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## Management and Leadership: Two Important Concepts that Together Make and Excellent Administrator

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## Management and Leadership: Two Important Concepts that Together Make and Excellent Administrator

### Abstract

Throughout my high school years, I wanted to be a wealthy business woman. I dabbled in the stock market, read the Wall Street Journal, imagined owning a business one day, and even worked as an intern for a brokerage company. It was evident that I would study business, and become involved in business after college. There was just one problem. My past would reveal my true feelings of success.

MANAGEMENT AND LEADERSHIP:  
TWO IMPORTANT CONCEPTS THAT TOGETHER  
MAKE AN EXCELLENT ADMINISTRATOR

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of the Requirements for the Degree

Master of Arts in Education

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By

Stacey J. Ward

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Throughout my high school years, I wanted to be a wealthy business woman. I dabbled in the stock market, read the *Wall Street Journal*, imagined owning a business one day, and even worked as an intern for a brokerage company. It was evident that I would study business, and become involved in business after college. There was just one problem. My past would reveal my true feelings of success.

You see, growing up was a life full of underlying teaching interests. It was hard not to play school when your role models (mother, two grandmothers, and many other family members) were teachers. In addition, I was always involved in teaching in some way or another: teaching Sunday school, coaching swim teams, teaching swimming lessons, babysitting, assisting with preschool programs, etc. I was interested from the earliest years, but denied it for fear of being unsuccessful. What I did not know in high school, that I later realized in college, was success was not measured by wealth. My heart and passion was always in teaching, but ego and ignorance held me back. But, not for long.

I was two years into my business administration program, when I decided to change my course. I could have the best of both worlds, if I could just give up the money. Thank goodness, my upbringing and core values finally showed through. Why not get my business degree as initially intended, then go on to get a teaching certificate? My path was set.

I have been teaching business now for over four years. And during that time, I decided to take my education a step further. Why not become an administrator? Many similarities exist between the education and business fields, as you are about to read. I often think of the theories and concepts learned in the college of business and realize how many of them are intertwined. This paper will focus on many personal opinions backed by research of what makes good leadership and management. Some ideas were taken from my business background and many taken from my educational experiences through leadership seminars, books and literature, and my administrative classes at the University of Northern Iowa. All of the ideas will help be become an effective administrator.

### Management

Managerial ability is required to direct fiscal and human resources towards the fulfillment of an organization's goals (McCoy, 1995). Without day-to-day organization and management, long-term planning can not happen. Bolman and Deal's 1991 study (as cited in McCoy, 1995, p. 3) says:

Leading and managing are distinct, but both are important. Organizations that are overmanaged but underled eventually lose any sense of spirit or purpose. Poorly managed organizations with strong charismatic leaders may soar temporarily only to crash shortly thereafter. The challenges of modern organizations require the objective perspective of the manager as well as the brilliant flashes of vision and commitment that wise leadership provides...management provides consistency, control, and

efficiency but leadership is needed to foster purpose, passion, and imagination.

Total Quality Management, conflict management, and time management are all very important to the success of an administrator.

### Total Quality Management

Total Quality Management or TQM is a process that is studied in many university business programs. W. Edward Deming, a creator of TQM, along with many other researchers conclude the importance of making the common worker an important resource for the success of business. Being a student of both a business and teachers college, I have always been interested in the success of implementing common business practices in schools. Total Quality Management, although originally outlined for business, can successfully be utilized on the journey to educational reform.

Administrators should cease dependence on mass inspection. "Inspection does not improve quality and is costly and ineffective" (Deming, 1992, p.2). Success can come from employees, or in this case students or teachers, in ways that encourage them to monitor and inspect their own work and from teaching them to do better, both as individuals and as teams. Quality work must be seen during all stages of the process. If people are trusted, they will more often than not create quality work. Students and staff will improve and will want to improve

in the right kind of workplace. In short, they will do their own quality control. I like the statement that I heard in my supervision and evaluation course that relates well to this concept, “Catch them doing something right” (R. Decker, personal communication, 1998). This statement relates to both students and teachers.

Instituting training is another TQM principle. Waste will occur when there is inadequate training. “The greatest waste in America is failure to use the abilities of people” (Deming, 1992, p.4). Since training is key to the success of any program, professional development is essential. Administrators need to encourage education and self-improvement for everyone. Deming feels there is not a shortage of good people, only a shortage of knowledge and skills. People learn through training and coaching as they participate in discussions, read, and attend conferences. Sometimes the money may not be available as an excuse for unattendance. The fact of the matter is, ongoing training is essential to professional growth and personal fulfillment. Professional development is key for both the administrator and his or her faculty and staff.

