

CHAPTER 5

A FURTHER REVIEW OF THE LITERATURE

5.0 INTRODUCTION

As the nineties progress a new raft of watchwords and management specialists challenge the leadership styles and management techniques of principals. Fresh distinctions are being made, age old personal values heralded as absolutely vital, past management models derided as flawed and previously unfamiliar terms such as empowerment, mastery, shared vision and TQM invade the language of work. Chapter 4 opened the discussion on some aspects of these and placed the principal in the centre of this flurry of change, suggesting that those who ignore these increasingly common terms have failed to understand their value and importance. The contemporary management literature emphasises these terms as essential to revitalising every organisation. To extend the application of such thinking to schools is an obvious step and one that is being enthusiastically entertained by many educational researchers, theorists and authors.

Murgatroyd and Morgan note that resistance to such practice in schools is to be expected. "Many people do not like the wholesale importation of the language of business - customers and suppliers into the practice of schooling" (1993: xi). They respond by challenging readers to rethink schooling as places

where "chains of relationships" are managed. All relationships within that chain are mediated by processes. Quality comes from improvement to these processes. At the heart of the organisation are its "customers"

- parents and students, for without them there would be no school. There are many authors who are providing unique school based assessments of this business approach and who are equipping practitioners with useful and productive ways to make sense of schooling in the nineties. Many of these authors' opinions will be reviewed in this chapter.

The primary research questions for this study are as follows:

1. **Observe, describe and analyse the physiological, psychological and work demands placed on principals. Is there a relationship between managerial tasks (as defined by Mintzberg and recorded by the researcher) and job stress?**
2. **Is blood pressure a reliable physiological indicator of stress and can these measurements be related to recorded incidents of stress in the day (either recorded overtly by the researcher or reported to the researcher by the subject)?**
3. **What role does the psychological perspective play in the stress equation?**

In the light of the findings to these questions the original literature review in Chapter 2 needs augmentation. There is no doubt that a thorough understanding of "managerial tasks" (Question 1) needs further attention. This new management orientation has implications for all five participating principals as each year they are assessed under six criteria specific to Catholic schools which includes a separation of management and leadership functions for each criteria. Principals are asked to nominate performance indicators for all 12 headings. The six criteria used by the employing authority are:

Faith:	Leadership and management dimensions
Mission:	Leadership and management dimensions
Education:	Leadership and management dimensions
Supervision:	Leadership and management dimensions
Organisation:	Leadership and management dimensions
Community:	Leadership and management dimensions

At the conclusion of five years a major contractual review links this annual process to a renewal of employment as principal. Renewal of contract is not automatic. This expanded literature review allows for a fuller discussion of a complicated and universal problem and one that has very direct implications for the study participants. This chapter has relevance because any deliberation relating to stress in principals must be centred in the prevailing work environment. This new management/leadership orientation is impacting on the participants of the study in tangible ways.

The implication is that with these watchwords now becoming increasingly important to employers, principals will be judged by different criteria from past days. Those who are "unschooled" in the use of these terms, which are already finding their way into official documents and public policy, will have great difficulty discussing, applying and reporting on their use in schools.

5.1 MAKING SENSE OF SCHOOLING

Mackay believes that largely by accident Australians have become a nation of pioneers as we plunge into a period of unprecedented social, cultural, political and economic change. Our way of life is being "redefined". As a social researcher, Mackay contends that anxiety, stress and insecurity have become a characteristic of Australians living in a "cultural revolution". He claims "the work of a pioneer is always stressful" and that it is fashionable to talk about an "age of anxiety". Australia is not alone in all this change and around the world social commentators are struck by the rising level of anxiety (1993: 7). A generation ago problems in school involving interactions between the teacher and a student that came to the parents' attention were most often tolerated and excused. In these times such problems quickly assume grander proportions and often ignite feelings of irritation, frustration, helplessness, anger or violence (1993: 11).

The anecdotal evidence of these types of situations in schools is considerable. Gmelch and Swent (1977) report that parent/school conflict rates highly in the top ten stress producers for principals. A generation ago problems relating to school treatment, standards, attitudes or relationships may have been passed over in the home. Nowadays, it is usually quickly brought to someone's attention with demands for policy changes, apologies, further action or official complaint through other Government bodies such as the Criminal Justice

Commission in Queensland. When a principal handles a "chain of relationships" such responsibility can be onerous and exacting.

Some regard this open criticism of education as welcome. Walker thinks in many ways it is a good thing that the media reports so critically of schools. To him it is a reflection of the success of public education and a vindication of Parkes's vision that as a result of general education there would emerge a critical thinking citizenry (1989: 12). Walker believes:

... in societies where ignorance and illiteracy prevail the schools are rarely criticised: criticism is the privilege of the educationally sophisticated. Criticism by Australians will continue and almost inevitably grow in future decades (1989: 13).

This trend places before principals some interesting leadership challenges. Faced with an increasingly sophisticated, vocal and fault-finding local public, principals need the leadership and management skills that provide more than rudimentary answers. The ability to inspire confidence, challenge others' thinking, create team spirit and share a common vision appears to be a "first order" priority in our society. Modern managerial literature quoted and expanded on in this chapter focuses on the following four concepts:

- * Quality of outcomes
- * Excellence
- * Empowerment of others
- * The distinction between leadership and management.

These themes have enormous significance for school principals who grapple daily with employer expectations, parental desires, size of responsibility and relationships within the organisation.

5.2 AN EMPHASIS ON QUALITY

In the domain of the Workstyle Perspective there is an increasing emphasis in the management literature on quality. Bostingl talks of the need to change the way principals and teachers view the delivery of education. This paradigm shift focuses on continuous learning and improvement "and is beginning to replace the old Tayloresque, product orientated, fear driven paradigm of teaching and testing" (1992b: 34). Bostingl urges school leaders to create schools of quality that rest on these four pillars:

1. A primary focus on suppliers and customers
2. Constant dedication to continuous improvement
3. A systems/process orientation and
4. Strong and consistent total quality leadership from top management (1992b: 34).

In many ways "quality or excellence" are glib terms. Walker believes that these concepts have challenged thinkers from classical Greek times, through the Medieval era and the Renaissance; and on to today's thinkers (1989: 3). The concept of quality intrigues Walker and prompts him to ask "What the hell is quality? What is it?" Rhetorical questions quick to present themselves include:

- * Can one measure, rank or score quality?
- * Do externally set standards indicate a quality performance?
- * What about the range of human capacity?
- * Is the quality performance for one person equal to another?
- * How does one reconcile the fact that while people share many values they rank them differently?
- * Obviously some things are better than others - but what's the betterness?

Clearly, "quality" is an elusive term, difficult to define and therefore hard to

describe. But it is still there. Walker believes that the definition of quality is really "a question of the politics of excellence" (1989: 6). Bonstingl hints at a definition by saying that quality:

... requires consistent effort by the entire team, working together towards common objectives based upon an accepted vision and mission, and using qualitative and quantitative data to measure how well the system is meeting the needs of all stakeholders inside and outside the organisation (1992b: 31).

