

Chapter 6

Effective Change in Educational Institutions: Does the Construct of Power Influence Management and Leadership Models in Everyday Professional Practice?

Evgenia Theodotou
University of East London, UK

Avraam Papastathopoulos
Abu Dhabi University, UAE

Panagiotis Koutsouvelis
Metropolitan College, Greece

ABSTRACT

This chapter discusses the theoretical framework of management and leadership of change, focusing on the construct of power in educational institutions. Managers and leaders in educational institutions can adopt different models to apply change in the existing organisational procedures. According to the model they follow, they use their power differently. This chapter argues that the manner managers and leaders utilise their power strongly influences effective organisational change and their role in the organisation. Relevant managerial and leadership models of change are analysed in relation to different forms of power, with regard to the theoretical and research literature. The argument is further illuminated with a change event in a school in Greece in order to create a link between theory and everyday practice.

INTRODUCTION

Change is an important element of success in educational institutions and involves effective models of management and leadership. Effective management and leadership of change requires a number of elements of good practice, including planning skills, financial administration, vision etc. The construct of

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power is a cornerstone of effective management and leadership of change, influencing many of these practices. It negotiates significant aspects of people's performance and attitude towards organizational activities. Knights and Roberts (1982) support this, denoting that managers and personnel commonly interpret the issue of power mistakenly, as they fail to realize that power is expressed more in the relationship among humans rather than the individual actions of managers.

This chapter analyses the different models of management and leadership of change, with particular focus on the concept of power. Drawing on theoretical and research literature, it discusses in which way power can contribute to management and leadership procedures of change within educational institutions. It is argued that power holds vital ground in both management and leadership roles, and effective organizational change. An apt example is used to illustrate this argument and link theory to practice, concerning a change event in a case study conducted in Greece. This shows how a newly *appointed manager* failed to establish organizational change effectively due to her misuse of power but also highlights the way a teacher belonging to a lower rank of staff, became an actual leader.

The following section 2 analyses the theoretical framework of management and leadership of change, with particular emphasis on the aspect of power. Section 3 continues to illuminate the literature with an example of a change event in a school in Greece. Section 4 summarizes the discussion before drawing relevant conclusions.

MANAGEMENT AND LEADERSHIP OF CHANGE: THE THEORETICAL FRAMEWORK

This section presents the theoretical approaches that managers and leaders can use to achieve change within educational organizations. The particular focus of these models is on the aspect of power and how the different forms of power affect organizational change.

Management in Educational Institutions

Management is strongly related to coordinating multiple aspects of organizations. People in positions of authority are responsible for the well-being of employees, the general organization's performance and the ability to overcome whatever obstacles may hamper the organization's success. English (2008) supports this, maintaining that management links to the decisions and actions of people with high hierarchical employment.

Implementing academic managerial knowledge towards change, in a real life work environment, can be challenging and demanding. Knights and Willmott (1999) emphasize that guru guides and management text books are inclined to generate a negative and removed stance towards organizational activities. Some years later, Fullan (2003) agreed with this, highlighting that although management gurus may present a remedy from a difficult situation, they result commonly in the non-desired condition, especially when considerations such as local context and culture are not taken into account.

Effective managers show concern for employees rather than solely focusing on organizational procedures. Habermas (cited in Sergiovanni, 2003) responded to Knights's and Willmott's (1999) and Fullan's (2003) concerns, by demonstrating the two different worlds that cohabite within organizations. For this, he divides the organization into two (see Figure 1). The *lifeworld* represents the employees' values, desires, goals and culture. The *systemworld* includes instrumental strategies, necessary for the

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