Dr. Deming’s systematic application of continual improvement is a key to quality in transforming the educational system. Leadership creates system understanding and the environment for predicting results. The aim of this philosophy is continual improvement.



If we are to be truly committed to improvement, then we must let go of old notions of fixing blame and operating on our worst assumptions about people. To the extent that we can do this, we will succeed mightily with Deming's methods (Schmoker and Wilson, 1993, p. 35).

### Conflict Management

Life is filled with conflict. No living thing--whether it be a person or a plant or animal--avoids conflict. The same is true for life itself. There is no such thing as a life without conflict; life is constantly changing, and people are destined to experience conflict. Conflict may surface where there is an alteration of the status quo.

Conflict is inevitable and is not always negative, although we tend to think of it in negative terms. The outcomes of conflict managed appropriately can be quite positive. It is important for administrators to learn techniques for managing conflict constructively. As a rule, it is not the conflict itself that is bad. The point is to address the root cause of the conflict and seek ways to manage it in order to achieve the positive, rather than negative, outcomes.

Many people would say that compromise is the answer for a positive outcome to conflict. I disagree. Compromise can be a losing situation for all involved. Instead, an administrator should be creative when dealing with conflict. It is important not to stand back and vent, but believe in what others can do. By

being proactive, an administrator should think of inclusion by means of good communication. Is there a way to creatively implement both sides in some way?

As an administrator, it is crucial to understand and know how to deal with conflict. I once heard a speaker by the name of Cynthia Wakeman. She really put conflict resolution in words that make sense. She said if a person always operates out of right and wrong, it is difficult to solve anything, because the whole concept of right and wrong stems from individual belief systems. To get results, they need to agree with the many belief systems (C. Wakeman, personal communication, January, 1999). In other words, a difference can exist between perceptions and actuality. It is too easy to perceive and label people as jerks and idiots, vulgar words for personality conflicts and incompetence. Instead, conflict management needs to reach a different level. A summary quotation from the Massey Video Series as stated by the Fanning Leadership Center workbook for the Community Leadership Program explains the following viewpoint:

If you truly want to be effective in today's world, if you sincerely want to understand other people, it seems absolutely critical that we accept the reality that all these other people are out there who are different from the way we are, are just as right, correct, and normal as we are. We're all right. We're all normal. But we're all very different because what we are now is directly rooted in where we were when, when were gut level value programmed (Fanning, 1998, p. 13).

The difference between perceptions and actuality is actuality stems from the point of view that a disagreement between people is usually a factor of one or more of the following: misinterpreted goals, roles, and/or procedures (Wakeman, 1999). Whenever there is a disagreement between people, it may be because of a misinterpreted goal. Goals need to be clear and relevant to those involved. The second possible cause of conflict is undefined roles. In a time of conflict, administrators need to be clear and honest of their expectations of all involved in the building, including students and teachers. Finally, a breakdown in procedure can be very harmful and cause conflict. Procedure needs to be clearly defined and consistent.

In a recent session of the Community Leadership Program of Black Hawk County I learned how to get the best results when dealing with conflict (see Appendix A). The right side of the circle is negative behavior in response to conflict. Being right is the first item that appears. The concept is, when a person decides he or she is right, he or she eventually becomes righteous. Blame, the second item, takes responsibility off of the leader and pushes it on someone or something else. Collusion is the third item on the right side. It means that it is unhealthy for all involved to look for things to match personal beliefs. Fourth, is victim. The only time a person is a victim is when he or she does not know what his or her choices are. This just does not happen as an adult. If you know how

you got there, it does not have to happen again. The circle closes with reasons, stories and excuses, all effective in getting negative results.

As for the left side of the circle, yes or no tops the list. People need to be honest with where they are. Declaration means, stick with what you are about. Accountability is important when taking responsibility for actions. If you are wrong, say so. Finally, a leader should feel free to give an individual contribution. Say what you learned from the situation. It is important to help others understand in times of conflict that something can be made out of the situation. Attitude is an essential component for positive conflict management.

### Time Management

Administrators must effectively manage their time in order to be effective. I was recently given the opportunity to participate in Stephen R. Covey's training, "The Seven Habits of Highly Effective People" (Covey, 1996). As Covey states, "The key is not to prioritize your schedule but to schedule your priorities" (p. 13). In other words, effectiveness requires balancing important relationships, roles, and activities. "Things that matter most should never be at the mercy of things that matter least" (p. 14).

First things are those things that you, personally, find most worth doing. They move you in the right direction. They help you achieve the principle-

centered purpose expressed in your mission statement. Covey teaches in his training (p. 84).

