation and organisational environment is different. Hence, the leader must be flexible enough to adopt adequate actions depending on the given context and situation.

5 ı DEVELOPMENT OF MANAGERIAL ACTIONS

The exercise of educational leadership finds its basis on actions that aim to empower the development of the school. According to our professional experience, the main activities a school leader has to perform are:

- Focus on teaching and learning, keeping an interest in students' work, looking after plans, practices, and teachers-conducted evaluations.

- Assure the explicit statements of curricular objectives and their correct use as a means to achieve continuity, coherence, and consistency.

- Make the leaders living examples by looking after different matters, guiding meetings, assisting everyone, to name a few.

- Set high standards for teachers and students.

- Include every member in decision-making processes, encouraging others to take on responsibilities.

- Include teachers as technical consultants in the planning and development of the curriculum.

- Help to align the teachers' needs and expectations with the organisational objectives. Pay special attention to the training of teachers and their personal growth.

- Support teachers in their relationship with the administration and the students' parents.

- Encourage research on different aspects of the school as a system.

- Keep a team perspective about the school favouring social and professional collaboration.

- Assure clear working plans that guide actions and anticipate future developments.

- Integrate parents and that community where the school is located to the educational system, sharing success, changes and presenting a positive view about the teachers and the students.

6 I THE OPTIMAL SCHOOL LEADER

The optimal leader should be essentially participatory and flexible. Participation should manifest itself at all levels of the educational organisation, respecting the respective changes of responsibility. Decision-making in a system of this type should preferably be consensual and well-informed, giving each instance affected or involved in the on-coming decisions wide channels of effective and genuine participation. Besides, an optimal school leader should delegate teachers to the faculty to make certain decisions; specifically, those related to their daily pedagogical practice.

The flexibility of the optimal leader should be reflected in a high capacity to adapt to the changing conditions that educational systems regularly face, whether these influences come from the external environment, such as from within the same school or unit. Additionally, the optimal leader must show flexibility. That is to say, being able to vary styles quickly and appropriately according to the circumstances. The management of the current pandemic is built on flexibility and the capacity to adapt the schools to deer and unexpected challenges.

Under an emergency or crisis, a leader sometimes must react with a certain degree of authoritarianism. However, in doing so, the leader's conduct must be responsible and conscious. Decision-making under a consensus system is naturally slow and sometimes difficult. Once the emergency is over, the leader must inform and explain the actions to the community so that they understand what prompted them to act in such a way, securing support and understanding.

Any crisis, such as the current pandemic with all its implications, implies obstacles but also opportunities. Under such circumstances, an optimal school leader has to help the community face and comprehend reality, aiming to guide the introduction of the necessary changes to overcome multiple obstacles. Most of the changes needed will require creativity and innovation, which the school leader should foster.

During periods of stability, the school leader should evidence sound flexibility by exercising a more permissive and let-go style. When the structure of the tasks is clearly defined and specified, it becomes unnecessary and even annoying the presence of some kind of leadership.

An optimal leader is concerned with the achievement of the school's objectives and interpersonal relationships. This facet implies friendly relations, a cooperative work environment, and objective-focused performance. In schools directed by optimal leaders, the community feels that meeting the school goals conveys achieving their own. The school leader should facilitate this alignment.

A school leader has to deal with at least three dimensions: personal, interpersonal and institutional. The personal dimension involves self-awareness, values, beliefs, comprehension of the school's mission and vision, inner change, and disposition to become a life-long learner. Secondly, one can define the interpersonal dimension by the orientation

a leader must have to the staff, the capacity to guide, encourage, motivate the team, provide the necessary support and training, and stay open to suggestions, controversy, and even discrepancies. Finally, the institutional dimension implies the capacity to inquire within the school to collect meaningful data for further analysis. Il also means the willingness to lighten up the bureaucratic load, making flexible the school structure and adapting the procedures to the circumstances.

The current pandemic has highlighted the need for teamwork, the determination to face excruciating circumstances, and the importance of adapting to new situations by adopting new methods and procedures. Team learning has become more significant than personal learning due to the complexity of an ever-changing society; hence, systemic thinking is what school leaders should foster. In doing so, the leader will transcend to a larger purpose, helping to build new capacities and mobilising the facts, behaviours, patterns, systems, structure, and aims of the educational community.

7 I CONCLUSION

Educational management is a complex and demanding activity. The pedagogic leadership it demands and the specific field of action increases its complexity and attraction. Apart from good skills and talents, the educational leader needs to acquire specialised knowledge to ensure a sound performance. A school leader should know all the people who work with him. This knowledge is gained through talking to them and by observing their behaviours and actions under different circumstances. The leader has to command different pedagogic practices, the school attributes, and other competing institutions. An optimal educational leader has to apply diverse organisational theories, educational sociology and psychology, curricular theories, and educational research. The leader should know school organisational models and techniques. The optimal leader should use communication skills and techniques, team coordination systems, performance appraisal processes, and institutional programme development.

Considering the current reality and all the changes the entire society has made because of the pandemic, optimal leadership emerges as the most appropriate model for the education context due to the characteristics.

One may deem it necessary to justify the flexibility trait that the optimal leadership style should have. Nobody is alien to the continuous changes that are taking place at a local and international level. They are affecting the school systems, either by penetrating the organisational tissues or by demanding more technology as part of the educational process. These demands affect events and situations we face daily.

As situations or contingencies are rarely the same, you can hardly react to them in the same way. Hence, flexibility is an element of great importance in the field of educational leadership. The lack of flexibility and change lead the schools to become ill and anachronic,

risking dying or disappearing.

Changes forced by the global health reality or new social demands affect the entire educational system by calling for the abandonment of rigid and autocratic practices. The need for a more participatory and consensual style is evident in establishments where inflexible systems still exist. Their reluctance to change ends up generating conflicts and dissatisfaction within these educational communities.

Unlike production companies, where the educational level differs among members, the school leaders deal mainly with their peers and colleagues. Such a situation makes the permanent use of authoritarian styles highly inconvenient. Nevertheless, a certain degree of hierarchy may be advisable under formal circumstances or when dealing with conflict.

Accordingly, when seeking consensus, the school leader enables all community members to feel involved, thus facilitating monitoring and support. When the school staff feels leaders consider them in decision-making procedures, they commit themselves to a greater extent to achieving the objectives proposed by mutual agreement, reaching greater effectiveness and satisfaction at work. Thus, the school will become a primary organisation. Teachers and supporting personnel will devote all their energy and efforts even beyond what is contractually stipulated.

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