Glasser assists in an understanding of what quality means for schools and organisations by suggesting that there are four conditions and four procedures necessary for building up quality:

Conditions

1. Quality is always useful in some way and is never destructive
2. Quality is the best that everyone in the organisation, working both separately and together, can achieve at any particular time
3. Quality can always be improved and
4. Quality always feels good.

Procedures

1. Education is a continuous process
2. Lead - managing is practised as taught by Deming and others
3. Understanding is stressed and control theory is practised and
4. All those who work in the organisation are treated as professionals (1992: 18).

Covey acknowledges quality as something that should never be content to be met. Ultimately it means meeting and exceeding the expectations and demands of customers. Quality means continuous improvement in four areas:

1. Personal and professional development
2. Interpersonal relations
3. Managerial effectiveness and
4. Organisational productivity (1992: 251-252).

He maintains that quality is rooted in the timeless principles of:

- * Faith, hope and humility
- * Works, industry, research and testing
- * Constancy, consistency and predicability
- * Continuous improvement and progression
- * Feedback based on both measurement and discernment and
- * Virtue and truth in human relations (1992: 260).

Authors quoted above regard the emphasis on quality as essential to the survival of the manufacturing, service and government sectors. They do not regard it as a 'fad' or of passing interest and refer to it in terms of a profound and comprehensive change in management theory. Its importance in the Workstyle Perspective cannot be underrated or ignored because it has implications for leadership style and relationships within the organisation.

One of the most influential management books of the past decade, In Search of Excellence, closely examines the performance of 60 successful U.S. corporations and attempts to distil the characteristics which make them successful or excellent companies. The authors, Peters and Waterman, define eight attributes that distinguish these companies. These eight marks of excellence in the business world can easily be applied to the school situation.

1. **A bias for action.** They get on with the job and maintain speed to counter stultification.
2. **Close to the customer.** They listen to the customer, learning from people they serve
3. **Autonomy and entrepreneurship.** They foster leaders and innovators and encourage risk takers.
4. **Productivity through people.** Excellent organisations treat rank and file workers as the key to quality and productivity gain.
5. **Hands on value driven.** These organisations pay specific attention to

values and they create exciting environments through personal attention.

6. **Stick to the knitting.** They stay at what they know and do best.
7. **Simple form, lean staff.** The structural forms of excellent organisations are elegantly simple. Top level staffs are lean.
8. **Simultaneous loose/tight properties.** These excellent companies are both decentralised and centralised. They are fanatical about the core values they hold dear (1982: 13-15).

Peters and Waterman do not regard the above eight attributes as startling and refer to most as "motherhood statements", however, quality shows itself in its commitment to people over reports, studies, standing committees and standards checks. For these authors:

Far too many managers have lost sight of the basics, in our opinion: quick action, service to customers, practical innovation ... (1982: 17).

A brief examination of the reverse of quality will serve to highlight in a different light what the true meaning of quality is in organisations. De Pree uses the word entropy (a measure of the state of disorder in a system) to point out the signals of impending deterioration. Included in a long list are these signs of entropy:

- * A tendency towards superficiality
- * A dark tension among key people
- * No longer having time for celebration or ritual
- * When problem makers outnumber problem solvers
- * Leaders who seek to control rather than liberate
- * Manuals
- * The urge to establish ratios
- * A loss of grace, style and civility
- * Leaders who rely on structures instead of people (1989: 100).

All of these have a place in the Workstyle Perspective and it can easily be seen

how relationships within the organisation will be badly damaged when there is tension, problem makers and a loss of grace and civility. Quality will rise to the surface when the signs of entropy are reversed.

De Pree concludes his book, Leadership Is An Art, with a fascinating anecdote about the famous English architect Sir Christopher Wren. Quality survives and stands proud. Quality can be recognised through ages of history and has a certain beauty.

Sir Christopher Wren once built a structure in London. His employers claimed that a certain span Wren planned was too wide, that he would need another row of columns for support. Sir Christopher, after some discussion, acquiesced. He added the row of columns, but he left a space between the unnecessary columns and the beam above. The worthies of London could not see this space from the ground. To this day, the beam has not sagged. The columns still stand firm, supporting nothing but Wren's conviction (1989: 136).

5.21 Quality and School Leadership

Concepts of school leadership, opinions about school leadership and leadership practices are the subject of much thought, discussion, writing, teaching and learning. To a certain extent previous chapters have covered part of this crowded topic. The discussion here is limited to an examination of what quality school leadership practices are for principals. A later section will examine the difference between leadership and management. Murgatroyd and Morgan believe that leaders must have a total commitment to quality and its implications in their actions all of the time.

This means that they have to do what the job requires -

mentor, guide, coach, counsel, educate, train and enhearten their staff. They have to see leadership in terms of inspiring, provoking, confronting and challenging people to work to the limits of their ability and to constantly press them to improve their ability (1992: 68).

They believe this style of leadership is very different to the traditional school administrative literature. Traditional leadership forms in schools have been based on:

- * Solving problems quickly
- * Change should be modest and moderate
- * Plan after the event and for next occurrence
- * Be rational and logical, omit emotions and creativity and
- * Accept being part of the system and a victim of it (1992: 68).

The figure below provides a useful way to view how a principal can achieve excellence and quality leadership. It resembles a hierarchy of needs and skills required before there is any chance of excellence.

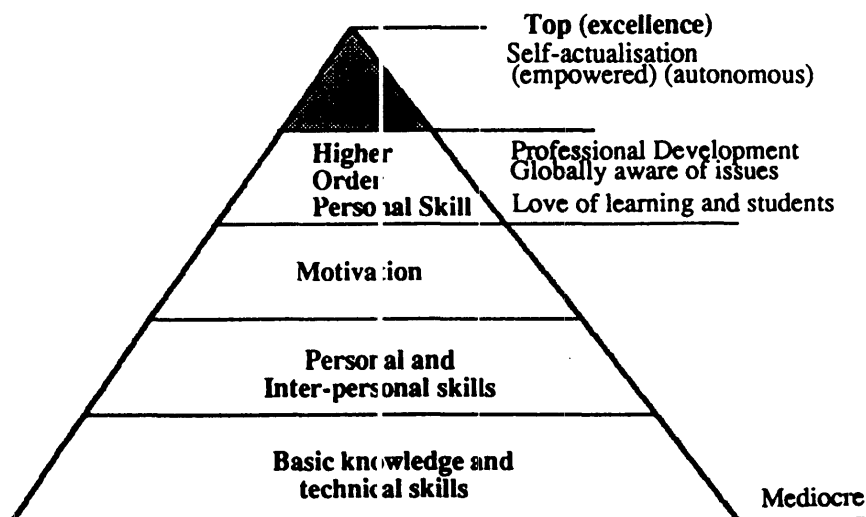


Figure 33

Leadership Development Continuum

Chamley et al. are confident the days of the super-principal are numbered. In a distinct departure from the views of many authors quoted in previous chapters of this study Chamley et al., do not agree that leaders must be a combination of accountants, lawyers, PR people, diplomats or disciplinarians. These endless role descriptions portray a super-principal who aspires to be an expert in all fields. Rather than this approach, these authors see quality leaders as visible process consultants, skilled in the art of enquiry and sensitive to the needs of individuals (1992: 7). It confirms the view of the figure above, where basic knowledge and technical talent are the lowest level of skills. Bennis and Nanus (1985) note that:

The leader must be a superb listener particularly to those advocating new or different images of the emerging reality. Many leaders establish formal and informal channels of communication to gain access to these ideas. Most leaders spend a substantial proportion of their time interacting with advisors, consultants, other leaders, scholars, planners and a wide variety of other people both inside and outside their own organisations in this search. Successful leaders, we have found, are great askers, and they do pay attention.