All activities can be classified by importance and urgency. An activity is important if you personally find it valuable, and if it contributes to your mission, values, and high priority goals. An activity is urgent if you or others feel that it requires immediate attention. When we graph these two elements and their opposites, four quadrants emerge that describe the activities we engage in. These quadrants form the Time Management Matrix (see Appendix B).

The best use of our time focuses on the quadrants that emphasize importance (Quadrants I and II). Building relationships, planning, and preparation are all Quadrant II activities. “Effective people have genuine Quadrant I crises and emergencies that require their immediate attention, but the number is comparatively small. They keep a balance by focusing on the important, but not urgent, activities of Quadrant II” (Covey, 1996, p. 85).

Unimportant matters (Quadrant III and IV activities) gnaw at your time and other resources. Effective administrators should identify and eliminate activities that do not further the fulfillment of their mission.

### Leadership

Management and leadership go hand in hand and often times become very intermixed (see Appendix C). In relation to the table “Management vs.

Leadership”, I offer the additional and comparative leadership components: communication, improvement, relationships, and vision.

### Communication

Good leaders are separated from bad leaders by the “artistry of getting others to commit themselves to their highest possible levels of achievement” (Lee, 1995, P. 14). The key ingredient in getting others to do this is communication. Communication is one of the most agreed upon skills of importance listed by acting administrators (Lester, 1993).

The communicating and listening skills of superintendents, principals, and teachers are an important characteristic of leaders who facilitate school change. It is the basis for their ability to articulate a vision, develop a shared vision, express their beliefs that schools are for the students’ learning, and demonstrate that they value the human resources of their peers and subordinates. Being an effective communicator and listener is also a key ingredient of the following characteristics, being proactive and taking risks, of leaders of school change (Mendez-Morse, 1992, p. 39).

A principal’s communication with staff is vital for the success and growth of a school. Principals need to guide teachers in participative roles and help them to develop ownership of the decisions they make and have a stake in their success (Burger, 1995).

Communication is essential for finding a common bond among persons in an organization. This bond is built out of trust, mutual respect, opportunities to

engage in discussion of important matters, and the frequent exchange of ideas. As one successful administrator noted, “I try to establish an atmosphere of trust and mutual respect with my faculty. We have regularly scheduled times when teachers can comfortably express their concerns and ideas, and have input into school decisions” (Wendel et al., 1996, p. 138).

### Improvement

Another aspect of TQM that relates to the statement, “Catch them doing something right,” (R. Decker, personal communication, 1998) is to institute leadership. “Leadership is not supervision but rather finding ways to help workers improve” (McCormick, 1993, p. 18). In the end the leader should play the role as helper and according to Deming must remove barriers that make it possible for the worker to do his or her job with pride of workmanship.

It is important as administrators to drive out fear, which is the enemy of innovation and improvement. Since the inverse of fear is trust, the school must instill this quality in its employees so that people can do their best work and contribute toward optimizing the system.

### Relationships

Leadership is a series of deposits and withdrawals. Stephen Covey developed the “Emotional Bank Account” (see Appendix D) that describes the importance of aligning actions with the account’s deposits or withdrawals. A

good administrator will have more deposits than withdrawals. An administrator should seek first to understand rather than to seek first to be understood. This means that if a person can understand different views, communication styles, and personalities, he or she will be much more effective in any situation. The second deposit is keeping promises rather than breaking promises. The third is to show kindness and courtesy. Next, it is important to always clarify expectations. Fifth, an effective person will always be loyal to the absent, meaning he or she will not gossip, be disloyal or duplicate. A leader will offer apologies and not let pride conceit or arrogance rule. Finally, highly effective people are open to feedback rather than rejecting it.

In every relationship, the only deposits and withdrawals you can control are your own. To build trust, you must choose to treat every problem and every interaction with another person as an opportunity to make a deposit in that person's Emotional Bank Account. By making deposits in relationships, you build your own and others' security. In essence, personality, character, and integrity are important elements that deposits and withdrawals play a part of (Covey, 1996, p. 26).

The relationship between character and personality can be illustrated with an iceberg. The tip of the iceberg (personality) is what people first see. Although image, techniques, and skills can influence your outward success, the weight of real effectiveness lies in good character (Covey, 1996, p. 5).



Lou Holtz, former Notre Dame football coach, once said (as cited by D. Else, personal communication, June 9, 1998) that there are three questions every person asks another person in a human relationship. Can I trust you? Do you know what you're talking about? Do you care about me personally?

### Vision

Vision is what you believe should and can be. Vision is built on values.

Peter Senge once wrote in The Fifth Discipline (as cited by Fanning, 1998, p. 18), "A vision not consistent with values and the way people live day by day will not only fail to inspire genuine enthusiasm, it will foster outright cynicism."

Administrators need vision to be a true leader. They need to constantly be asking, where are we going and where have we been.

Creating a vision is an ongoing process with an objective to renew. Dr.

Burt Nanus, Professor of Management and Director of Research at the Leadership Institute at UCLA (as cited in Powe, 1992, p. 2) state that:

Nothing could be more common in organizations than a vision that has overstayed its welcome...the vision may, in fact, have been the right one at the time it was formulated, but rarely is right for all time. The world changes, and so must the vision.

Annie Webb, the first woman to hold a statewide elective office in Texas, in 1936 writes of the importance of vision (as cited in Lee, 1995, p.16).

Be progressive. Keep up with the moving world while not discarding what in the old has value. Don't cling to the old when

its worth has passed. Don't be a person so set in your views that nothing can change you...our public schools must put I in Americanism.

The "Pillars of Leadership" by Fanning (1998) gives us an excellent example of combining all of the above stated information (see Appendix E).

### Conclusion

In the long term, using misguided and outmoded models of thinking have resulted in loss to both business and education. The intrinsic value of people has been discounted and the human potential is far from being realized. My task as an administrator will be to expand teachers' and students' horizons and help them develop attitudes, skills and ways of relating to people that will lead them to a productive, responsible, and fulfilled life. The system must reward excellence and make the learning and teaching process a joy. Leadership creates system understanding and the environment for predicting results. Management is required to direct fiscal and human resources towards the fulfillment of an organizations' goal. The aim for both is continual improvement.

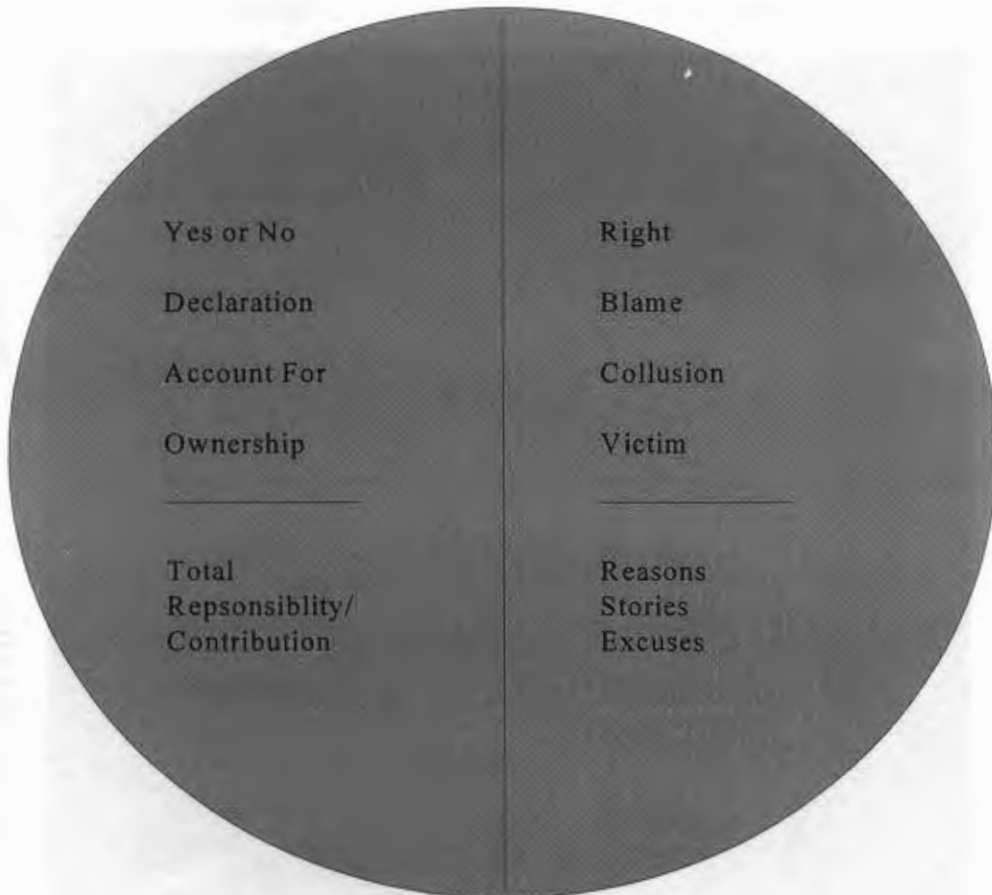
Administrators need to create constancy of purpose toward improvement of product and service, another concept taken from business. We should have concern for academic achievement. We should strive to make measurable improvements in carefully selected areas every school year, especially in light of the bountiful research and knowledge we now have to work with. "Schools that

realize significant improvement are marked by employees who have a precise understanding of the organization's mission and goals" (Fullan, 1991, p. 33).