It would seem obvious that a school of quality must have a quality leader. Businesses that are improving their competitiveness are the ones that emphasise problem solving and creativity. They value people and encourage their commitment. In these organisations "there is no single person to dominate, blame or eschew" (Deeley, 1990: 4-5). Schools are no more or less complex than businesses, and if the school leadership values the components of a competitive edge, then they too can reap the rewards.

5.22 Teams and Team Performance for Quality

Senge introduces a new concept for school leaders when he talks about a "learning organisation". He does not mean an organisation that concentrates on delivering knowledge to students, but one that discovers how to tap people's commitment and capacity to learn at all levels in an organisation. One of its enduring marks is the feeling that people get when they are part of a great team.

... a group of people who function together in an extraordinary way - who trust one another, who complement each other's strengths and compensate for each other's limitations, who have common goals that were larger than individual goals and who produced extraordinary results (1990: 4).

Senge believes that learning organisations don't have a leader guru or a grand strategist who directs all others. The days of a Henry Ford type character are over. There is a clear message here for school principals who in the past were considered as "grand strategists". More than ever before school leadership:

... consists of working with teachers, parents and students and members of the community as coach and mentor ... leading is helping, not threatening or punishing (Bonstingl, 1992b: 72).

Chamley et al. refer to "shared leadership" which is futuristic and participatory and must include the total school community. It is a familiar strain in the modern management literature. Many of these authors base their work on the management strategies put into place by W. Edwards Deming in Japan after World War 2. Deming was a statistician and theorist whose success with the destroyed Japanese economy has been widely acclaimed.

Deming's work emphasises the advantage of team work. His work practices have found great application in Japanese industry and are being reexamined as eminently "do-able" in the school environment (Schmoker and Wilson, 1993: 390). Teams provide an environment in which learning can be "articulated, tested, refined and examined against the needs of the organisation" (Murgatroyd and Morgan, 1993: 142). These authors believe that the use of teams can be very powerful building blocks for development within the organisation because "only self-managing work teams can bring the range of professional talent, experience and perspective needed to analyse and improve core processes" (1993: 143).

Schools are places that are ideal for the establishment of self-managing work teams. In administration or classrooms, high performing teams can bring new energy and commitment to improving school effectiveness. Murgatroyd and Morgan nominate the key characteristics of high performing teams as:

1. **A shared sense of purpose and vision.** Common understandings are vital. The team is focused and energised by this common understanding.
2. **Open communication.** There is no politics in the team. There is a great deal of direct and open talk. They know that others will understand their position because it is genuine and communication, while direct, is also respectful and focused.
3. **Trust and mutuality.** Effective teams demonstrate a great deal of trust, respect and understanding between members. While mutual understanding is high there should be a place for challenging arguments.
4. **Useful creative conflict.** Not everything is friendly and nice. Some meetings are tough and demanding, difficult issues to resolve that will stretch people's skills are common. Conflict is not avoided and it is regarded as sometimes satisfying.
5. **Appropriate working methods.** Effective teams have effective ways of

working which will vary according to the interests and skills of members.

6. **Appropriate leadership.** The chairperson's (or principal's) role is vital in team management. The key point is that the team is not dominated by its leader - the leadership role is more facilitative, coaching orientated and developmental than instructional or controlling.
7. **Regular review and reflection.** Effective teams are never content to fall into a familiar rhythm. They always question how they work and what can be done to improve the process.
8. **Enabling and encouraging individual development.** The team relies on the knowledge and competencies of each member. Teams which develop, encourage individuals to develop.
9. **Sound links with other teams.** Effective teams link themselves to other teams, share ideas and exchange ways of working. Connectedness is appropriate and a great help to achieving excellence.
10. **A sense of fun and comradeship.** These bind people together because everyone looks forward to the gatherings. Working well does not have to be a totally serious business.
11. **Celebration of success or failure.** A simple but essential element. Reward and acknowledgment of both success and failure (of the team, not a specific person) remind people of the "humanity" of the team (1993: 143-147).

From a school administration perspective the application of the above eleven points in a working environment can only be a total bonus for all in the school community. The authors point out that achieving this is not easy and that team development usually goes through a number of stages. There are dangers in this process of team building and not every team will perform at maximum capacity. Undoubtedly, the principal is the prominent variable in team leadership. Principals who prefer a style of leadership that is somewhat isolated or judgemental will find this style of joint leadership abhorrent. Principals who publicly espouse the values outlined, but subtly sabotage the same values, will

quickly destroy the team. Principals who simply lack the skills and common sense needed for effective team work, will never know what they are missing. The winners will be those who can put into practice the principles of team leadership and who are prepared to invest time, energy and thought into making it function in the school. Bonstingl believes that administrators must rethink their role by allowing greater managerial freedom to teachers in their work with students.

Teachers are the administration's frontline workers. Administrators and teachers are not natural adversaries. Administrators who think of themselves as advisors and team mates with their teachers will reap great rewards in terms of teacher productivity, school morale and community relations (Bonstingl, 1992c: 69).

Team leadership asks more of principals than the traditional authoritative role model.

This technique of shared leadership can do much to foster the powerful forces that build good professional relations within the school. This aspect of the Lifestyle/Workstyle Perspective has been demonstrated to be a key factor in the stress equation. Properly managed, a principal can use these strong professional relations to deflect stress inherent in the role.

5.3 LEADERSHIP AND MANAGEMENT DISTINCTIONS

In the broad and crowded field of administration literature there is an increasing emphasis on what Crump calls the "new managerialism" (1993). Part of this focus is a distinction between the functions of leadership and management in schools. Sungaila rightly points out that this notion has been around for three decades and has been debated for most of them (1990: 11). However "new managerialism" is receiving fresh attention and distinctions need to be drawn, because far from being an esoteric, academic controversy, it has direct implications for principals engaged in this study. Brisbane Catholic Education Principal Performance Reviews (PPR) evaluate the incumbent against criteria in six key areas. Each of the areas of performance is divided into separate leadership and management dimensions. Principals provide indicators of performance in both the leadership and management dimensions of the six. **This review process underscores the importance of this analysis of the literature because these distinctions are becoming common practice in school administration. The literature surrounding this issue is making clear a number of leadership concerns as separate to management concerns. It is also clearly indicating that quality control of schools in our society depends very much on "first order skills". Leadership is regarded by all contributing authors as a "first order skill".**

Mitchell and Tucker believe that it is not surprising that today's educational policy makers and school reformers are talking about the critical importance of leadership for principals. They note that:

School performance is just as closely tied to competent administration, effective supervision and dynamic management as it is to aggressive leadership (1992: 32).

These authors use the terms transactional and transformational. Leaders can be either one of the two, as can managers. This terminology makes the point that different skills are required in each role.

Transformational leadership arises when leaders are more concerned about gaining overall cooperation and energetic participation from the organisation's members than they are in getting particular tasks performed (1992: 33).

Many times the cry is heard "too many managers, too few leaders". Sungaila uses the oft quoted Machiavellian piece of wisdom:

... there is nothing more difficult to take in hand, more perilous to conduct, or more uncertain of success than to lead in the new order of things (1990: 11).

Taking the lead means standing apart, perhaps being different. The sacrifice is significant and many choose to stay on safe ground. This is why there will always be fewer leaders in society. Covey firmly believes leadership is not management. In a simple analogy he says "Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall"(1990: 101). No management success can compensate for failure in leadership and efficient management without the required level of effective leadership is useless (1990: 102). Covey calls leadership a "first order creation" and management a "second order creation".

This thinking is typical of authors including Kouzes and Posner (1990), Senge (1990) and Peters and Waterman (1982).

The latter authors take apart Taylor's rationalist management theories and call for a paradigm shift to conventional business practices. Some of these outdated business practices can easily apply to the school situation. Included are:

- * Big is better because you get economies of scale
- * Low cost producers are sure fire winners
- * Analyse everything
- * Get rid of the disturbers of the peace
- * Control everything
- * Get the incentives right and productivity will follow
- * Inspect to control quality (1982: 43-44).

In business, as in school, the role of the leader is crucial to continued success. Leadership deals with direction and vision. Management deals with speed, structure, systems and logistics. Covey regards the first as top line processes and the second as bottom line processes (1992: 246). They are rarely mutually exclusive, especially in schools, where the principal is both leader and manager for the term of the appointment. When the two come together a significant multiplier effect occurs. Vaill puts it this way:

... the experience most of us have had at one time or the other where success in some organisational effort seems to trigger a collection of improvements in the system in a sometimes startling fashion. Effort gets more efficient, morale jumps, and members confidence in each other increases strongly ... sometimes such systems get on a streak where, for a period, they just seem to do everything right ... success breeds success (1984: 100).

The marks of quality leadership and quality management in schools need to be explored. Once again, in the Workstyle Perspective for this research study they have enormous significance. In many ways a principal's personal workstyle revolves around these two issues or creations. Vaill rightly points out the experience of the two coming together as a wonderful period of time in a school. The momentum can be maintained with the right mix of leadership and management in a team approach. Stress will cause the rhythm to stutter, the glow to fade and old fears and problems will quickly resurface.

5.31 Marks of Quality Leadership

Crump points out that school leadership is an extraordinarily complex and diverse field of study. External and internal pressures of change consistently impose themselves on schools, forcing principals to seek and read about suitable leadership models for their workplace. Professional development courses on Management and Leadership are provided and in many cases neatly packaged with suitable solutions. However:

The realities of the day to day world of schools soon test, to the very last full stop, the assumptions and validity of most models, thus disappointing the expectations of those tempted towards them (Crump, 1993: 64).

This is not an easy subject to explain even though the concepts are subject to exceptional thought and much writing. There is no shortage of advice. As De Pree says:

The measure of leadership is not the quality of the head, but the tone of the body. The signs of outstanding leadership appear primarily among the followers (1989: 10).

Block is concerned about the way leaders define themselves.

There is something in the way leaders define themselves that inevitably becomes self-congratulatory and over-controlling. We expect leaders to choose service over self-interest, but it seems the choice is rarely made. Successful leaders begin to believe that a key task is to recreate themselves down through the organisation. To make their beliefs and actions reproducible (1993: 15).

De Pree considers the art of leadership "requires us to think about the leader as steward in terms of relationships: of assets and legacy, of momentum and effectiveness, of civility and values"(1989: 10). The concept of stewardship is further developed by Block who believes that it is the alternate to leadership by asking people "to be deeply accountable for the outcomes of an institution, without acting to define purpose for others, control of others, or to take care of others" (1993: 13). There are many aspects to the art of leadership. Extraordinary things happen when ordinary people are motivated and challenged. The marks of quality leadership for Peters and Waterman include:

- * Coalition building
- * Altering agendas so new priorities receive attention
- * Being visible when things go awry
- * Being invisible when things work well
- * Building a loyal team at the top
- * Listening carefully, speaking with encouragement
- * Being tough when necessary with the occasional use of naked power (1982: 83).

The people-centred aspect comes through strongly because sound leadership rests on relationships. Leaders engage people. Coleman calls principals "transforming leaders" and believes they:

... are moral agents. They elevate, cause people to rise

above their narrow interests (yet attend to these too) and tap the best motive and power bases of their constituency for goals which enable and empower people to become their best selves and help towards building a community of trust and common effort (1987: 223).

This term "transforming leaders" is also used by Burns (1978), Leithwood (1992) and Mitchell and Tucker (1992). The concept of a leader as steward, or one who serves is not new. Indeed the Gospel writer Luke refers to it as such, however the term is making a reappearance in the literature and this theme is being picked up by such authors as Greenfield (1986), De Pree (1989) and Block (1993). De Pree nominates four ways leaders should act as stewards:

1. **Leaders should leave behind them assets and a legacy.** In both business and schools leaders must ensure long term viability, good reputation and financial health. Perhaps more importantly they need to foster the heart and soul of the organisation - the people. Leaders need to clearly articulate the values of the group. They should nurture future leaders, encourage opinions and value vitality.
2. **Leaders are obligated to provide and maintain momentum.** Momentum is vitality coming from clear vision and movement towards recognised and legitimate goals. Leaders encourage others to be professional and inspired.
3. **Leaders are responsible for effectiveness.** Effectiveness comes through enabling others to reach their potential. Leaders assess capability and judge people.
4. **Leaders must take a role in developing, expressing and defending civility and values.** Good manners, respect for persons and an appreciation of service to others are important aspects of leadership. Civility is concerned with identifying values, as opposed to following fashion (1989: 10-16).

This theme of leader as a "principled person" is continued by Covey who nominates a number of traits that characterise effective leaders.

1. **They are continually learning.** Principle centred leaders, read, watch, seek training, listen and are always curious. They develop new skills and new

interests and in doing so expand their minds and capabilities.

2. **They are service orientated.** Leaders think of others continually because they have a sense of responsibility, of service and contribution.
3. **They radiate positive energy.** Leaders have a spirit that is enthusiastic, upbeat, striving and hopeful. Combined with wisdom and humour it is a powerful force.
4. **They believe in other people.** Leaders refuse to label others, do not carry grudges and see value in all people.
5. **They lead balanced lives.** In social matters they have wide interests and many friends outside work. Leaders enjoy themselves through intellectual and cultural pursuits.
6. **They see life as an adventure.** Each time they meet people they savour the experience and rediscover their worth. Leaders are secure people because they know their own self-worth, potential, will-power, resourcefulness and courage. They are interested in others.
7. **They are synergistic.** Leaders improve almost every situation they get into because they are change catalysts.
8. **They exercise for self-renewal.** Leaders exercise the four dimensions of the human personality - physical, mental, emotional and spiritual (1990: 33-38).