Before coming to a conclusion, I would like to express the importance of Stephen Covey's "The Seven Habits of Highly Effective People" (Covey, 1996) . The habits he has written about fit very nicely with everything portrayed in this paper. It is so important for an administrator to do the following: be proactive, begin with the end in mind, put first things first, think win win, seek first to understand then to be understood, synergize, and sharpen the saw (see Appendix F).

I appreciate my business and educational careers. I also greatly appreciate having the opportunity to realize the massive similarities between the two. After all, so much of the research on management and leadership can be geared towards any professional or leadership role, especially that of an administrator. I look forward to using my administrative and various leadership training in the future as a principal but also realize that I am at an advantage of using this knowledge in the classroom. I am enlightened to know that my business background has some meaning in the world of education and administration, and my educational background, both as a teacher and a masters student, has enhanced my foundation to be an excellent administrator.

## Appendix A

**Results**

(Wakeman, 1999)

## Appendix B

**Time Management Matrix**

	URGENT	NOT URGENT
IMPORTANT	<b>I</b> <ul style="list-style-type: none"> <li>● Crises</li> <li>● Pressing problems</li> <li>● Deadline-driven projects, meetings, preparations</li> </ul>	<b>II</b> <ul style="list-style-type: none"> <li>● Preparation</li> <li>● Prevention</li> <li>● Values clarification</li> <li>● Planning</li> <li>● Relationship building</li> <li>● True re-creation</li> <li>● Empowerment</li> </ul>
NOT IMPORTANT	<b>III</b> <ul style="list-style-type: none"> <li>● Interruptions, some phone calls</li> <li>● Some mail, some reports</li> <li>● Some meetings</li> <li>● Many proximate, pressing matters</li> <li>● Many popular activities</li> </ul>	<b>IV</b> <ul style="list-style-type: none"> <li>● Trivia, busywork</li> <li>● Some phone calls</li> <li>● Time waster</li> <li>● "Escape" activities</li> <li>● Irrelevant mail</li> <li>● Excessive TV</li> </ul>

(Covey, 1996, p. 85)

## Appendix C

**Emotional Bank Account****Deposits**

Seek First to Understand

Keep Promises

Kindness, Courtesies

Clarify Expectations

Loyalty to the Absent

Offer apologies

Be Open to Feedback

**Withdrawals**

Seek First to Be Understood

Break Promises

Unkindness, Discourtesies

Violate Expectations

Disloyalty, Duplicity

Pride, Conceit, Arrogance

Reject Feedback

(Covey, 1996, p.13)

## Appendix D

**Management vs. Leadership**Management Skill

Directing

Creative Thinking

Decision Making

Listening Skills

Constructive Criticism

Problem Solving

Implementing Technology

Leadership Skill

Supporting

Inspiring Creativity

Delegating

Ensuring Understanding

Enhancing Others

Resolving Conflict

Humanizing Technology

(Bethel, 1990, p. 115)

Appendix E

## **Pillars of Leadership**

Custody of values

Willingness to listen and to hear

Ability to articulate the heartfelt concerns and desires of people

The dispensation of hope

Forsightedness

Knowledge with common sense

Integrity of character

Courage to think and act anew

The sharing of oneself

Motivation of people for action

(Adapted from J. W. Fanning)



## Appendix F

## **The Seven Habits of Highly Effective People**

**Habit 1: Be Proactive**

Are my actions based upon self-chosen values or upon my moods, feelings, and circumstances?

**Habit 2: Begin With the End in Mind:**

Have I written a personal mission statement which provides meaning, purpose, and direction to my life? Do my actions flow from my mission?

**Habit 3: Put First Things First**

Am I able to say not to the unimportant, no matter how urgent, and yes to the important?

**Habit 4: Think Win-Win**

Do I seek mutual benefit in all interdependent relationships?

**Habit 5: Seek First to Understand, Then to Be Understood**

Do I avoid autobiographical responses and instead faithfully reflect my understanding of the other person before seeking to be understood?

**Habit 6: Synergize**

Do I value different opinions, viewpoints, and perspectives of others when seeking solutions?

**Habit 7: Sharpen the Saw**

Am I engaged in continuous improvement in the physical, mental, spiritual, and social/emotional dimensions of my life?

(Covey, 1996, pp. 1-203)

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