Leadership traits, such as these, are found in many persons. Kouzes and Posner researched the characteristics followers admired most in their leaders and discovered that people appreciated leaders who were:

- * honest
- * competent
- * forward looking and
- * inspiring (1990: 17).

These authors regard leadership as observable and learnable. It is not a mystical or ethereal thing that cannot be understood by ordinary people. They believe that the notion that leadership cannot be learned is a deterrent to the development of new leaders.

5.32 Vision as a Leadership Quality

For me, a vision is a kind of moral imagination which gives school people, individually and collectively the ability to see their school not only as it is, but as they would like it to become (Barth, 1993: 10).

For Senge, most adults have little sense of real vision. When asked what they want, most adults prefer to list what they'd rather dispose. Negative vision is common place, even among successful people (1990: 147). By creating a positive vision, leaders take a stand on a preferred future. Vision channels the deepest values in the workplace and as such they should emphasise two things; the strategic and the lofty (Block, 1990: 102).

Not just any vision will do, because it can easily be negative or wrongly placed. Block maintains that strategic vision helps leaders stay focused, contributing to the mission of the organisation. Lofty vision is the ability of the leader to capture others' imagination, inspiring fine performances and creating team spirit. For a leader, vision is the deepest expression of what is needed in a desired future, and by expressing it both verbally and in written form, it creates the conditions for an aligned team (1990: 103). In uncertain terrain, in times of social upheaval, leaders provide members of the organisation with a vision of what is uniquely possible if everyone works together for a common goal. On August 28 1963, before a crowd of 250 000, Martin Luther King Jr. proclaimed his vision to a nation. This is vision in its highest sense - moving, inspiring, uplifting and full of conviction. Vision must enlist others because by itself, or in the mind of the leader, it will do nothing. When communicated, it can urge

others to act, creating in the organisation significantly higher levels of:

- * job satisfaction
- * commitment
- * loyalty
- * esprit de corps
- * clarity about the organisation's values
- * pride in the organisation and
- * productivity (Kouzes and Posner, 1990: 108).

Defining vision can also have powerful effects on the leader as it can:

1. Signify disappointment with what exists now. Articulating vision may mean saying to everyone else that the current situation is poor and needs changing.
2. Expose the future and open up potential conflict with those who do not share the same vision. Vision is difficult to trade or compromise on and there is always the chance that conflicting visions will cause problems.
3. Hold the person accountable for acting in a way that is congruent with that vision. Once created, stated and explained a bench mark is set in all public and private actions. It may be an uneasy reality because it forces internal accountability (Block, 1990: 105).

The hardest thing for any of us is to live by the rules that we create. It's difficult enough to live by the rules others create. It is brutal and fierce to live by the rules that we create. When we create the vision for our unit, we create a set of requirements and demands on ourself, simply because they're our own creation (Block, 1990: 105).

De Pree is quite succinct: "The only kind of leadership worth following is based on vision" and "When talking about leadership, one always ends up talking about the future, about leaving a legacy, about followers" (1989: 121). Before the hard work, before the commitment, before the money, comes the vision. Significant vision precedes significant success. It can inspire and as Whitley suggests:

A truly integrated and permeating vision energises people and can resurrect disgruntled, routinised, burned out employees. It provides true challenge and purpose. It makes each person feel that he or she can make a difference to the world. It becomes a rallying cry for a just cause - their cause (1991: 28).

To be effective vision needs to be:

1. **Challenging** - always in sight but not out of reach
2. **Clear** - not open to conflicting interpretations
3. **Memorable**
4. **Involving** - a statement that enables and empowers
5. **Value driven**
6. **Visual**
7. **Mobilising** - it should demand a response from all
8. **Guideline** - all engaged can measure against it and
9. **Linked to needs** - it should relate to the actions and achievements of those it serves (Murgatroyd and Morgan, 1993: 81).

Leaders live their lives backwards in some ways, because in their mind's eye they picture the results of what will happen, before it even starts (Kouzes and Posner, 1990: 9). This is perhaps much like an architect or engineer however a leader must have followers to achieve the shared vision. Dictating vision is counterproductive in the long term and shallow. A leader's personality can model the way and inspire shared vision. Galvanising people is no easy task in a cynical and unforgiving world, yet it is precisely what the leader must do to achieve all the powerfully positive things shared vision can achieve. This can be linked into the structure of the conceptual model where the psychological subheading of personality and temperament play a vital role. Also consider the importance of the subfactors nominated as a person's character, ethics and morality. Discussions in this section have amply demonstrated the crucial need

for a leader of quality to be a highly principled person, with a clear sense of justice, integrity and morality. Without these, people will quickly see through a leader and mark him/her as shallow, opportunistic and untrustworthy. Finally, in all this apparent seriousness it is instructive to remember that working with people can and should be enjoyable. A sense of humour, also nominated as a subfactor in the Psychological Perspective, is be a wonderful asset in building team spirit and vision. There are strong implications for school principals in this section. Principals, who are rightly regarded by others as having a clear sense of justice and integrity and who provide a clear, achievable vision for all employees, show the marks of quality leadership.

5.33 Empowerment as a Leadership Quality

Cynics regard this term as another passing fad which will soon wither away. This cynicism is clearly expressed in the bumper sticker that reads "I'd rather be dead than empowered". Block has strong words for the cynics:

Every effort toward political reform runs into cynicism and doubt that any real change is possible. This doubt resides at every level of an organisation and at every level of our society. When people do not buy partnership, empowerment and service, it is not because it does not make sense or they think it will be bad for business. It is more that they do not think it is possible or practical, or they don't trust us to make it work. Unattended, cynicism will carry the moment, and charisma, reason, and a compelling vision are not enough to get the job done (1993: 221).

The instinctive response to cynicism is to argue, to persuade the cynic that this change is special and indeed different. One cynic in a room can set the tone and carry the day. Block believes that the domination of the cynic must be

challenged. Empowerment requires commitment and effort. Empowered people do not simply participate. They create. A common and easily understood definition is:

... each employee taking 100 per cent responsibility to get their (sic) job done. There are no excuses. The only reason for performance or non-performance is me (Bohn and Adams, 1993: 16).

Block asserts that empowerment places survival in the employee's hands.

For each of us as individuals, empowerment means placing ourselves in the position of being creators of the organisation to which we belong. Empowerment is embodied in the act of standing on our own ground, discovering our own voice, making our own choices. Empowerment carries with it an obligation, and that is that we commit ourselves. It requires an emotional investment. To act now, to live with consequences with value. To give up our wish for safety (1993: 36).

Murgatroyd and Morgan characterise empowerment in similar terms but add the key rider that such responsibility is not unfettered freedom to select goals, projects or conditions. For them empowerment is:

The ability of an individual or a team within the school to work in their (sic) own way within an agreed time and with agreed resources to achieve the goal set by the leadership of the school (1993: 121).

Empowerment follows vision and therefore where there is cloudy vision, there can only be shallow empowerment. It has been suggested by Bohn and Adams that there are three groups of people to consider when discussing employees taking responsibility for their work. When the "how to achieve goals" question is opened up there are:

1. Employees willing and able to buy into the concept. They are prepared for the responsibility and enjoy the challenge.
2. Employees who are willing but unable to work in an empowered way.

They lack the skills and while they want the responsibility they are not sure on how to do it properly and

3. Employees who are able but unwilling to take on the challenge of empowerment. They do not want to make decisions, take risks or manage themselves (1993: 17).

For empowerment to work positively there must be certain conditions present in the place of employment. Self-directed, self-controlling individuals will work towards fulfilling the terms of any agreement when these six conditions for empowerment are present.

1. **Character.** The employee must be willing. Traits such as maturity and integrity are present in self-directed individuals.
2. **Skills.** The employee must be able. People who display good communication skills, appropriate planning and the ability to solve problems will always be able to work in an empowered way.
3. **Win-win agreements.** Managers and employees must both benefit. Everyone must be clear on expectations, desired results, use of resources, accountability and consequences.
4. **Self supervision.** The employee must be able to plan, do and control their work without constant outside supervision.
5. **Helpful structures and systems.** Employers should take care to provide the best possible environment for this to happen.
6. **Accountability.** The word reappears in the explanation because if there is no honest self-evaluation people will lose their sense of responsibility and start blaming others for performance (Covey, 1992: 192-197).

Empowerment is neither magical nor easy. To a large degree teachers have been empowered in their rooms for some time, and good school principals allow teachers professional freedom and room to experiment with new techniques, as long as their practice conforms to the vision and direction of the school. Principals who have a trusting and encouraging personality will find

themselves well placed to reap the rewards gained from having an empowered staff where teachers take personal responsibility to get the job done. In many ways empowerment relates to the quality of relationships in the school. Block uses exaggeration as the antidote to the tendency to deny the more uncomfortable desires in a working relationship. When people are asked to state their normally unstated wants from those around them and to exaggerate them they long for the following:

Expectations of a relationship

- * Place my needs above all others
- * Provide me with safety at all times
- * Include me in all decisions
- * Never argue with me
- * Want to be with me always
- * Take care of me so I don't have to be responsible for myself
- * Trust and agree with all my decisions
- * Give me my freedom and the space I need
- * Never need anything I don't want to give

Which get Expressed in Expectations of a Boss

- * I want to be your favourite
- * Ask my advice before you do anything impacting on me
- * Make me your confidante
- * Make my advancement your personal responsibility
- * See my weaknesses as charming
- * Leave me alone except when I am in trouble, then rescue me
- * Protect me from powerful foes, run interference for me

The reverse of this is a superior's expectations of the subordinate.

A Boss's Reciprocal Expectations of a Subordinate

- * Value me more than any other boss you have ever had
- * Know what I need and want without having to ask
- * Accept my controlling behaviour as timely and helpful
- * Don't bother me with problems
- * Come to me only with successes and solutions
- * Consider me your friend even if I embarrass you
- * Be loyal to me regardless of how I operate
- * Be grateful for the opportunity to work for me and learn from me (1993: 83).

Perhaps there are many of these statements with which principals can identify.

Block calls these "emotional wants". They are not rational because they cannot be fulfilled by others. Empowerment means saying no to unfulfillable expectations. Doing so, is both critical and difficult, because people have specific desires of leaders; they need advice or support for security, self-esteem and freedom. Block maintains that the answer must still be no. Empowerment is about honesty in relationships and roles.

Glickman suggests that with the territory of a noble cause also come problems to be solved. He refers to the ironies that surface in an empowered school that has really challenged itself to reform. School leaders should recognise these ironies as part of the process and not be discouraged and defeated by their appearance.

1. The more an empowered school improves, the more apparent it is that there is more to be improved.
2. The more an empowered school is recognised for its success, the more non-empowered schools criticise it.
3. The more an empowered school works collectively, the more individual tensions and differences among staff members become obvious.
4. The more an empowered school becomes a model of success, the less the school becomes a practical model to be imitated by other schools.
5. The more a school becomes empowered, the more it hesitates to act.
6. The more an empowered school has to gain, the more it has to lose.
7. The more an empowered school resembles a democracy, the more it must justify its own existence to the most vocal proponents of democracy (1990: 70-73).

To a large extent it is the leadership qualities of the principal that lead a school staff to empowerment. Within the three perspectives, personality, temperament, motivation, character and reaction to change events all meld together to produce a principal capable of both handling challenge, and challenging others. The principal's psychological outlook is most important in creating the conditions for empowerment.

5.34 Marks of Quality Management

The Australian Effective Schools Project makes a distinction between leadership and management but maintains that "both sets of characteristics are essential and must be blended by the principal and the team" (McGraw et al., 1992: 79). When considering educational management, Evans believes that good management ensures the educational ideals of the staff are fulfilled. The following areas of knowledge and proficiency in these skills is vital:

Curriculum policies	The skills to monitor, plan, implement and evaluate policies and practice, to be accountable to students, parents and the community, and to facilitate an on-going process of review.
Curriculum change	The skills to review curriculum and shifts in curriculum priorities.
Managing staff	The skills to appraise staff, implement mutually acceptable staff appraisal and staff development programmes and to allocate workloads.
Student behaviour	The skills to develop and implement a management behaviour policy.
Promotion	The skills to inform the community of the

school's mission.

Needs analysis

The skills to select and use needs analysis instruments and to set priorities consultatively (1993: 13).

Management is getting things done. One of the important marks of quality management is knowledge of the right things, and then the skills to effectively put them into practice. As the list of skills above shows, the proficiency levels between principals will vary enormously and even in the one principal between the various skills.

Leaders and Their Learning also refers to organisational management as an important dimension in schools. Devolution of authority has meant that principals must work collaboratively with staff and parents across a wide range of management activities including:

- * Interpersonal relations
 - * Communication strategies
 - * Motivation
 - * Staff management
 - * Strategic planning
 - * Decision making
 - * Behaviour management
 - * Equity issues
 - * Industrial relations
 - * Law and legislation
 - * Financial management
 - * Problem management
 - * Change management
 - * Conflict management
 - * Crisis management
 - * Time management
 - * Stress management
 - * Technological management
- (Evans, 1993: 14-15).

In each of these areas of knowledge in organisational management there are

related and separate skills that a principal needs. Evans is making the point that management in schools is both educational and organisational. School leaders need to know what to manage, what's critical and then have the skills to do it effectively. School principals who can do this clearly show the marks of quality management. The Queensland Teachers' Union Journal discusses similar concepts in an article titled What Makes a Top Professional? The qualities of professionals are listed under the headings of:

- * Technical
- * Cognitive decision making
- * Basic communication skills
- * Advanced communication skills
- * Self management skills
- * Reflective learning and
- * Participation in the development of the profession (1993).

With the emphasis on skills in management Senge discusses the concept of personal mastery, which has the unfortunate connotation of gaining dominance over people or things. "But mastery can also mean a special level of proficiency" (1990: 142). Principals need to develop personal mastery in the skills outlined above. In the same way that a master craftsman does not dominate pottery or woodwork, so too a "master principal" should not dominate a school. Personal mastery means having a deep sense of responsibility and an attitude of lifelong learning (Senge, 1990: 142-143). This understanding should help principals daunted by the list of skills proposed by Evans. While there can be no doubt such a list is long and exacting, a principal with the right stance on personal mastery, will know his or her deficiencies and work towards eliminating them. Master principals are not content to identify problems and

then leave them. They seize opportunities to sharpen their knowledge and skills.

Mastery is a mark of quality management.

Peters and Waterman advocate a process of Managing By Wandering Around (MBWA). In technical terms MBWA ensures organisational fluidity. In practical terms, it uses the vast network of informal and open communications that exist in an organisation. Great managers and leaders have always been characterised as being "close to the people". Political leaders are occasionally praised or criticised depending on how close the media judges them to be to the "common person". This concept is hundreds of years old and comes with certain commitments because it is very easy to be distracted by paperwork or by "fighting fires". A number of benefits of MBWA provided by Frase and Melton include:

- * Teachers' increased feelings of confidence, patience and control
- * Increased informal interaction with teachers
- * Better instructional leadership by the principal
- * Improved teacher perception of the principal
- * Daily contact with teachers by the principal and
- * Increased emphasis by the principal on academic matters (1992: 18).

This style of management, combined with attention to the formal structure, is a useful way for principals in schools to stay in continual communication with teachers, parents and students. MBWA is not mindless wandering around and it can be rather structured. Principals should have specific ideas what they are looking for in classes and remember that schools are "people places" where so much depends on aspects of the principal's character, sense of humour and enthusiasm. All these feature as subfactors in the Psychological Perspective.

MBWA is the crucial prerequisite and requires a

demonstrated commitment to establishing people as your number one priority, controlling your time, scheduling MBWA and following through, leading by example, demonstrating the improvement ethic, and openly seeking feedback (Frase and Melton, 1992: 23).

Principals who are close to teachers and students demonstrate another mark of quality management.

5.35 Professional Development

Professional development has already been hinted at as a mark of quality management. The literature abounds with the need for reflective learning, continuous learning, proactive learning, sharing knowledge, upgrading and training. This smorgasbord of terms all come under the umbrella of professional development and indicates that many people place a weighty emphasis on the subject. The range of terms does not have to confuse the issue with misunderstandings and unclear definitions. The entire focus is on the need for principals to meet the challenge of professional development. With such a wide variety of activities available, Evans implores principals to design their own package of learning to meet their needs, and suggests that research has pointed out that the best styles of inservice are those that demonstrate these attributes:

1. Principals give greatest support to activities organised by their professional associations.
2. The most acceptable activities have flexible modes of delivery and included a mixture of theory, research findings and school based action research projects.
3. Principals want their employers involved and they accept the need to develop networks to share knowledge.

4. Exchanges and secondments promote lasting changes and
5. Rural and teaching principals face severe difficulties in accessing developmental opportunities (1993: 19).

The ACER Effective Schools Project makes the point that professional development should be:

- * ongoing and consistent
- * come from a variety of sources
- * mandatory in some cases
- * target weaknesses and build on strengths (McGraw et al., 1992: 79).

The project writers believe that there are specific areas of development required by principals and include curriculum, stress management, communication skills, pastoral care, psychology and decision making as important (McGraw et al., 1992: 78).

It is possible, even when engaged in good professional development, to be non-responsive, unopinionated and closed for whatever reasons. Superior principals exercise the intellect, cultivate every opportunity and reflect on their learning. In the Psychological Perspective of this study qualifications and study needs have been mentioned as a subfactor. They may cause real stress because quality principals know the value and wisdom to be gained, but may have to balance out of school professional development against the needs of family and lifestyle demands.

5.36 Management Activities

The knowledge and skills aspects of the management dimension have been explored. Together they indicate the marks of quality. Another important

aspect in the study of management in organisations is to precisely identify where managerial behaviour occurs. Obviously there is a diversity of areas that require managerial interest and attention. Understanding this completes the triangle; management activities, knowledge needed and skills required.

Within this study attention is paid to this topic because participants are observed each minute of the day and a log of managerial activities is built up over a five day period. Part of the purpose of this log seeks to identify the precise activity that the principal was engaged in prior to and directly after measurement of blood pressure. It uses the work of Mintzberg who identified ten roles that managers become involved in during a day. Each role has identifiable activities and has been recognised in the literature. This style of research has been conducted before and is a replication of the work of Cooper, Sieverding and Muth (1988). These researchers used managerial activities delineated by Mintzberg who focused specifically on what managers do and grouped their activities in the following manner:

Informational

1. Monitor
2. Disseminator
3. Spokesperson

Decisional

4. Resource allocator
5. Negotiator
6. Disturbance handler
7. Entrepreneur

Interpersonal

8. Figurehead
9. Liaison
10. Leader (1973: 94).

Mintzberg focused on what managers do and defined a role as an organised set of behaviours belonging to an identifiable office or position (1973: 55). He presents his work as one example of how managers' work can be delineated. In many ways it is a categorising process, a somewhat arbitrary partitioning of the managers' activities into activity groups. Other examples are presented below. While the roles may be seen as arbitrary, Mintzberg defends them as logical, with enough empirical evidence to support these divisions as common to the work of all managers (1973: 55). His categories are well suited to this study for three reasons. First, they are all observable. They can be witnessed and noted. This is a crucial element in the methodological path chosen for the study. Second, they account for all things a manager may actually do, be they a paid part of the job description or simply an activity apart from the usual. Third, while the roles are described individually they cannot be isolated. They were always intended to be an integrated whole. Mintzberg calls this a gestalt. In the fast paced, varied and peculiar life of a school principal recognition of these three attributes is vital.

Mintzberg provides the following as a sketch of the ten roles. In this study they were used as the standard definition for the researcher.

Figurehead	Symbolic head, obliged to perform a number of routine duties of a legal or social nature. Associated with ceremony or solicitations. Perhaps the simplest of managerial roles.
Leader	Responsible for the motivation of staff, staffing, training and similar duties. This role identifies the manager's relationship with the subordinates.
Liaison	Maintains a self developed network of outside

contacts and informers who provide favours or information. Managers can spend a significant amount of time working in this guise.

Monitor	Seeks and receives a wide range of information to develop a thorough understanding of the organisation and the work environment. Acts as the nerve centre for internal and external information. The unique position of the manager often makes this person the best source of non-routine information.
Disseminator	Transmits information received from outsiders and from employees to other members. Some information may be factual, some may be more informal.
Spokesperson	Transmits information to outsiders on the organisation's plans, policies, actions and results. The manager must be an expert in the field.
Entrepreneur	Searches the organisation for possible improvement projects and initiates change. Supervises the design of certain new projects.
Disturbance Handler	Handles corrective action when necessary. Disturbances occur at all levels of the organisation and may come about from poor decision making and insensitive actions or through good decision making that others were unprepared for leading to unanticipated consequences.
Resource Allocator	Allocates resources of all kinds and in effect signals approval for significant organisational decisions. This involves three essentials; scheduling own time, programming the work of the organisation and authorising actions. Resource allocation can involve money, personnel or reputation.
Negotiator	Represents the organisation at all major formal and informal gatherings where decisions are to be made. In this role the manager takes charge and represents the organisation in the bargaining process (1973: 93-99).

In every aspect of the managerial function of the school principal these ten roles can be employed. Be it handling disruptive students, writing letters,

opening mail, answering telephones, walking around on duty, discussing matters with a deputy, reading, teaching students, talking to parents or fixing the blocked drain, one of Mintzberg's role descriptions can be easily and precisely applied.

Earlier trial work in the preparation phases of this study allowed for participants assisting the researcher to log their own actions according to these definitions of the ten roles. Diary reporting was found to be unsuitable for this style of study because only easily defined information can be readily compared. There are problems with consistency when one principal decides a certain action is in disseminator mode and another categorises the same action as spokesperson. To overcome this methodological obstacle the researcher decided that the full observational approach, using the above definitions was more accurate and reliable.

Charters and Pinter (1986) studied the management behaviour of elementary principals using the work of Yukl (1981). Yukl isolated 23 categories of management behaviour and these present a useful comparison to Mintzberg's listing. These categories are intended for use in a 115 item Management Behaviour Survey and as such have a slightly different emphasis to the ten used by Mintzberg. The MBS seeks to measure supervisory behaviour through descriptions furnished by immediate subordinates. The 23 activities are:

- * Emphasising performance
- * Showing consideration
- * Planning
- * Innovating

- * Career counselling
 - * Inspiring subordinates
 - * Providing praise
 - * Structuring rewards
 - * Clarifying work roles
 - * Goal setting
 - * Training and coaching
 - * Disseminating information
 - * Encouraging participation
 - * Autonomy - delegation
 - * Problem solving
 - * Facilitating the work
 - * Monitoring operations
 - * Monitoring the environment
 - * Representing the unit
 - * Facilitating cooperation
 - * Managing conflict
 - * Criticising
 - * Administering discipline
- (Charles and Pinter, 1986: 812).

The categories above give a good overview of the managerial tasks principals engage in, however for the purposes of this study Mintzberg's typology is better suited to the research. Cooper et al's. study of stress, discovered that some managerial activities were more stressful than others. The top five activities that caused increased heart rates were:

1. Spokesperson
2. Disturbance handler
3. Student supervision
4. Student discipline and
5. Resource allocator (1988: 213).

The authors make this interesting and relevant point:

Even though they thought they were calm and in control, the physiological data indicated very high stress (up to 155 beats per minute) during these talks [presenting to a school board] (1988: 214).

This is the precise reason why regular physiological testing is part of the regime of this study. Many principals would report that they are not great sufferers of stress or that stress has an inconsequential effect on them. Externally this maybe so. Internally, it maybe a completely different circumstance, as the studies by Sioverding and Whan clearly show.

5.4 CONCLUSION

In theoretical terms the distinctions between leadership and management can be made quite clear and understandable. In practical terms the skills needed for both dimensions appear to be less easily delineated and understandable. The authors reviewed in this chapter make a convincing case for principals to decide whether their interests and abilities better suit them to be a leader or a manager. The choice seems to be either a "visionary" or a "hands-on" person. This may well be the case for persons employed in large companies engaged in commercial enterprise, where the demands of profit, efficiency, market share, quality and investment return are the major focus. Within this work climate, a person may well be able to tread the path of leader or manager. While this researcher is sure that a certain degree of greyness and overlapping demands are part of everyday life in many commercial enterprises, in schools the blurring is unquestioned. Greenfield believes that "education is a deeply mysterious process and so is the business of being a leader" (1986: 167). Grady asks the question: "Can anyone expect leaders, in general, to live up to the recommendations which emerge?" (1989: 46). Both authors strike pertinent issues, as the business of school administration is both mysterious and exacting. Progress cannot be judged on a profit/loss statement or increased market share. In the business world leaders and managers often stand or fall on the outcomes of such figures, and while schools share much in common with the business world, there is a point where departure occurs.

The rosy picture of a productive, forward looking and energetic organisation with an enthusiastic and visioned workforce is often distorted because:

... for most of us, our workaday lives are swamps, bogs, quagmires of fragmentation and petty detail from which we have difficulty extracting ourselves for a moment of reflection on and action toward grander, heroic purposes and processes (Murphy, 1988: 654).

One reason for this is that principals operate in a twilight world between leadership and management; moving in and out of one dimension regularly, never staying long enough to rest satisfied, and often being too busy to make an informed judgement on what role they are currently playing. Even in the quieter moments of reflection, when "grander" and "heroic" purposes can be contemplated, the mechanics of design and efficiency intrude in the preparation of the vision. Principals not only have to provide the vision, they must also provide the knowledge, skills and enthusiasm to make it work. Those who advocate "Schools of Quality" believe that consistent quality leadership, as shown by the principal, is the most important factor in achieving excellence (Bonstingl, 1993: 5). Little by little, day by day, personal commitments to improvements within one's sphere of influence must be made by everyone in the organisation (Bonstingl, 1993: 5). This is perhaps the only way out of the swamp.

For certain, many of the points made by Peters and Waterman, Block, Covey, Senge, Kouzes and Posner and De Pree have great pertinence for school principals, and while they write for a wider perspective than education, their

insight and wisdom has enormous significance for principals. These concepts will continue to shape how principals operate and are assessed in the years ahead. To down-play or ignore their advice and message will not serve educational authorities well. Educational authors, researchers and commentators, including Murgatroyd and Morgan, Bonstingl, Evans, Sungalia, Glickman, the Effective Schools Project, Frase and Melton and others take the wisdom and insights gained from the theorists and apply it to the unique discipline of educational administration. Thus the "new managerialism" gains a foothold in the intricate process of successful leadership and management schools. Continued research, reflection and writing will bring further benefits to school leaders illuminating the twilight world in which they go about their business.

Leadership and management research must be centred in the current work environment. Principals in Brisbane Catholic Education are judged on performance criteria in leadership and management dimensions. For these principals six key result areas have been identified.

- * Mission
- * Faith
- * Education
- * Supervision
- * Organisation and
- * Community (1994: 9).

Within each of these six key result areas, the system authority looks for prime performance indicators under leadership and management dimensions. A principal's work and worth are thus judged and rewarded. Principals identify and indicate what they have done and are doing to ensure their school is

exemplary in both dimensions. There is a strong emphasis on quality indicators. There is no doubt that this pressure to be competitive and productive in schools is stressful for some principals. All the study participants were engaged in this exercise around the time of the observation. The new watchwords that introduced this chapter have found their way into the official policy and practice of Brisbane Catholic Education (BCE). Other educational authorities also use these contemporary watchwords.

This chapter has shown that the modern managerial literature has enormous significance in the school environment and those principals who are "unschooled" in the theory and practice of the new managerialism, cannot hope to grapple with and answer employer expectations and directives. It would seem that in any study of stress in principals an understanding of employer expectations and subsequent assessment techniques of principals is vital. The BCE approach to principal assessment demonstrates that understanding, discussing, applying and reporting on quality management and leadership practice is indeed an exacting task. It is also a stressful one.